



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

**for**

**Coastal Carolina University**

**Administration: CCU Fall 2013 1st yr**

**Report Date: June 2014**

[www.ProjectSAILS.org](http://www.ProjectSAILS.org)

© Kent State University

A service of Carrick Enterprises, Inc.

# Table of Contents

1.	THE TEST AND HOW IT IS SCORED .....	1
2.	TEST-TAKER PROFILE .....	3
3.	RESULTS BY SAILS SKILL SETS .....	5
	A.    Across the Skill Sets .....	5
	B.    Within Skill Sets .....	7
4.	RESULTS BY ACRL STANDARDS .....	95
5.	APPENDICES	
	A.    About Project SAILS .....	107
	B.    List of Institutions in the All-Institutions Benchmark .....	108
	C.    Test-Taker Profiles for Each Administration .....	110
	D.    Project SAILS Test Items .....	162
	E.    SAILS Test Item Numbers for Each SAILS Skill Set Subscale and ACRL Standard Subscale .....	211
	F.    ACRL Information Literacy Competency Standards .....	213

---

## 1. THE TEST AND HOW IT IS SCORED

### The Test

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

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

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

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

**Figure 1.1 Number of Items in Each Subscale**

SAILS Skill Sets	Number of Items
Developing a Research Strategy	32
Selecting Finding Tools	18
Searching	27
Using Finding Tool Features	14
Retrieving Sources	15
Evaluating Sources	21
Documenting Sources	14
Understanding Economic, Legal, and Social Issues	20

ACRL Standards	Number of Items
Standard 1: Determines the nature and extent of the information needed	39
Standard 2: Accesses needed information effectively and efficiently	75
Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	21
Standard 4: NOT USED	0
Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	26

**Scoring**

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

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

## 2. TEST-TAKER PROFILE

Figure 2.1 is a demographic profile of students who took the SAILS test at Coastal Carolina University, along with profiles for other institutions of the same type (Baccalaureate - Liberal Arts), 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	CCU (n=225)		Institution Type: Baccalaureate - Liberal Arts (n=9,410)		All Institutions (n=61,099)	
	n	%	n	%	n	%
<b>Class Standing</b>						
First Year	180	80.0	5,036	53.5	30,239	49.5
Sophomore	25	11.1	1,329	14.1	7,355	12.0
Junior	11	4.9	955	10.1	7,043	11.5
Senior	9	4.0	2,019	21.5	14,050	23.0
Other	0	0.0	49	0.5	2,385	3.9
Not reported	0	0.0	22	0.2	27	0.0
<b>Student Major</b>						
Agriculture/Environmental Studies	0	0.0	142	1.5	441	0.7
Architecture	0	0.0	10	0.1	147	0.2
Business	68	30.2	1,246	13.2	10,683	17.5
Communications/Journalism	7	3.1	386	4.1	1,479	2.4
Education	6	2.7	744	7.9	5,192	8.5
Computer Science	4	1.8	226	2.4	2,737	4.5
General Studies	0	0.0	28	0.3	1,143	1.9
Health Sciences	15	6.7	643	6.8	9,751	16.0
History	2	0.9	265	2.8	808	1.3
Humanities	16	7.1	345	3.7	835	1.4
Law	0	0.0	231	2.5	1,934	3.2
Military/Naval Science	0	0.0	5	0.1	59	0.1
Performing & Fine Arts	10	4.4	376	4.0	1,853	3.0
Science/Math	32	14.2	1,290	13.7	4,017	6.6
Social Sciences/Psychology	17	7.6	1,110	11.8	6,395	10.5
Other	36	16.0	1,298	13.8	9,379	15.4
Undecided	12	5.3	769	8.2	3,917	6.4
Not reported	0	0.0	296	3.1	329	0.5

CCU (N=225)		
Custom Demographics	n	%
Please indicate the number of library instruction sessions you have participated in at Coastal:		
0	43	19.1
1	73	32.4
2-3	89	39.6
4-5	9	4.0
6-7	2	0.9
8-9	2	0.9
10 or more	6	2.7
Not reported	1	0.4
Not reported	0	0.0
My current research skills are:		
Significantly below average	1	0.4
Below average	23	10.2
Average	147	65.3
Above average	48	21.3
Significantly above average	2	0.9
Not reported	4	1.8
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 Coastal Carolina University performed worse than the institution-type benchmark on the following SAILS Skill Sets:

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

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

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

### 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
<b>SAILS Skill Sets</b>			
Developing a Research Strategy	487 $\pm 7$	515 $\pm 1$	506 $\pm 0$
Selecting Finding Tools	482 $\pm 9$	519 $\pm 2$	506 $\pm 1$
Searching	463 $\pm 7$	496 $\pm 1$	486 $\pm 0$
Using Finding Tool Features	509 $\pm 11$	542 $\pm 2$	533 $\pm 1$
Retrieving Sources	506 $\pm 11$	540 $\pm 2$	520 $\pm 1$
Evaluating Sources	454 $\pm 8$	483 $\pm 1$	479 $\pm 1$
Documenting Sources	415 $\pm 11$	491 $\pm 2$	470 $\pm 1$
Understanding Economic, Legal, and Social Issues	461 $\pm 8$	474 $\pm 1$	466 $\pm 1$



## B. Within Skill Sets

This section reports in detail the performance of Coastal Carolina 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

##### Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Class Standing: Junior  
Major: Business, Performing & Fine Arts, Undecided

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

Class Standing: First Year, Sophomore  
Major: Health Sciences, Humanities, Science/Math, Social Sciences/Psychology, Other

##### Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed better than the CCU-average-student benchmark:

Major: Performing & Fine Arts

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing: First Year, Sophomore, Junior  
Major: Business, Health Sciences, Humanities, Science/Math, Social Sciences/Psychology, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	487 $\pm 7$	515 $\pm 1$	506 $\pm 0$
<b>Class Standing</b>			
First Year	488 $\pm 7$	505 $\pm 2$	494 $\pm 1$
Sophomore	477 $\pm 22$	507 $\pm 3$	503 $\pm 1$
Junior	499 $\pm 29$	512 $\pm 3$	518 $\pm 1$
<b>Majors</b>			
Business	485 $\pm 11$	496 $\pm 3$	505 $\pm 1$
Health Sciences	472 $\pm 21$	510 $\pm 5$	508 $\pm 1$
Humanities	494 $\pm 27$	554 $\pm 8$	540 $\pm 4$
Performing & Fine Arts	537 $\pm 37$	526 $\pm 6$	513 $\pm 2$
Science / Math	503 $\pm 18$	528 $\pm 3$	518 $\pm 2$
Social Sciences / Psychology	506 $\pm 19$	530 $\pm 4$	513 $\pm 1$
Other	473 $\pm 19$	508 $\pm 3$	499 $\pm 1$
Undecided	497 $\pm 24$	504 $\pm 5$	494 $\pm 2$

## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	492 ±18
1	479 ±12
2-3	499 ±9
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	472 ±20
Average	478 ±8
Above average	507 ±15
Significantly above average	Insufficient data
Not reported	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, and the average for all institutions.

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

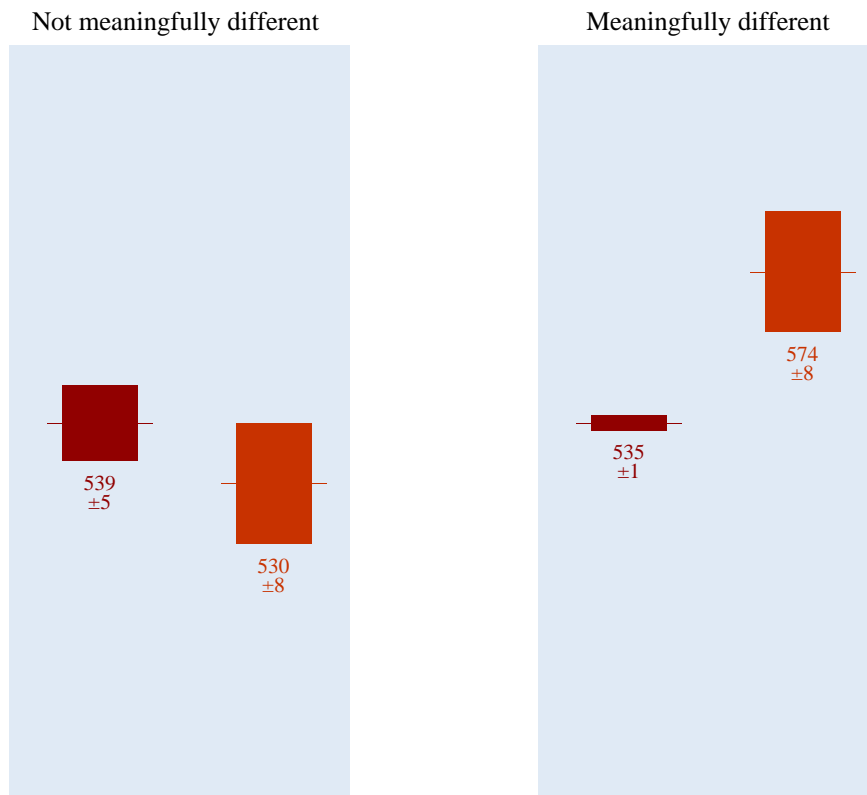
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

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  $\pm 5$  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**

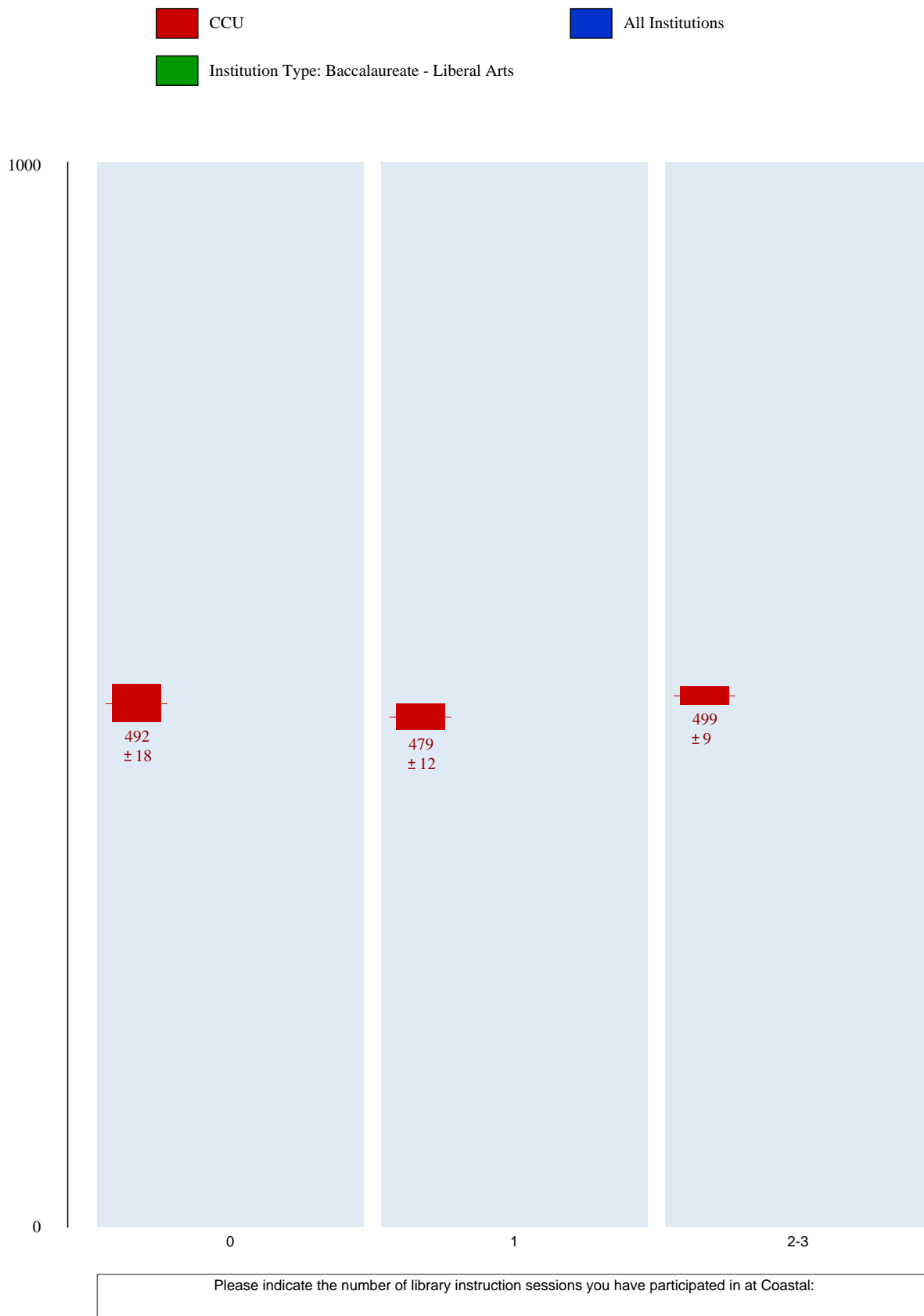


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

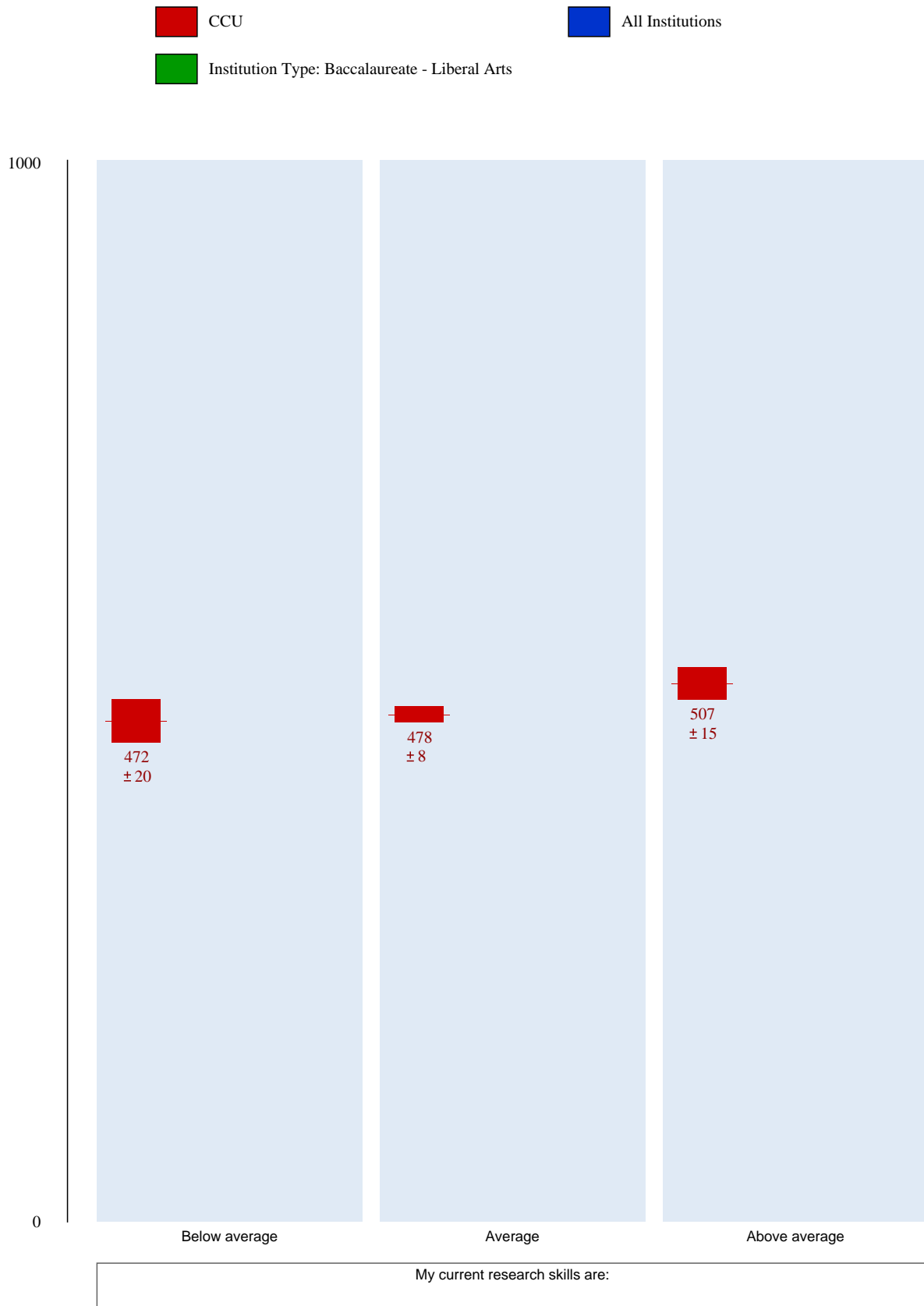




**Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy**



**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

<b>2. SAILS Skill Set: Selecting Finding Tools</b>
--

**Summary of Results**Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Class Standing: Junior  
 Major: Business, Performing & Fine Arts, Social Sciences/Psychology

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

Class Standing: First Year, Sophomore  
 Major: Health Sciences, Humanities, Science/Math, Other, Undecided

Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing: First Year, Sophomore, Junior  
 Major: Business, Humanities, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

Within Coastal Carolina University, the following groups performed worse than the CCU-average-student benchmark:

Major: Health Sciences

### 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	482 $\pm 9$	519 $\pm 2$	506 $\pm 1$
<b>Class Standing</b>			
First Year	484 $\pm 10$	509 $\pm 2$	496 $\pm 1$
Sophomore	451 $\pm 29$	512 $\pm 4$	501 $\pm 2$
Junior	519 $\pm 53$	514 $\pm 4$	517 $\pm 2$
<b>Majors</b>			
Business	499 $\pm 16$	495 $\pm 4$	504 $\pm 1$
Health Sciences	430 $\pm 27$	510 $\pm 6$	505 $\pm 1$
Humanities	477 $\pm 31$	548 $\pm 10$	538 $\pm 5$
Performing & Fine Arts	500 $\pm 54$	543 $\pm 7$	520 $\pm 3$
Science / Math	481 $\pm 26$	533 $\pm 5$	525 $\pm 2$
Social Sciences / Psychology	511 $\pm 41$	527 $\pm 5$	514 $\pm 2$
Other	478 $\pm 22$	511 $\pm 4$	499 $\pm 1$
Undecided	454 $\pm 28$	511 $\pm 6$	494 $\pm 2$

## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	502 ±20
1	487 ±16
2-3	485 ±15
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	424 ±27
Average	474 ±11
Above average	531 ±21
Significantly above average	Insufficient data
Not reported	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, 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  $\pm 5$  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,

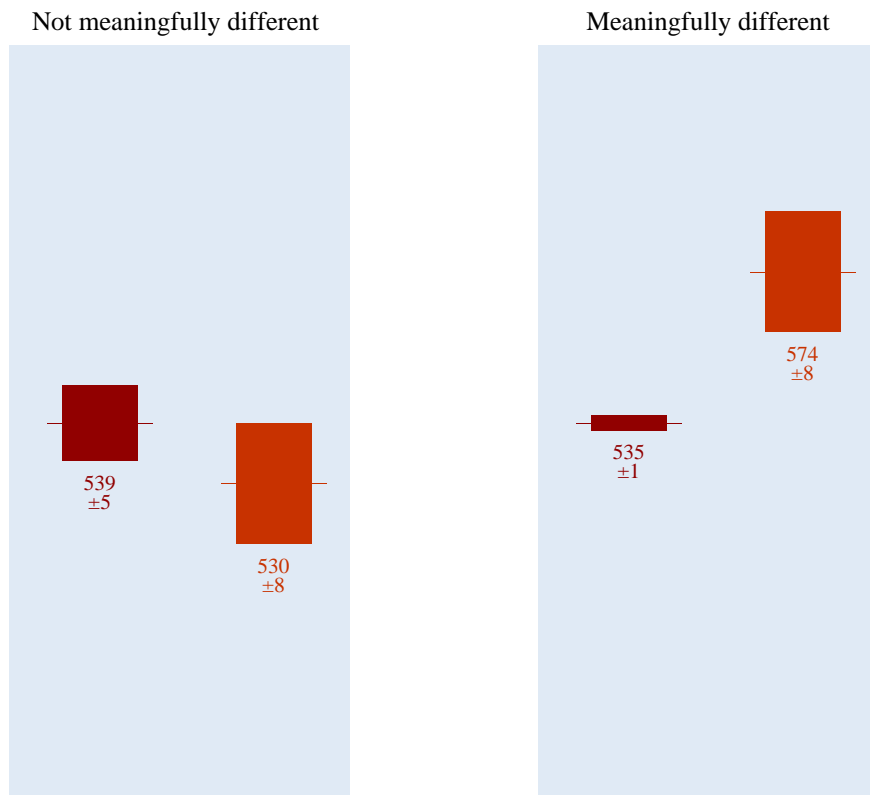


Figure 3.6 Chart for Skill Set: Selecting Finding Tools





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



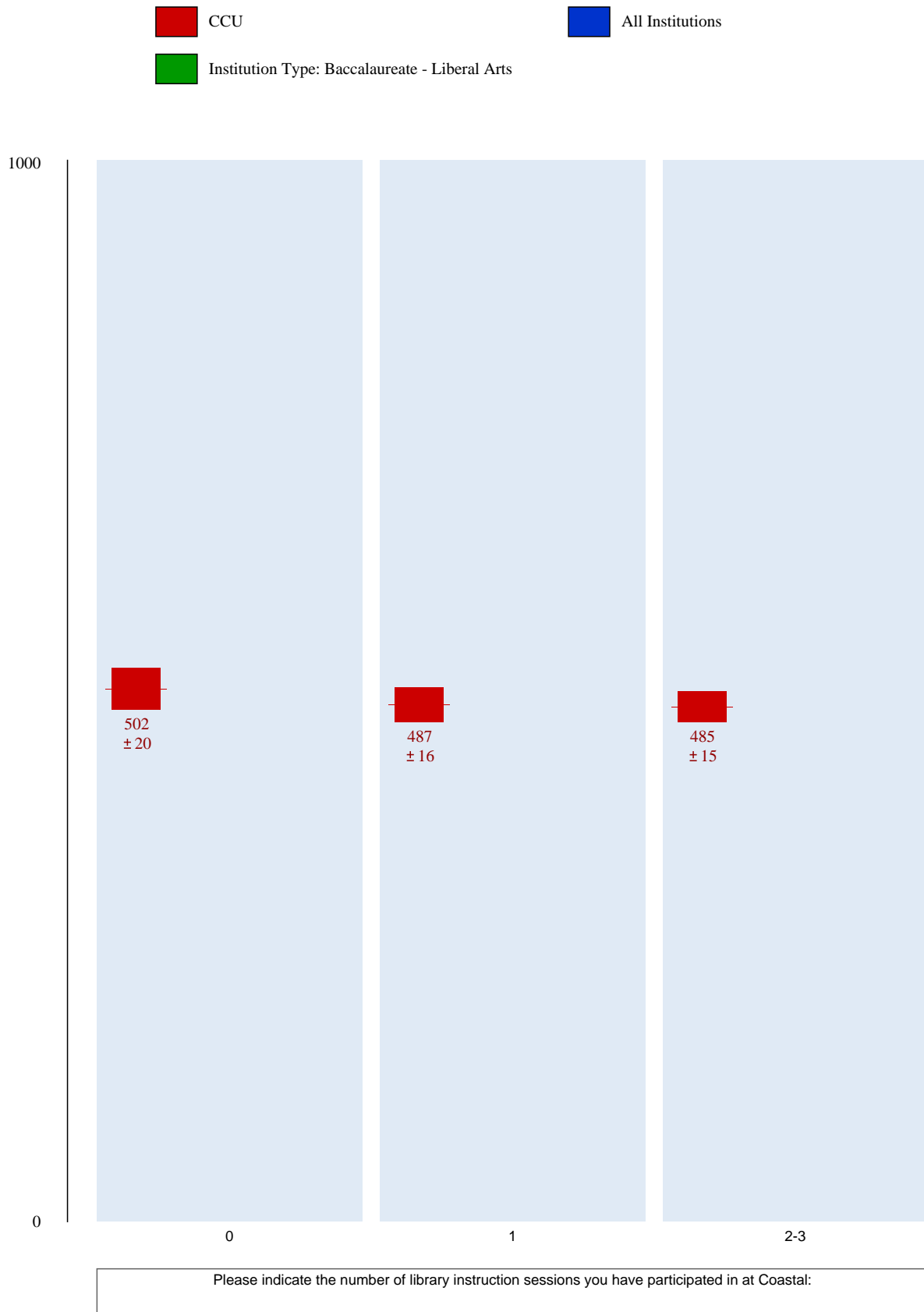
Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools



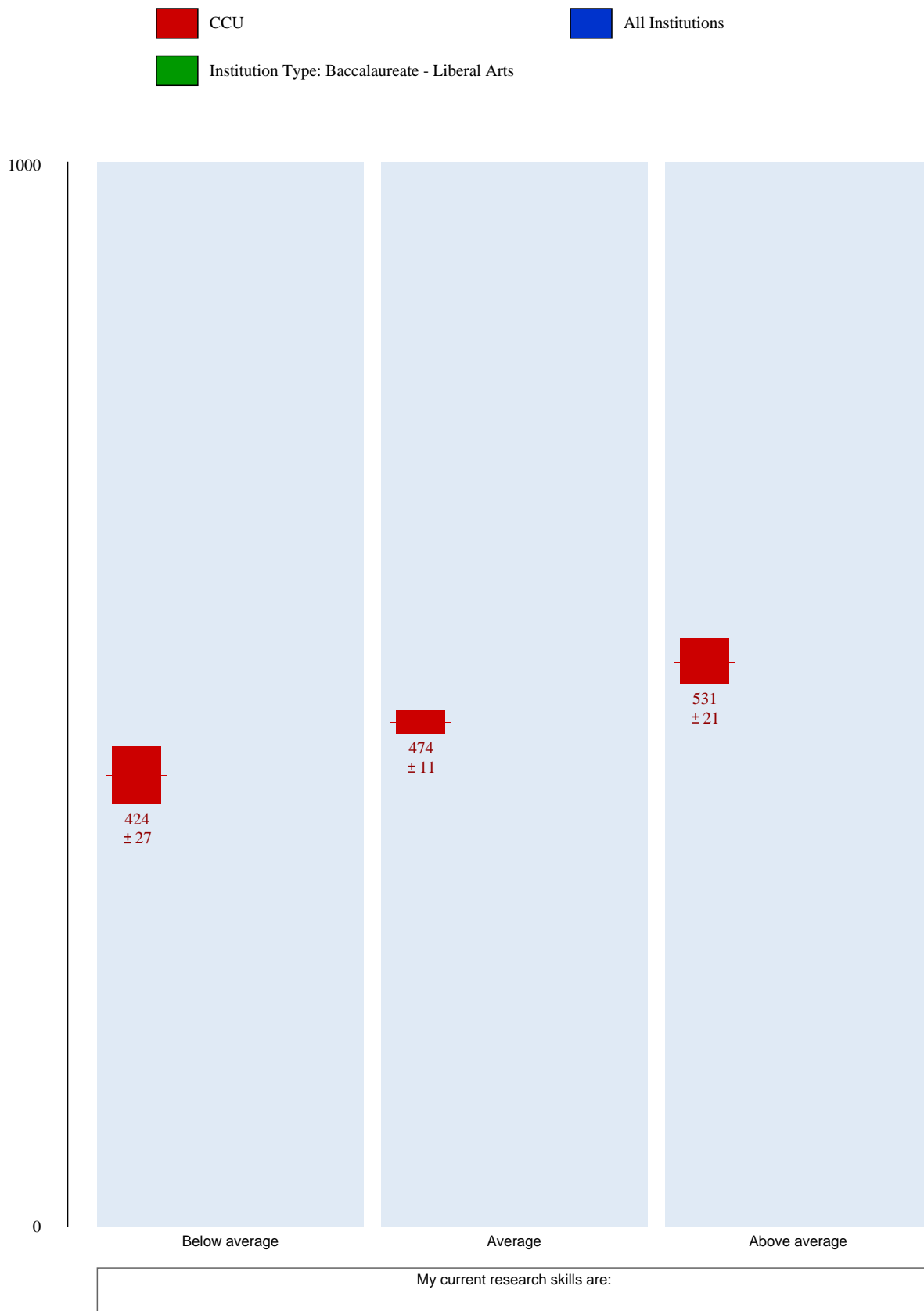
**Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools**



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**Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Class Standing: Junior  
Major: Business, Health Sciences

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

Class Standing: First Year, Sophomore  
Major: Humanities, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed better than the CCU-average-student benchmark:

Class Standing: Junior

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing: First Year  
Major: Business, Health Sciences, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

Within Coastal Carolina University, the following groups performed worse than the CCU-average-student benchmark:

Class Standing: Sophomore  
Major: Humanities

### 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	463 $\pm 7$	496 $\pm 1$	486 $\pm 0$
<b>Class Standing</b>			
First Year	461 $\pm 8$	487 $\pm 2$	476 $\pm 1$
Sophomore	432 $\pm 20$	482 $\pm 3$	480 $\pm 1$
Junior	509 $\pm 38$	489 $\pm 4$	495 $\pm 1$
<b>Majors</b>			
Business	469 $\pm 12$	472 $\pm 3$	483 $\pm 1$
Health Sciences	479 $\pm 24$	480 $\pm 5$	486 $\pm 1$
Humanities	425 $\pm 28$	535 $\pm 8$	521 $\pm 4$
Performing & Fine Arts	465 $\pm 28$	506 $\pm 6$	499 $\pm 3$
Science / Math	474 $\pm 20$	514 $\pm 4$	504 $\pm 2$
Social Sciences / Psychology	478 $\pm 25$	509 $\pm 4$	493 $\pm 1$
Other	460 $\pm 21$	490 $\pm 3$	479 $\pm 1$
Undecided	435 $\pm 24$	491 $\pm 5$	474 $\pm 2$



## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	462 ±16
1	463 ±13
2-3	461 ±11
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	442 ±27
Average	460 ±8
Above average	468 ±16
Significantly above average	Insufficient data
Not reported	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, and the average for all institutions.

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

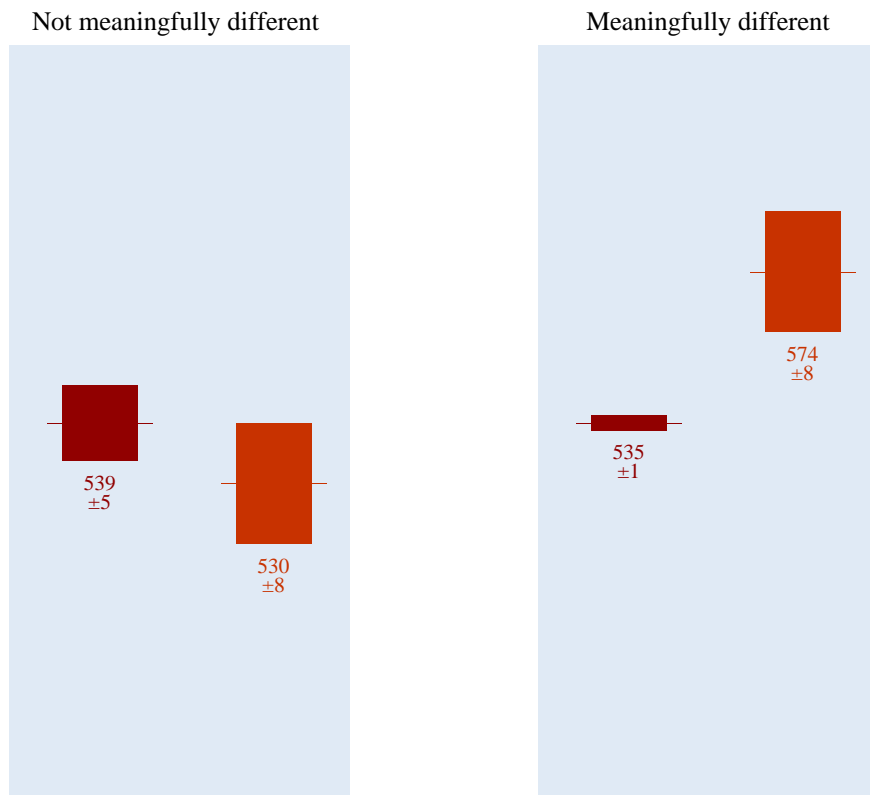
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

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  $\pm 5$  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.

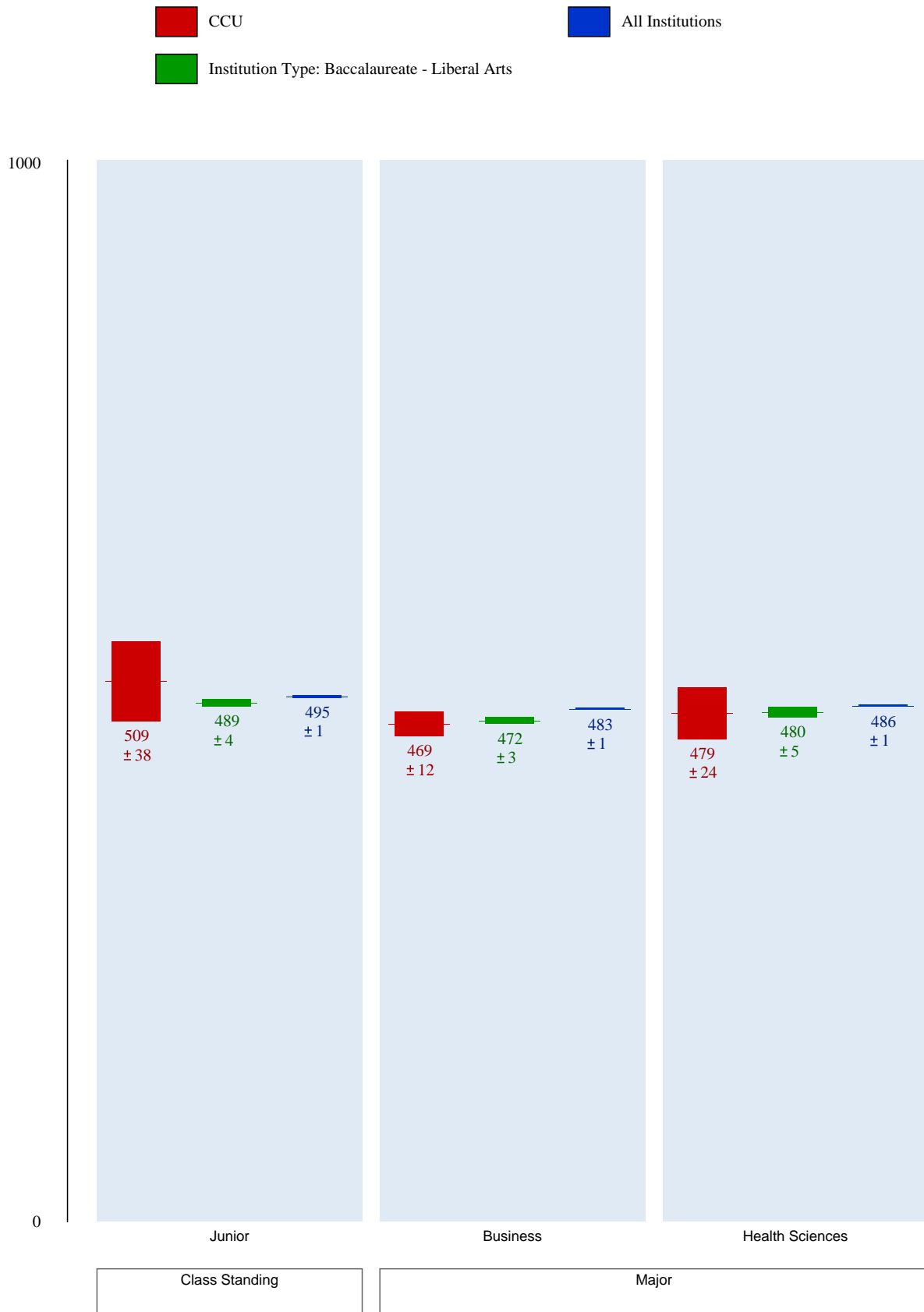
For example,



**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**

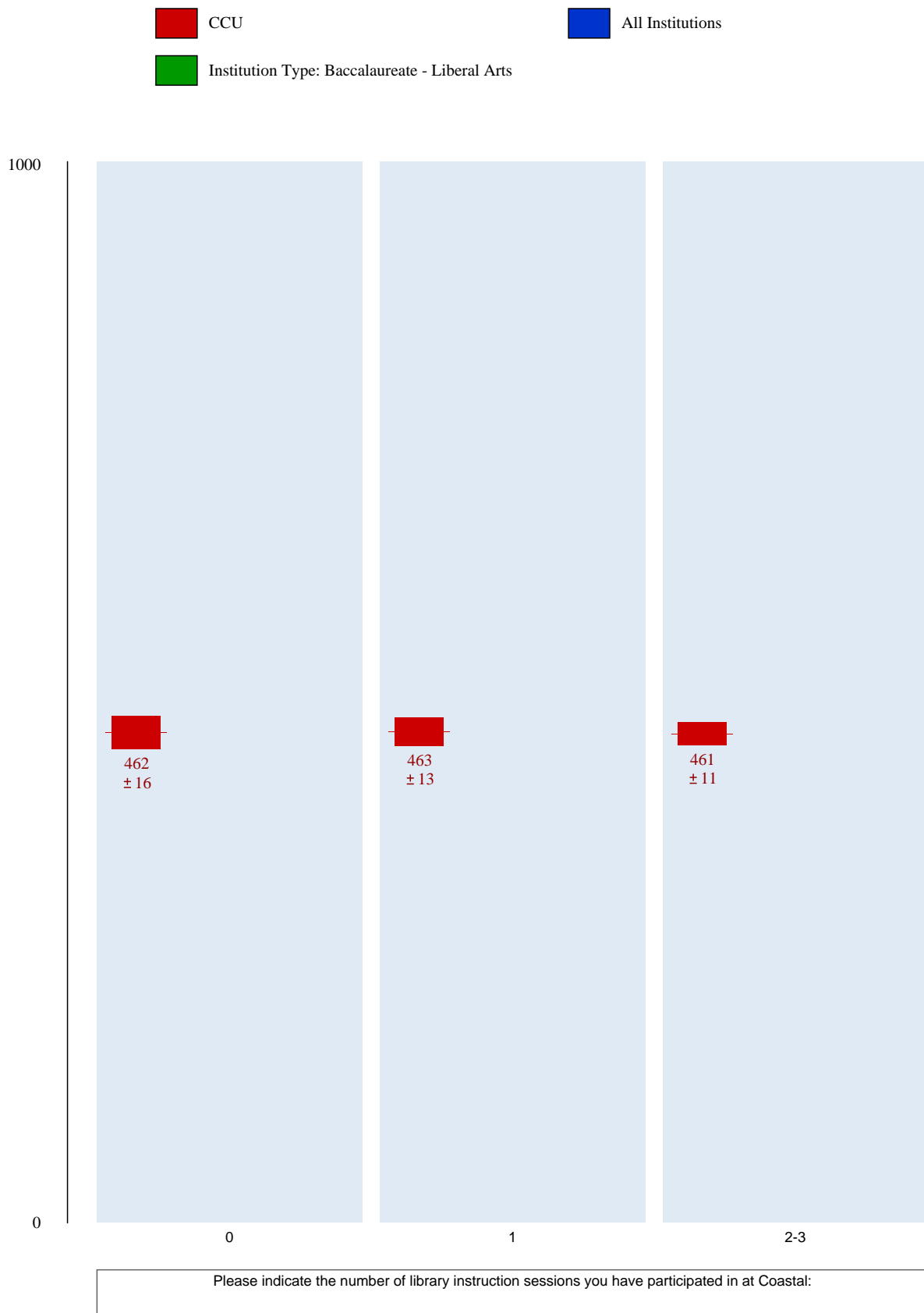
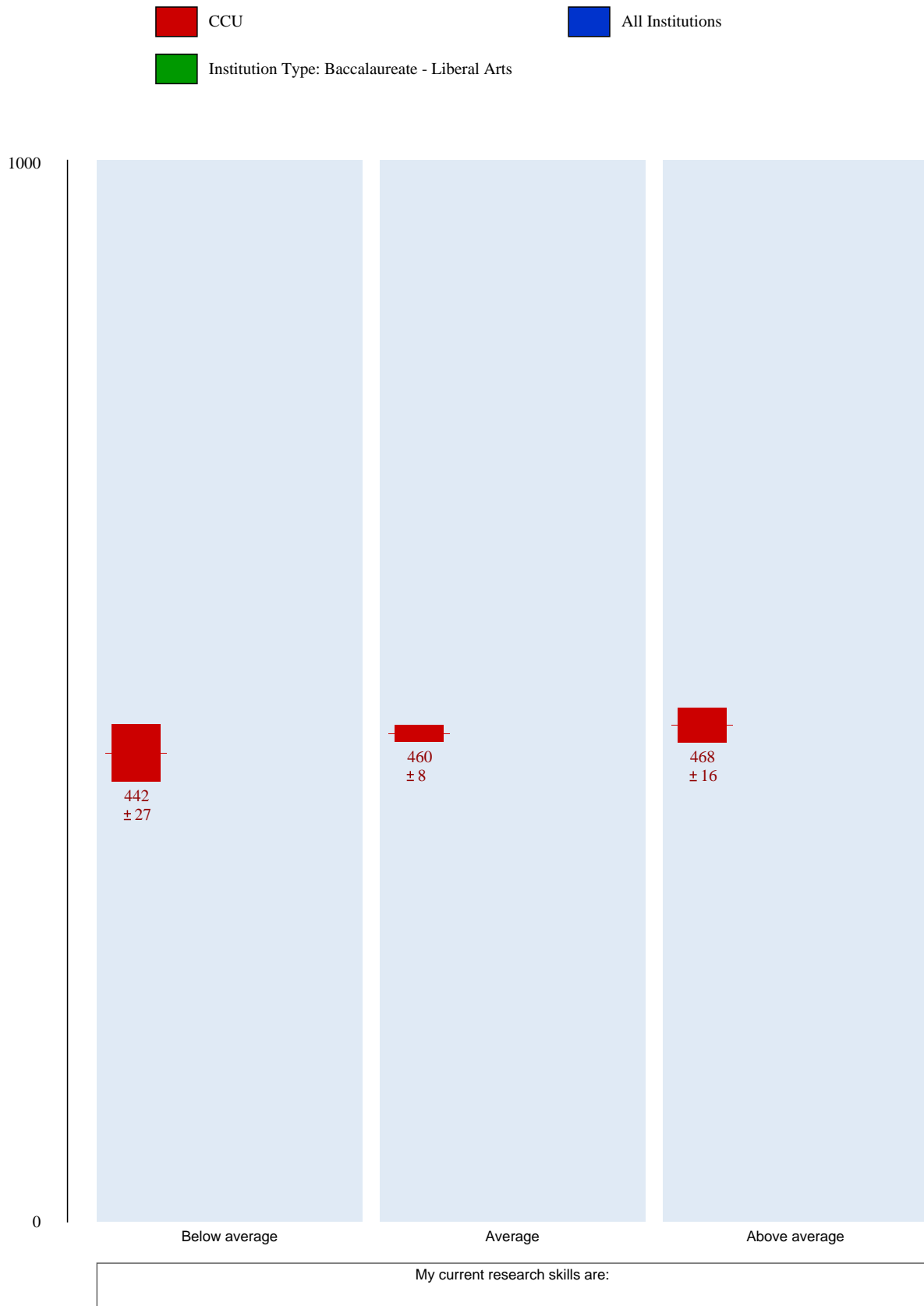


Figure 3.9 (continued) Chart for Skill Set: Searching





**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.

<b>4. SAILS Skill Set: Using Finding Tool Features</b>
--

**Summary of Results**Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Class Standing:	First Year
Major:	Business, Health Sciences, Performing & Fine Arts, Social Sciences/Psychology, Undecided

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

Class Standing:	Sophomore, Junior
Major:	Humanities, Science/Math, Other

Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed better than the CCU-average-student benchmark:

Major:	Social Sciences/Psychology, Undecided
--------	---------------------------------------

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing:	First Year, Sophomore, Junior
Major:	Business, Health Sciences, Performing & Fine Arts, Science/Math, Other

Within Coastal Carolina University, the following groups performed worse than the CCU-average-student benchmark:

Major:	Humanities
--------	------------

### 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	509 $\pm 11$	542 $\pm 2$	533 $\pm 1$
<b>Class Standing</b>			
First Year	514 $\pm 13$	529 $\pm 3$	521 $\pm 1$
Sophomore	494 $\pm 34$	534 $\pm 5$	530 $\pm 2$
Junior	492 $\pm 40$	538 $\pm 5$	543 $\pm 2$
<b>Majors</b>			
Business	510 $\pm 18$	525 $\pm 5$	529 $\pm 1$
Health Sciences	488 $\pm 48$	532 $\pm 8$	537 $\pm 2$
Humanities	442 $\pm 46$	562 $\pm 11$	551 $\pm 5$
Performing & Fine Arts	542 $\pm 51$	549 $\pm 9$	541 $\pm 4$
Science / Math	501 $\pm 35$	555 $\pm 5$	544 $\pm 2$
Social Sciences / Psychology	574 $\pm 31$	563 $\pm 5$	541 $\pm 2$
Other	494 $\pm 26$	531 $\pm 5$	529 $\pm 2$
Undecided	576 $\pm 52$	530 $\pm 7$	516 $\pm 2$

## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	526 ±27
1	523 ±20
2-3	500 ±17
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	483 ±31
Average	497 ±14
Above average	535 ±23
Significantly above average	Insufficient data
Not reported	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, 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  $\pm 5$  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,

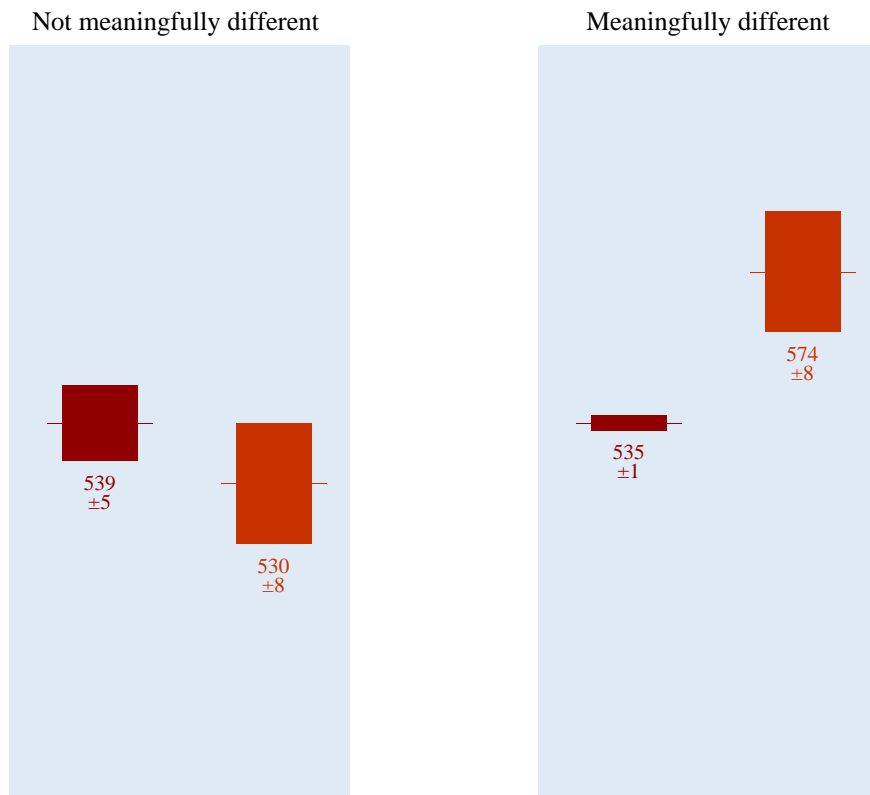


Figure 3.12 Chart for Skill Set: Using Finding Tool Features



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

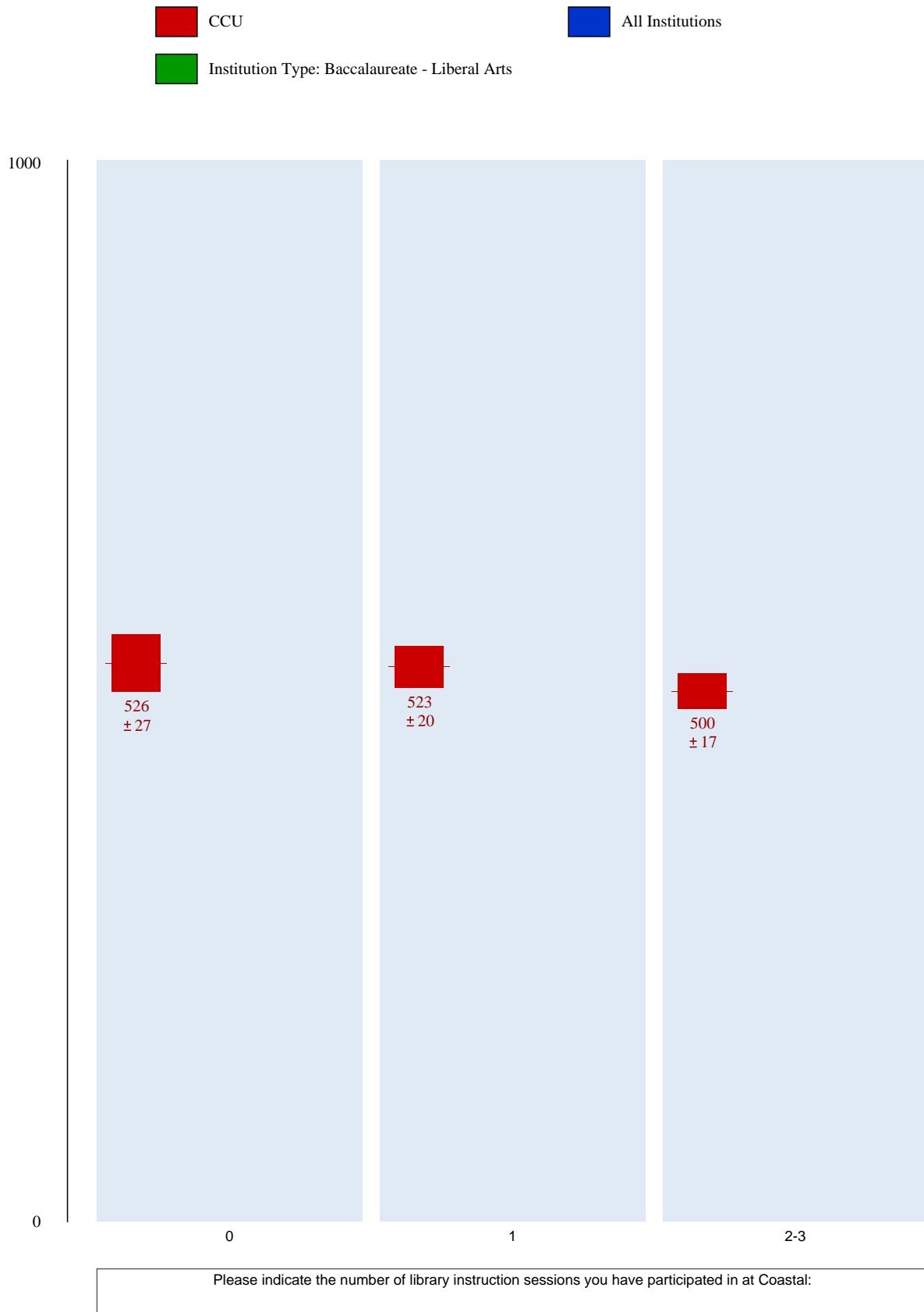
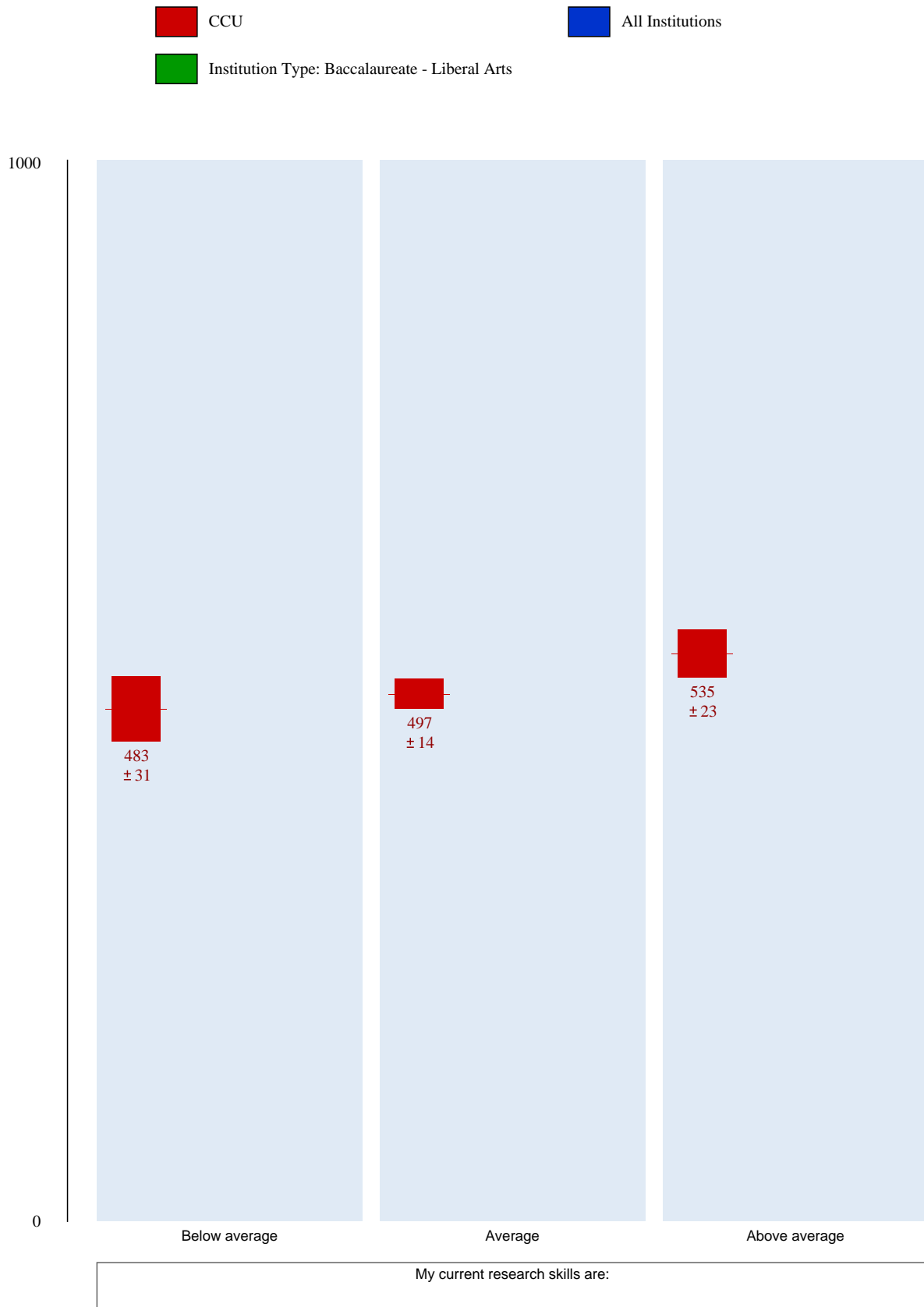


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



**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**Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Class Standing: Sophomore, Junior  
Major: Performing & Fine Arts, Social Sciences/Psychology, Other, Undecided

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

Class Standing: First Year  
Major: Business, Health Sciences, Humanities, Science/Math

Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed better than the CCU-average-student benchmark:

Class Standing: Junior  
Major: Performing & Fine Arts, Social Sciences/Psychology

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing: First Year, Sophomore  
Major: Humanities, Science/Math, Other, Undecided

Within Coastal Carolina University, the following groups performed worse than the CCU-average-student benchmark:

Major: Business, Health Sciences

### 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	506 $\pm 11$	540 $\pm 2$	520 $\pm 1$
<b>Class Standing</b>			
First Year	497 $\pm 12$	519 $\pm 3$	501 $\pm 1$
Sophomore	517 $\pm 39$	534 $\pm 4$	521 $\pm 2$
Junior	582 $\pm 49$	545 $\pm 5$	537 $\pm 2$
<b>Majors</b>			
Business	476 $\pm 18$	515 $\pm 5$	518 $\pm 1$
Health Sciences	459 $\pm 36$	542 $\pm 7$	527 $\pm 2$
Humanities	526 $\pm 41$	617 $\pm 11$	561 $\pm 5$
Performing & Fine Arts	588 $\pm 57$	569 $\pm 9$	522 $\pm 4$
Science / Math	497 $\pm 28$	549 $\pm 5$	536 $\pm 2$
Social Sciences / Psychology	590 $\pm 38$	561 $\pm 5$	529 $\pm 2$
Other	516 $\pm 29$	523 $\pm 5$	512 $\pm 2$
Undecided	473 $\pm 56$	522 $\pm 7$	495 $\pm 2$

## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	494 ±27
1	515 ±18
2-3	507 ±17
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	469 ±30
Average	505 ±13
Above average	516 ±25
Significantly above average	Insufficient data
Not reported	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, 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  $\pm 5$  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,

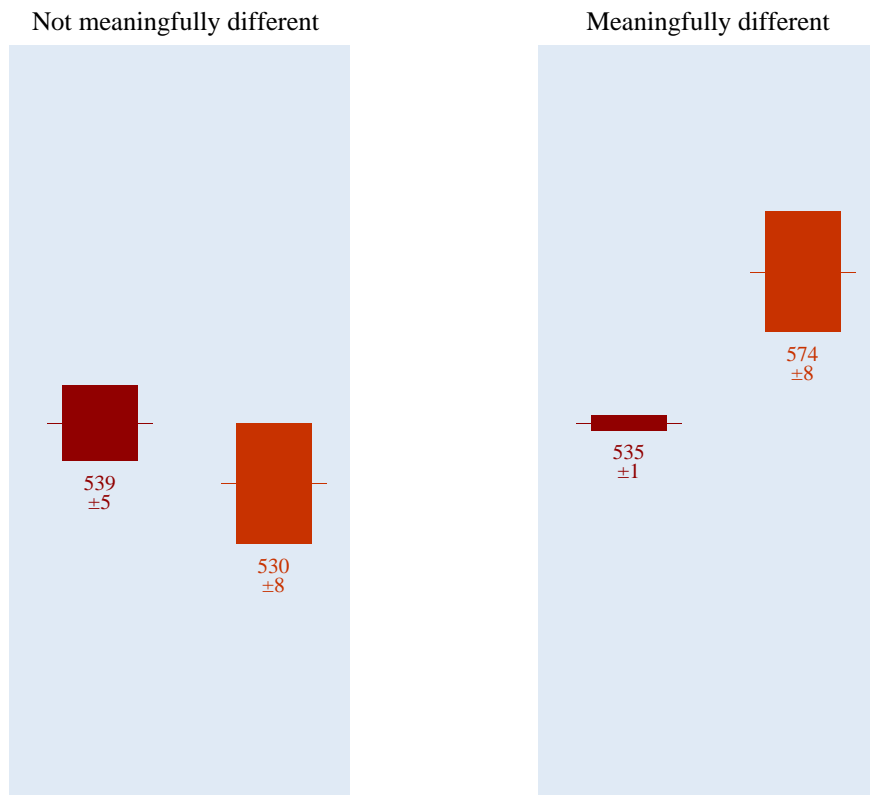




Figure 3.15 Chart for Skill Set: Retrieving Sources

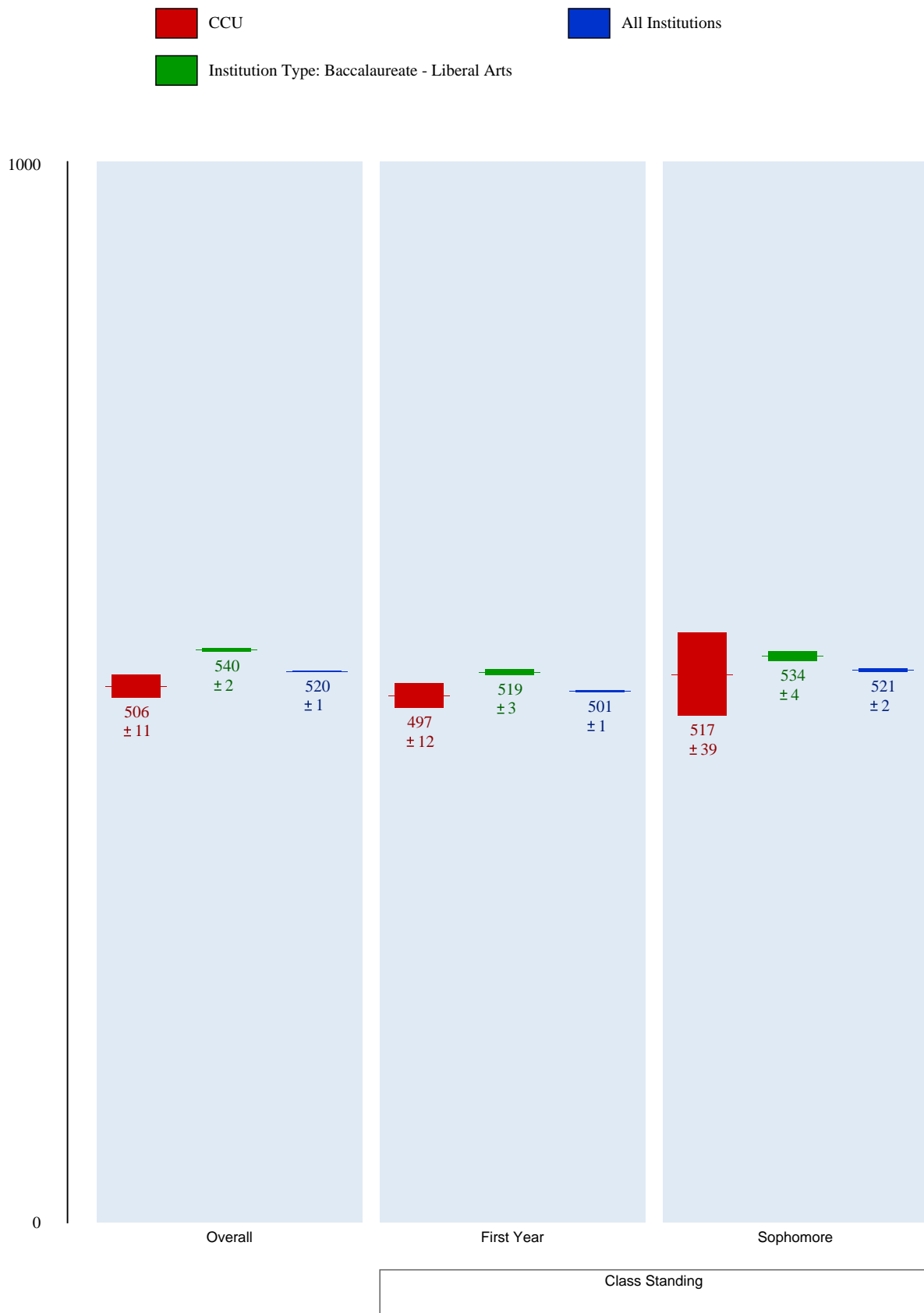


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



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

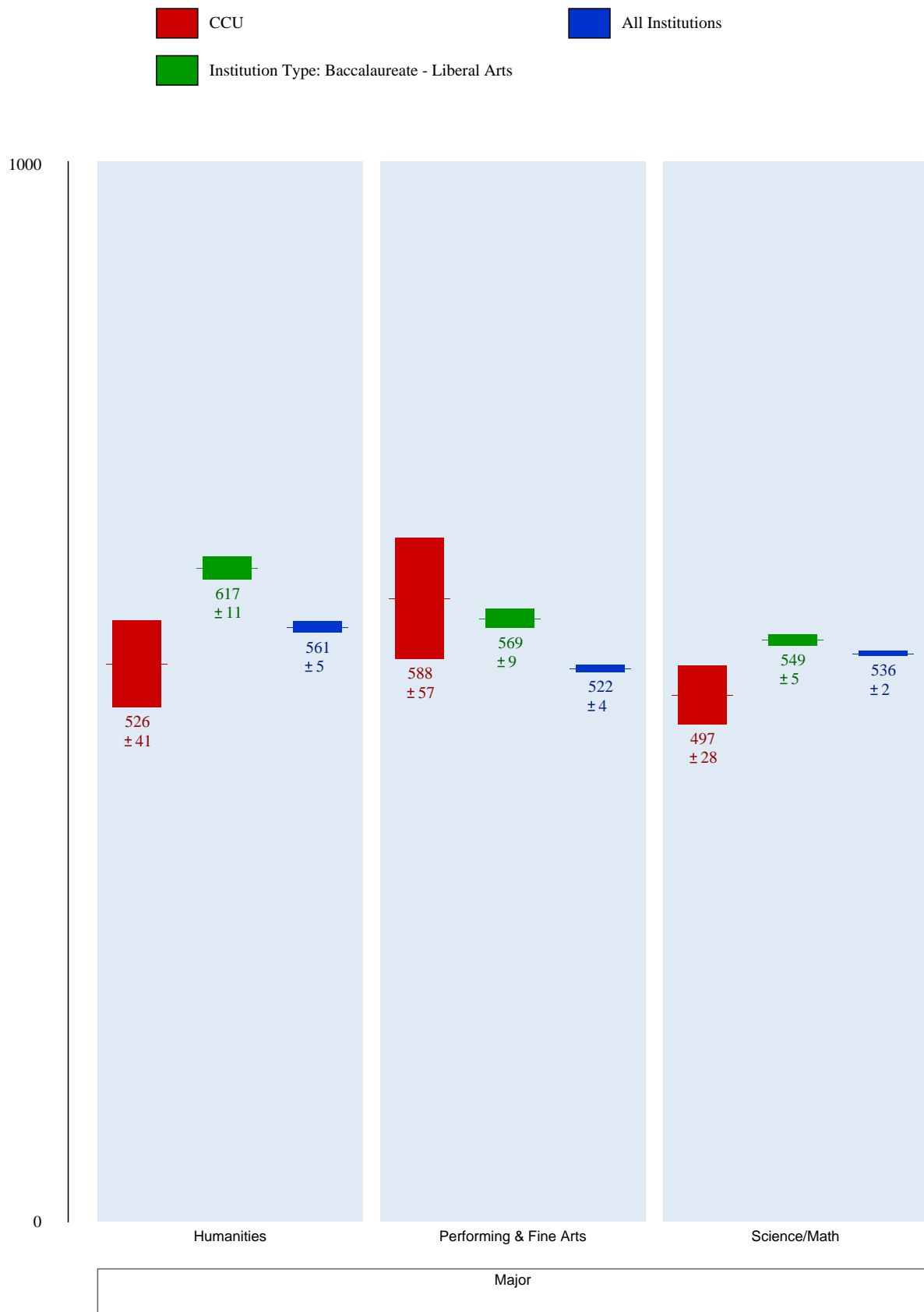
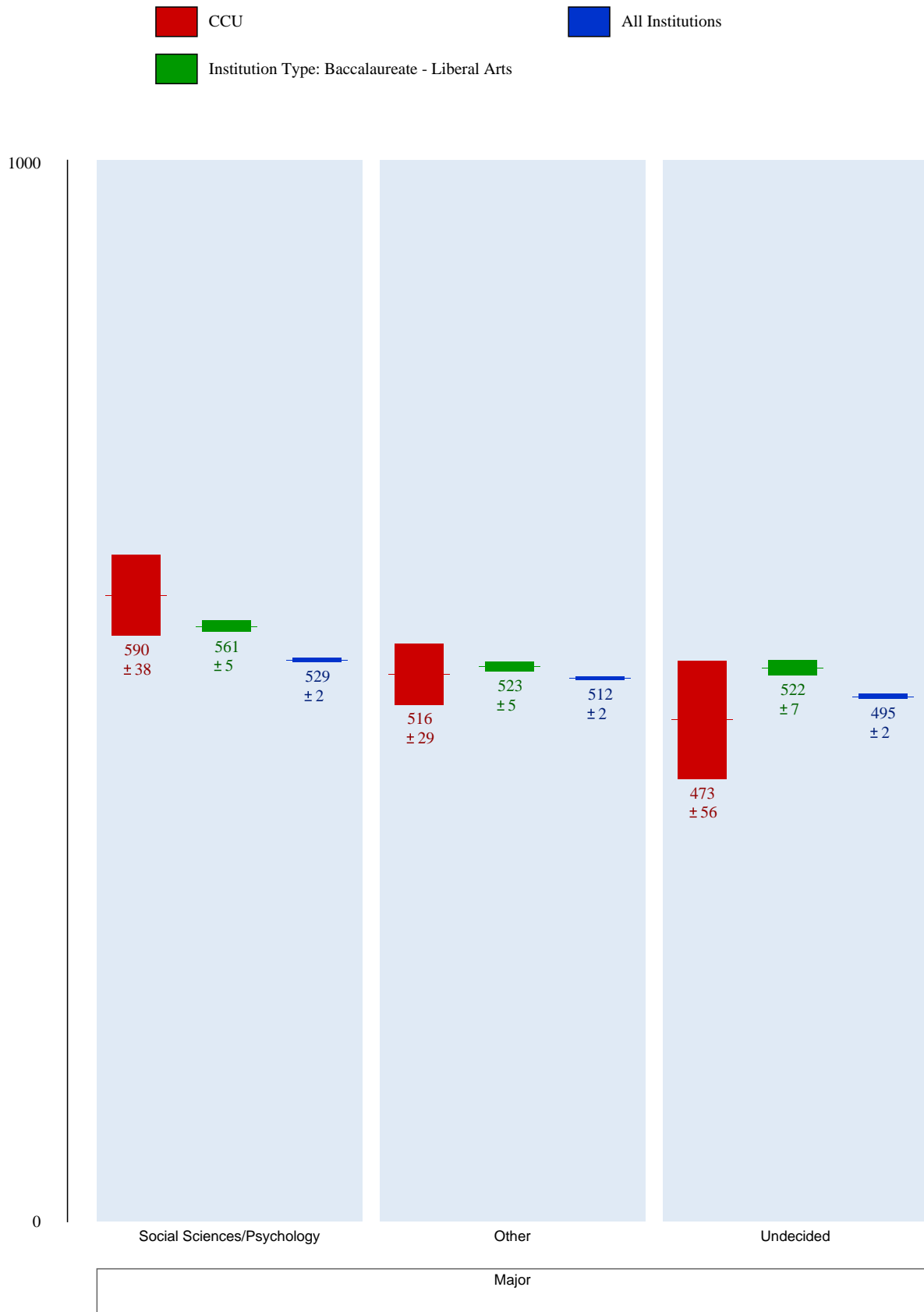


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



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

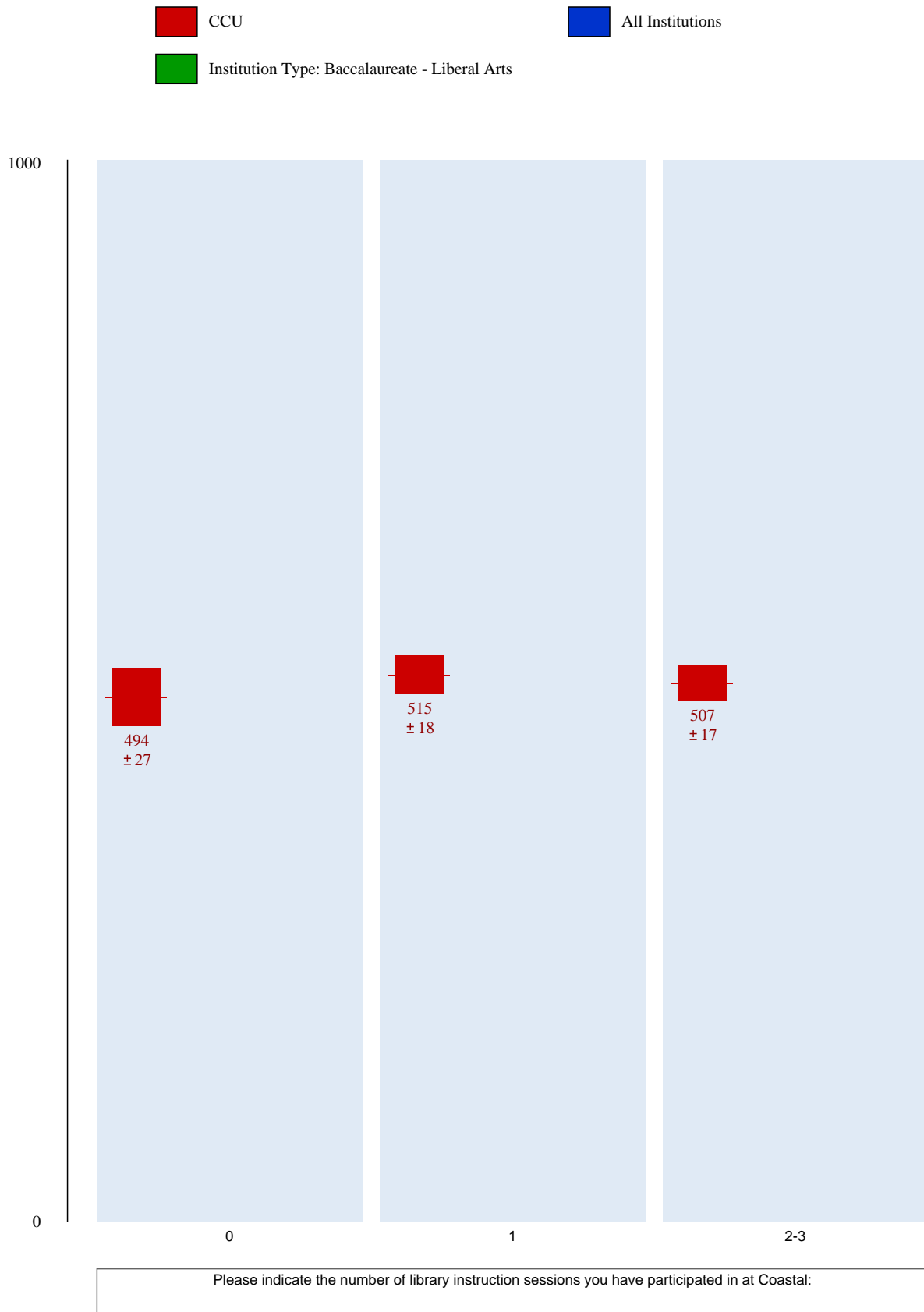
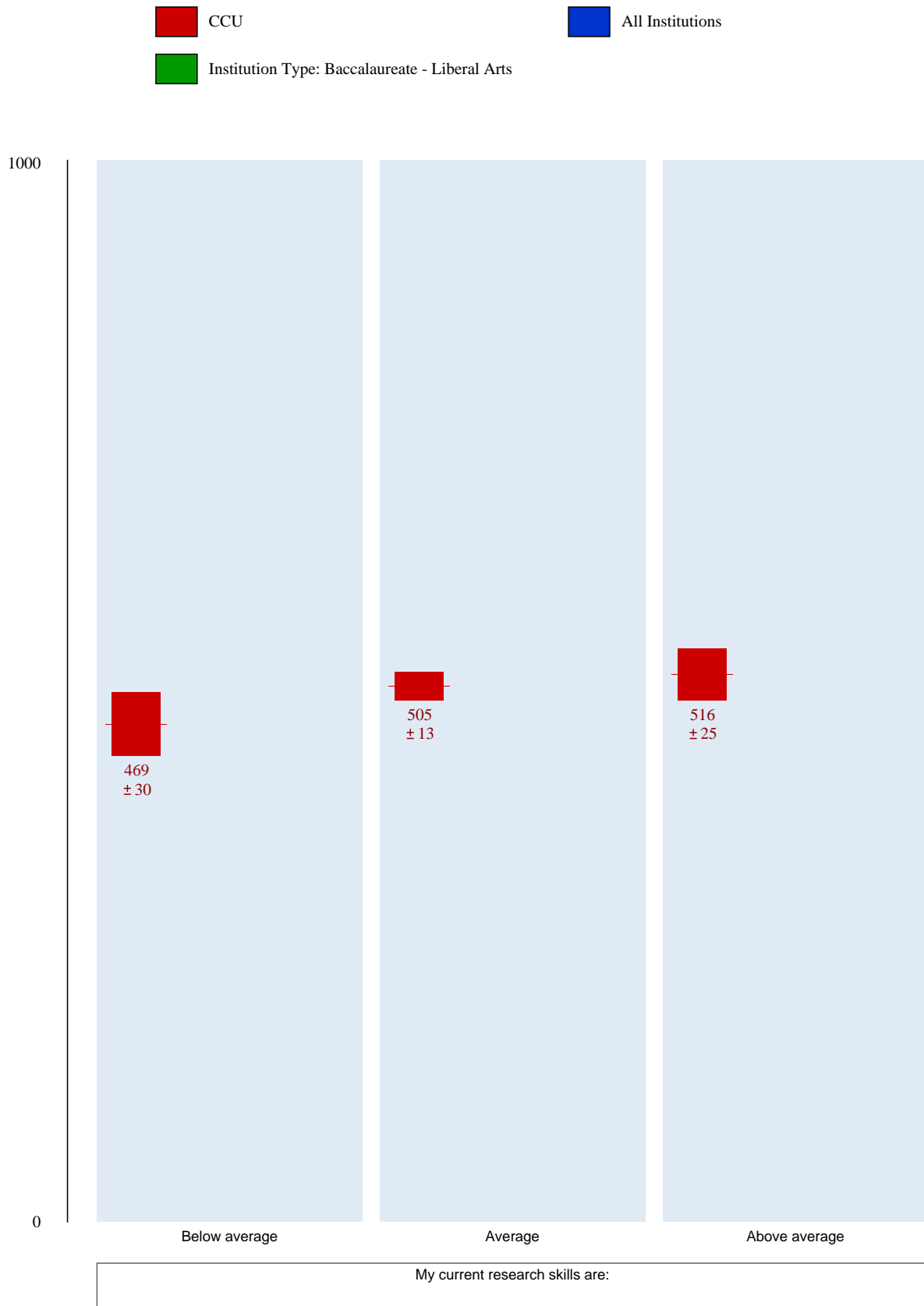


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



**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.

<b>6. SAILS Skill Set: Evaluating Sources</b>
---

**Summary of Results**Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Class Standing: Junior  
Major: Performing & Fine Arts

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

Major: Business, Health Sciences, Undecided

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

Class Standing: First Year, Sophomore  
Major: Humanities, Science/Math, Social Sciences/Psychology, Other

Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed better than the CCU-average-student benchmark:

Class Standing: Junior  
Major: Performing & Fine Arts, Undecided

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing: First Year, Sophomore  
Major: Business, Health Sciences, Humanities, Science/Math, Social Sciences/Psychology, Other



### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	454 $\pm 8$	483 $\pm 1$	479 $\pm 1$
<b>Class Standing</b>			
First Year	455 $\pm 9$	473 $\pm 2$	468 $\pm 1$
Sophomore	428 $\pm 27$	468 $\pm 4$	472 $\pm 1$
Junior	515 $\pm 29$	479 $\pm 4$	489 $\pm 2$
<b>Majors</b>			
Business	451 $\pm 16$	464 $\pm 4$	480 $\pm 1$
Health Sciences	462 $\pm 32$	476 $\pm 6$	479 $\pm 1$
Humanities	455 $\pm 35$	523 $\pm 8$	513 $\pm 4$
Performing & Fine Arts	567 $\pm 36$	506 $\pm 7$	493 $\pm 3$
Science / Math	439 $\pm 23$	497 $\pm 4$	493 $\pm 2$
Social Sciences / Psychology	444 $\pm 27$	488 $\pm 4$	485 $\pm 2$
Other	438 $\pm 17$	476 $\pm 4$	472 $\pm 1$
Undecided	498 $\pm 35$	480 $\pm 6$	466 $\pm 2$

## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	472 ±20
1	462 ±14
2-3	448 ±14
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	437 ±27
Average	439 ±10
Above average	502 ±17
Significantly above average	Insufficient data
Not reported	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, 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  $\pm 5$  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,

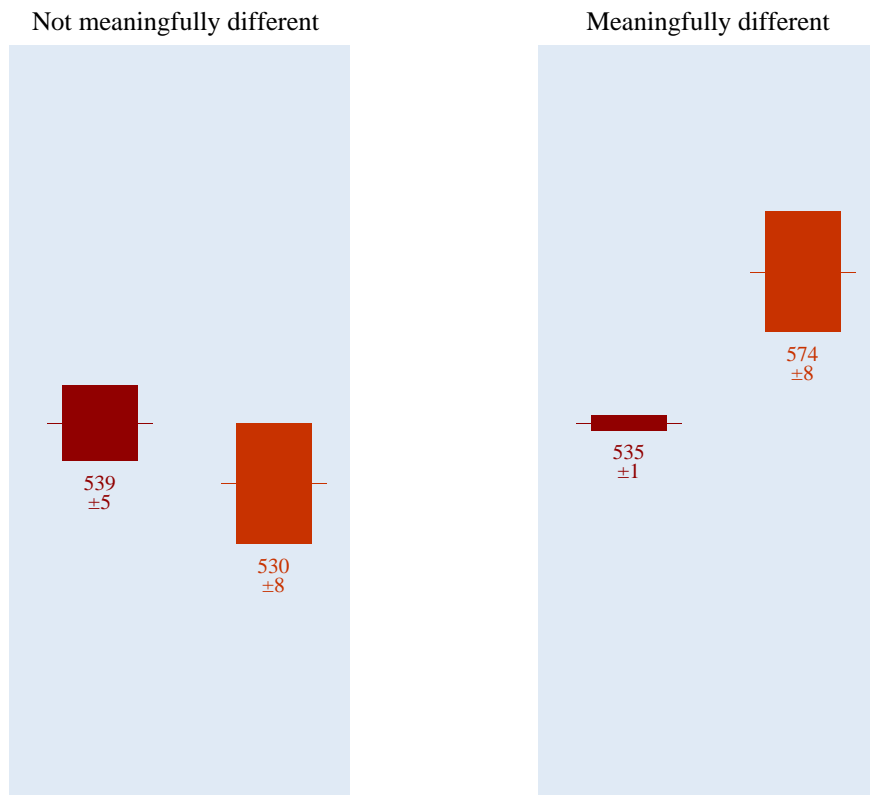


Figure 3.18 Chart for Skill Set: Evaluating Sources

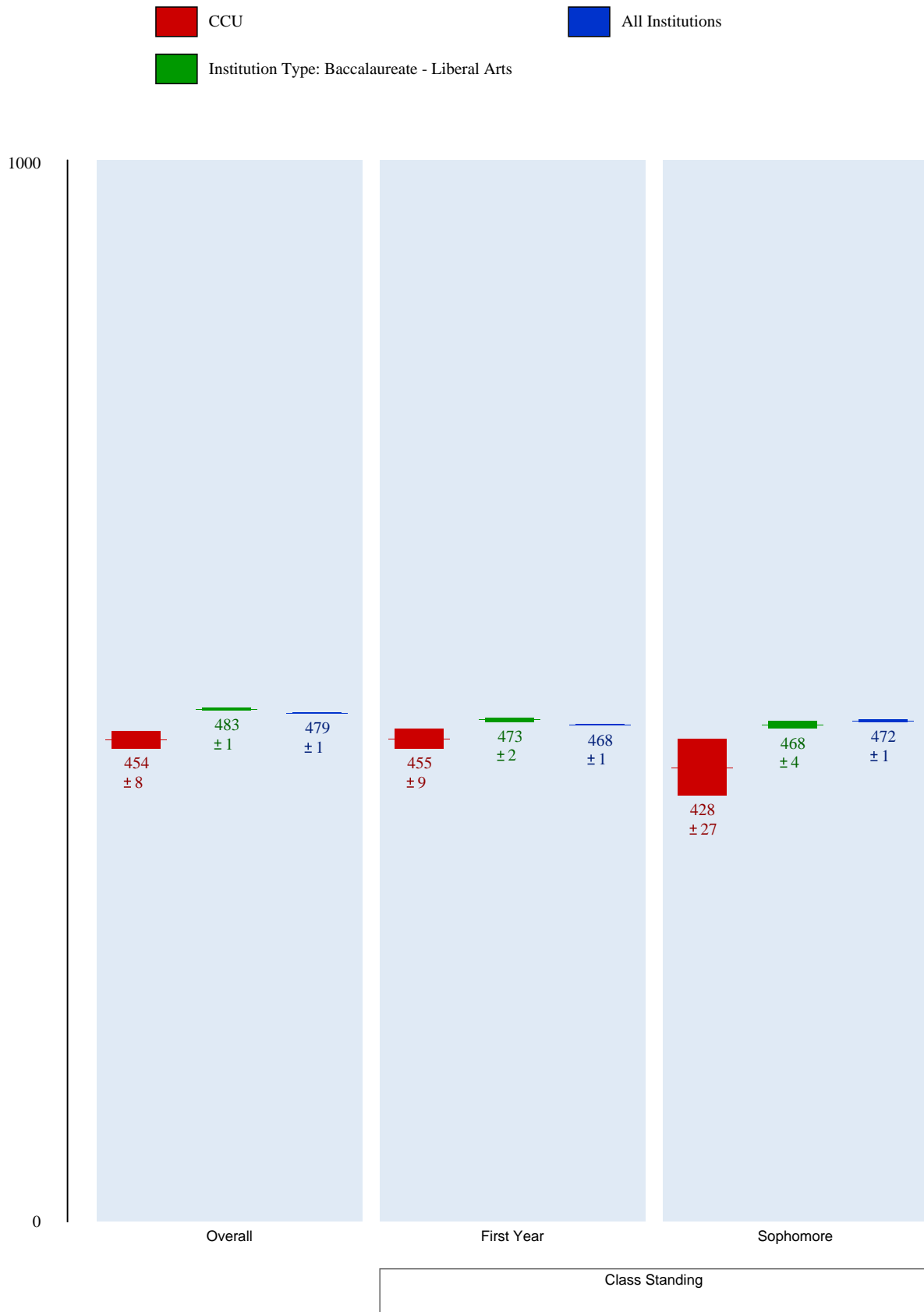


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

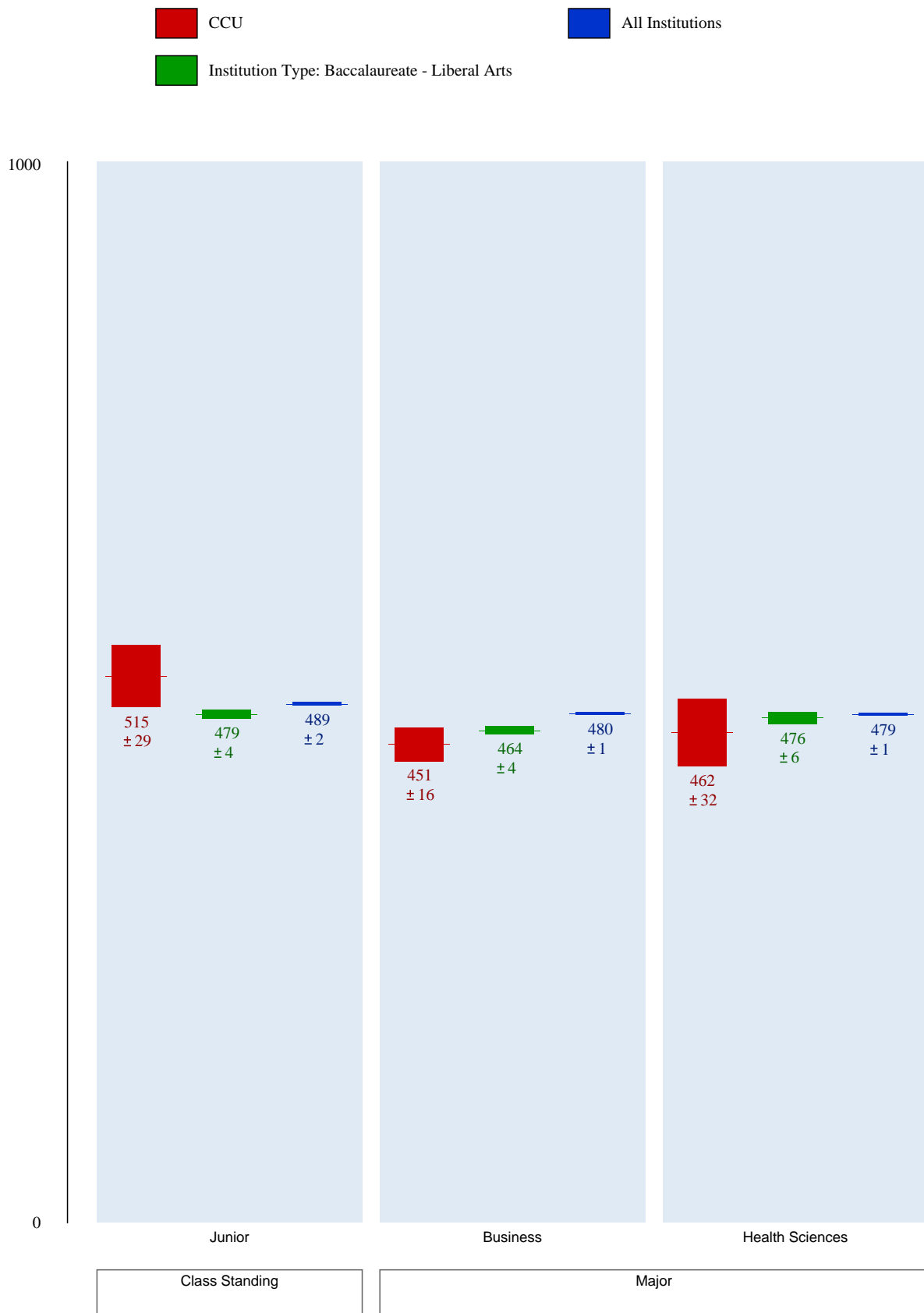


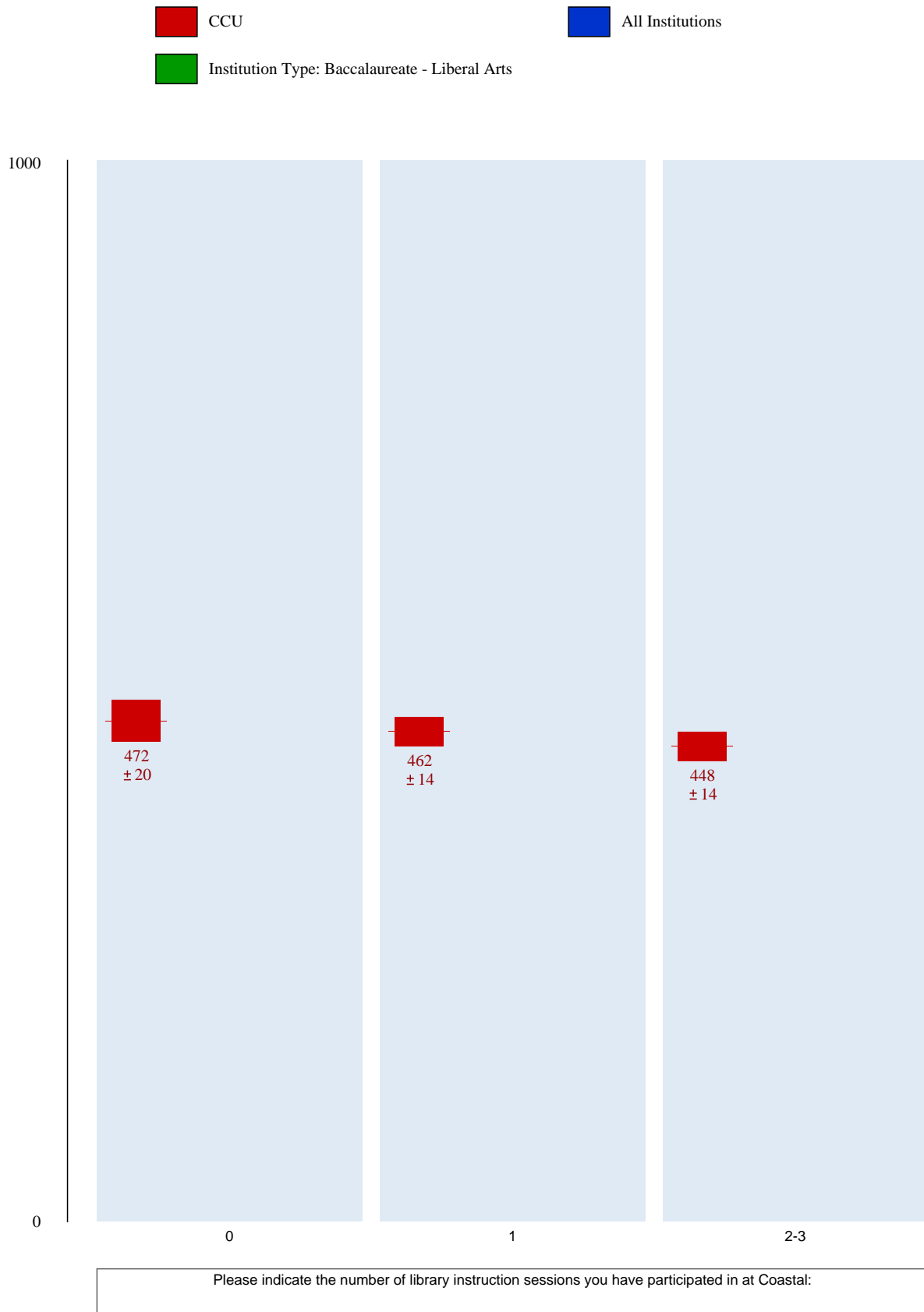
Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources



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

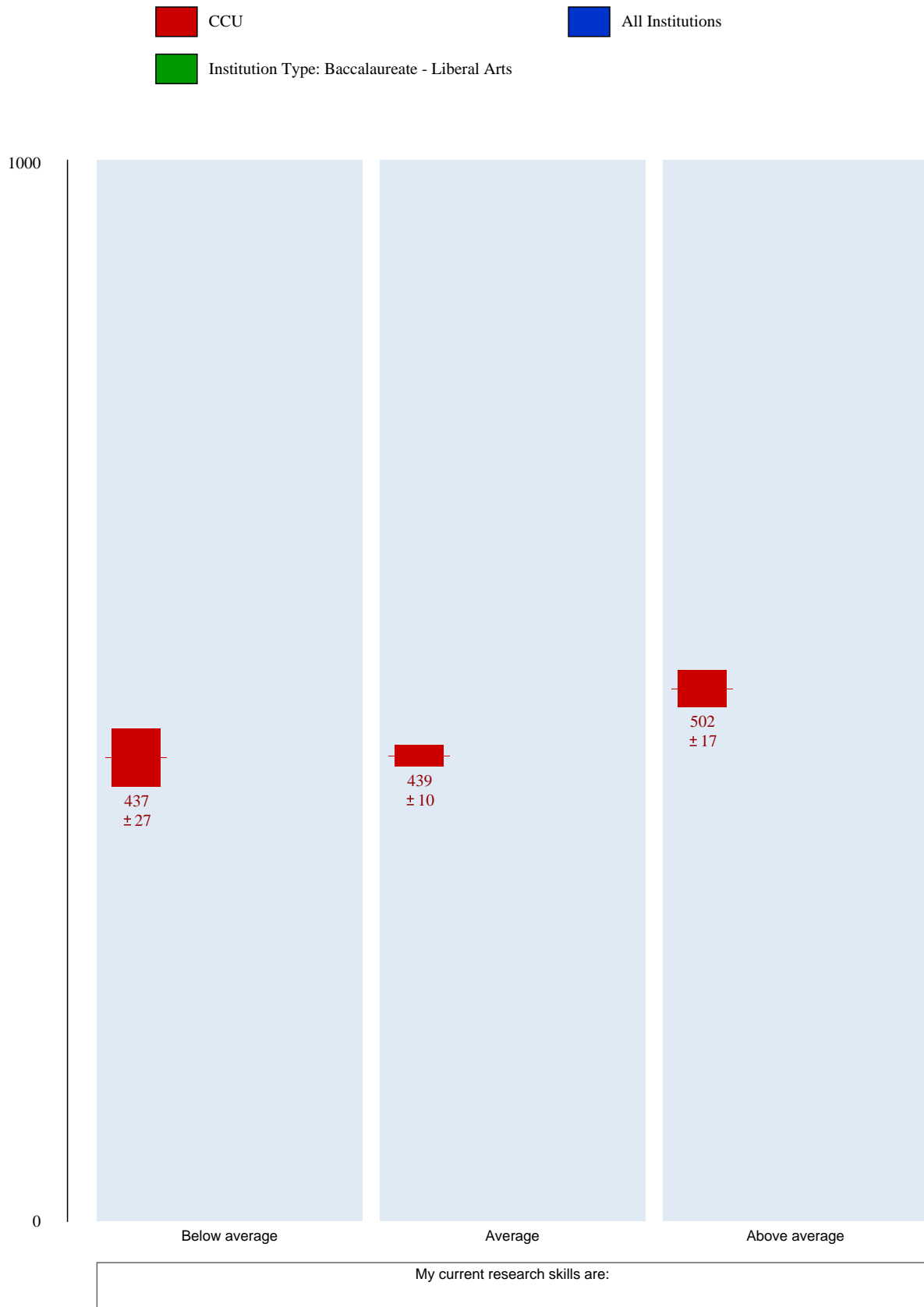


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources





**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**Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Class Standing: Junior  
Major: Undecided

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

Class Standing: First Year, Sophomore  
Major: Business, Health Sciences, Humanities, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other

Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing: First Year, Sophomore, Junior  
Major: Business, Health Sciences, Humanities, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	415 $\pm 11$	491 $\pm 2$	470 $\pm 1$
<b>Class Standing</b>			
First Year	415 $\pm 12$	464 $\pm 3$	453 $\pm 1$
Sophomore	415 $\pm 36$	473 $\pm 5$	463 $\pm 2$
Junior	448 $\pm 49$	488 $\pm 6$	486 $\pm 2$
<b>Majors</b>			
Business	430 $\pm 20$	463 $\pm 5$	464 $\pm 2$
Health Sciences	414 $\pm 45$	472 $\pm 8$	476 $\pm 2$
Humanities	437 $\pm 39$	553 $\pm 12$	517 $\pm 6$
Performing & Fine Arts	363 $\pm 52$	503 $\pm 10$	479 $\pm 4$
Science / Math	400 $\pm 27$	511 $\pm 6$	492 $\pm 3$
Social Sciences / Psychology	418 $\pm 41$	518 $\pm 6$	479 $\pm 2$
Other	416 $\pm 29$	479 $\pm 5$	458 $\pm 2$
Undecided	413 $\pm 44$	460 $\pm 8$	454 $\pm 3$

## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	425 ±24
1	410 ±19
2-3	421 ±17
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	386 ±39
Average	399 ±13
Above average	450 ±23
Significantly above average	Insufficient data
Not reported	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, 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  $\pm 5$  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,

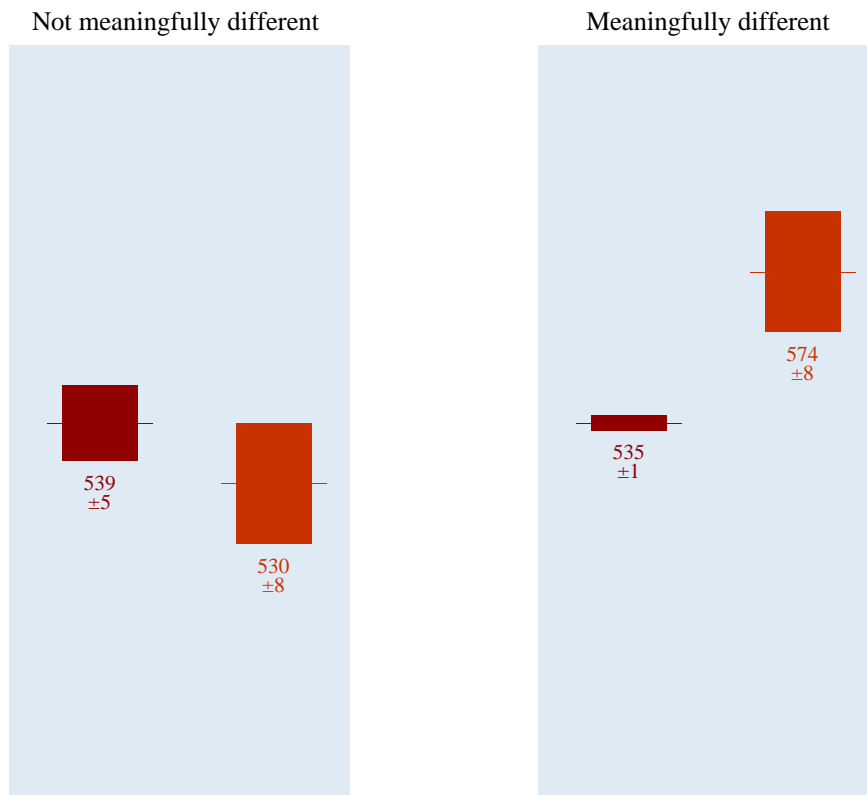


Figure 3.21 Chart for Skill Set: Documenting Sources



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





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

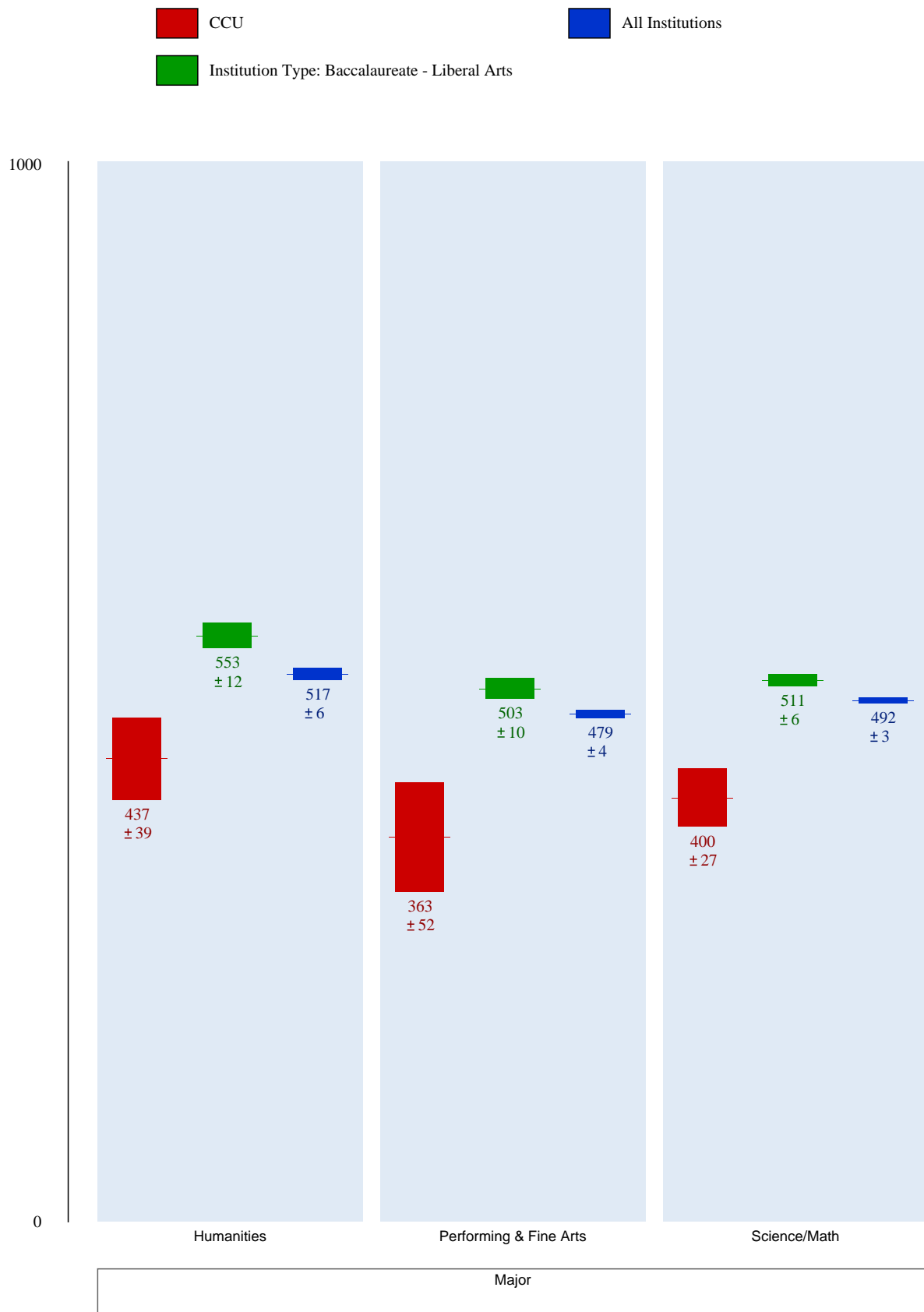


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



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

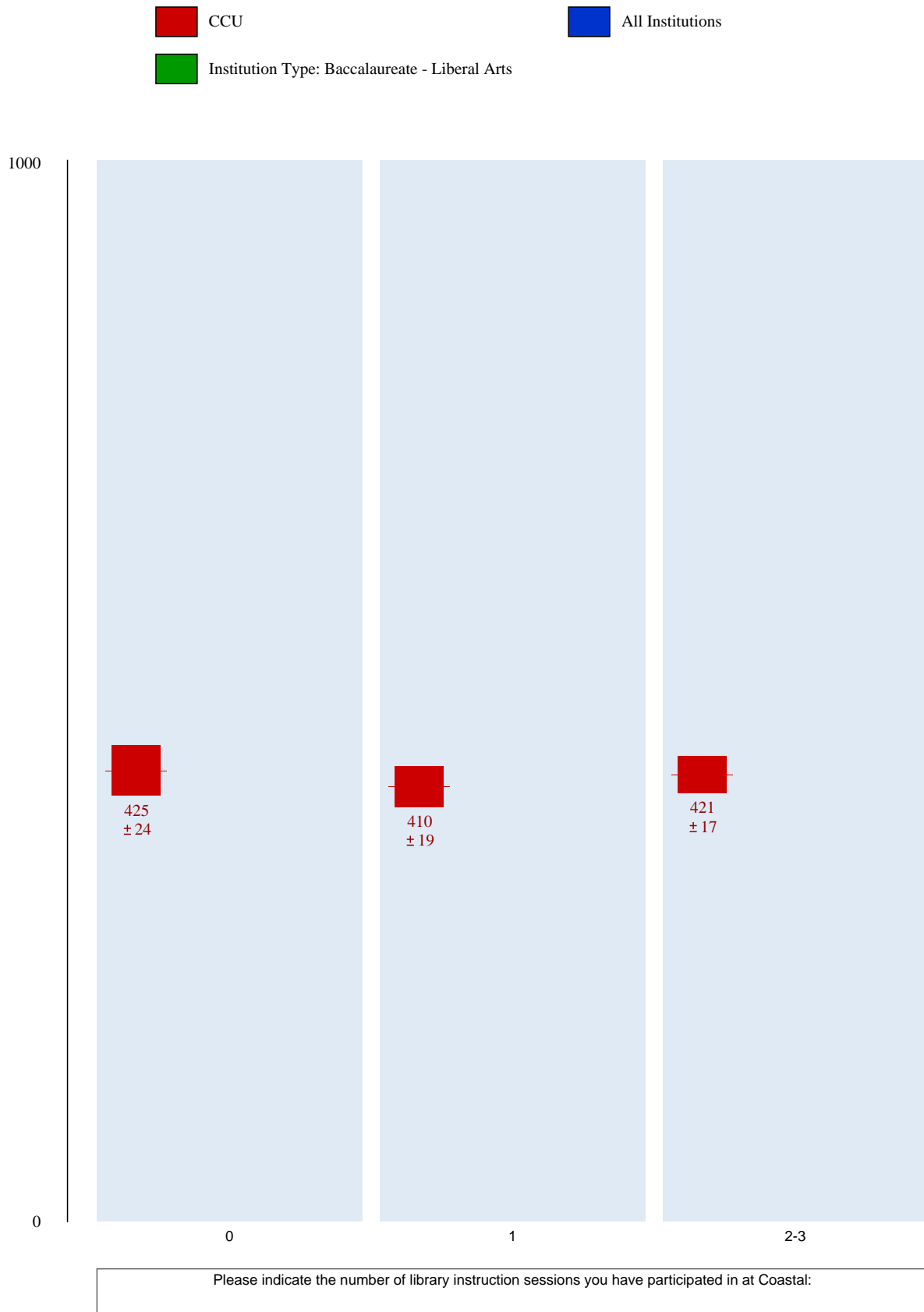
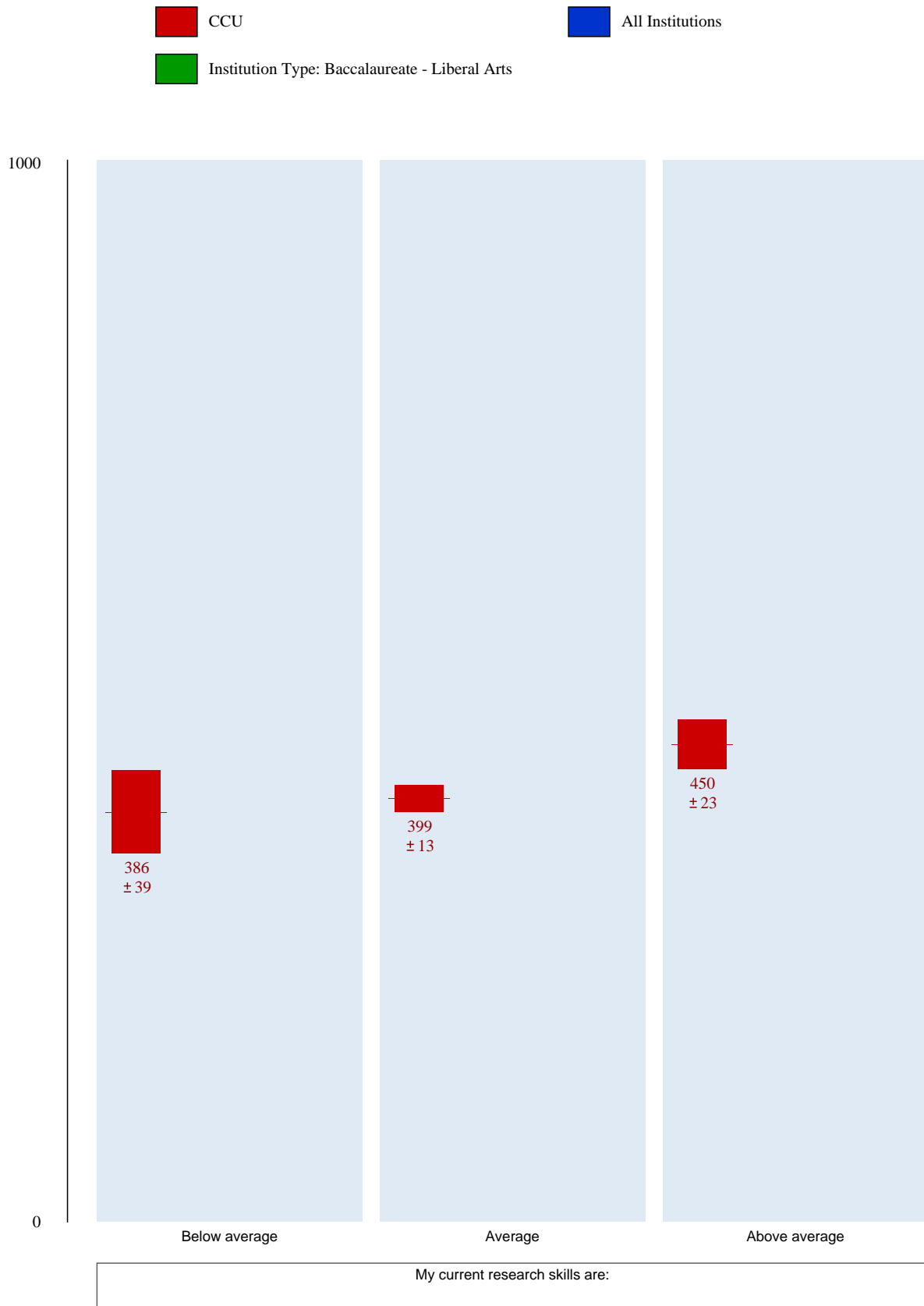


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



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

**8. SAILS Skill Set: Understanding Economic, Legal, and Social Issues****Summary of Results**Coastal Carolina University Compared to Other Baccalaureate - Liberal Arts Institutions, by Demographic Characteristics

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

Major: Business

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

Class Standing: First Year, Junior

Major: Health Sciences, Performing & Fine Arts, Other, Undecided

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

Class Standing: Sophomore

Major: Humanities, Science/Math, Social Sciences/Psychology

Demographic Groups within Coastal Carolina University Compared to the CCU Overall Performance on This Skill Set

Within Coastal Carolina University, the following groups performed about the same as the CCU-average-student benchmark:

Class Standing: First Year, Junior

Major: Business, Health Sciences, Humanities, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

Within Coastal Carolina University, the following groups performed worse than the CCU-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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
Overall	461 $\pm 8$	474 $\pm 1$	466 $\pm 1$
<b>Class Standing</b>			
First Year	465 $\pm 9$	462 $\pm 2$	455 $\pm 1$
Sophomore	424 $\pm 21$	458 $\pm 4$	462 $\pm 1$
Junior	479 $\pm 39$	471 $\pm 4$	477 $\pm 2$
<b>Majors</b>			
Business	475 $\pm 16$	455 $\pm 4$	468 $\pm 1$
Health Sciences	434 $\pm 36$	456 $\pm 6$	461 $\pm 1$
Humanities	461 $\pm 34$	514 $\pm 9$	507 $\pm 4$
Performing & Fine Arts	459 $\pm 40$	491 $\pm 7$	483 $\pm 3$
Science / Math	459 $\pm 20$	491 $\pm 4$	482 $\pm 2$
Social Sciences / Psychology	440 $\pm 26$	484 $\pm 4$	473 $\pm 2$
Other	456 $\pm 20$	470 $\pm 4$	459 $\pm 1$
Undecided	494 $\pm 33$	463 $\pm 6$	454 $\pm 2$

## CUSTOM DEMOGRAPHICS QUESTIONS

Please indicate the number of library instruction sessions you have participated in at Coastal:	
0	447 ±21
1	444 ±15
2-3	485 ±12
4-5	Insufficient data
6-7	Insufficient data
8-9	Insufficient data
10 or more	Insufficient data
Not reported	Insufficient data
My current research skills are:	
Significantly below average	Insufficient data
Below average	432 ±26
Average	462 ±10
Above average	468 ±19
Significantly above average	Insufficient data
Not reported	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, 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  $\pm 5$  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,

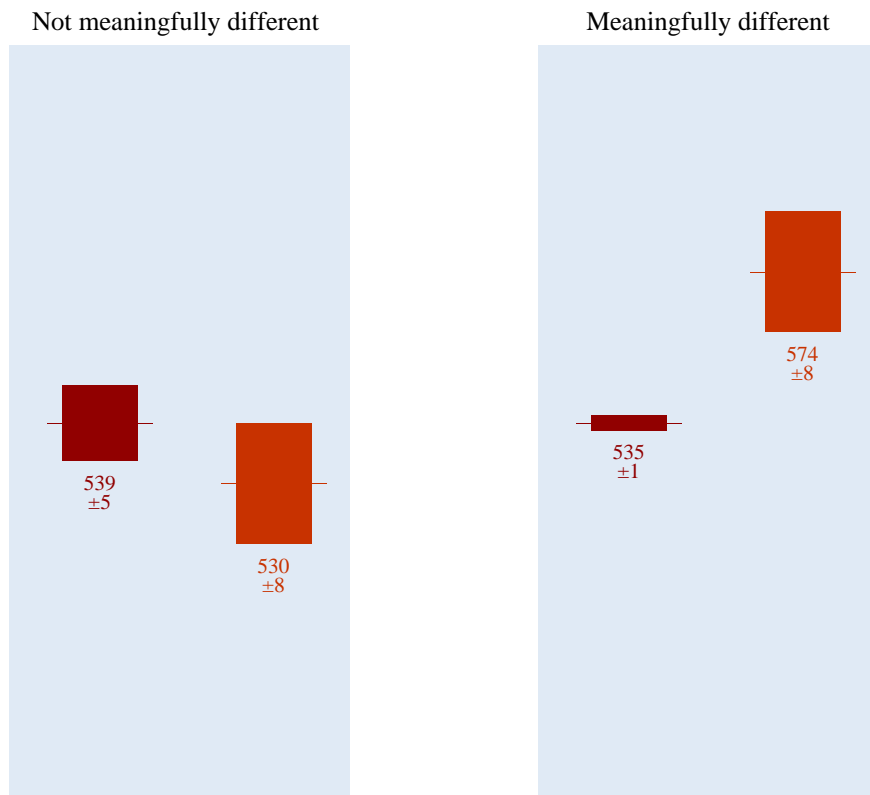


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



**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**

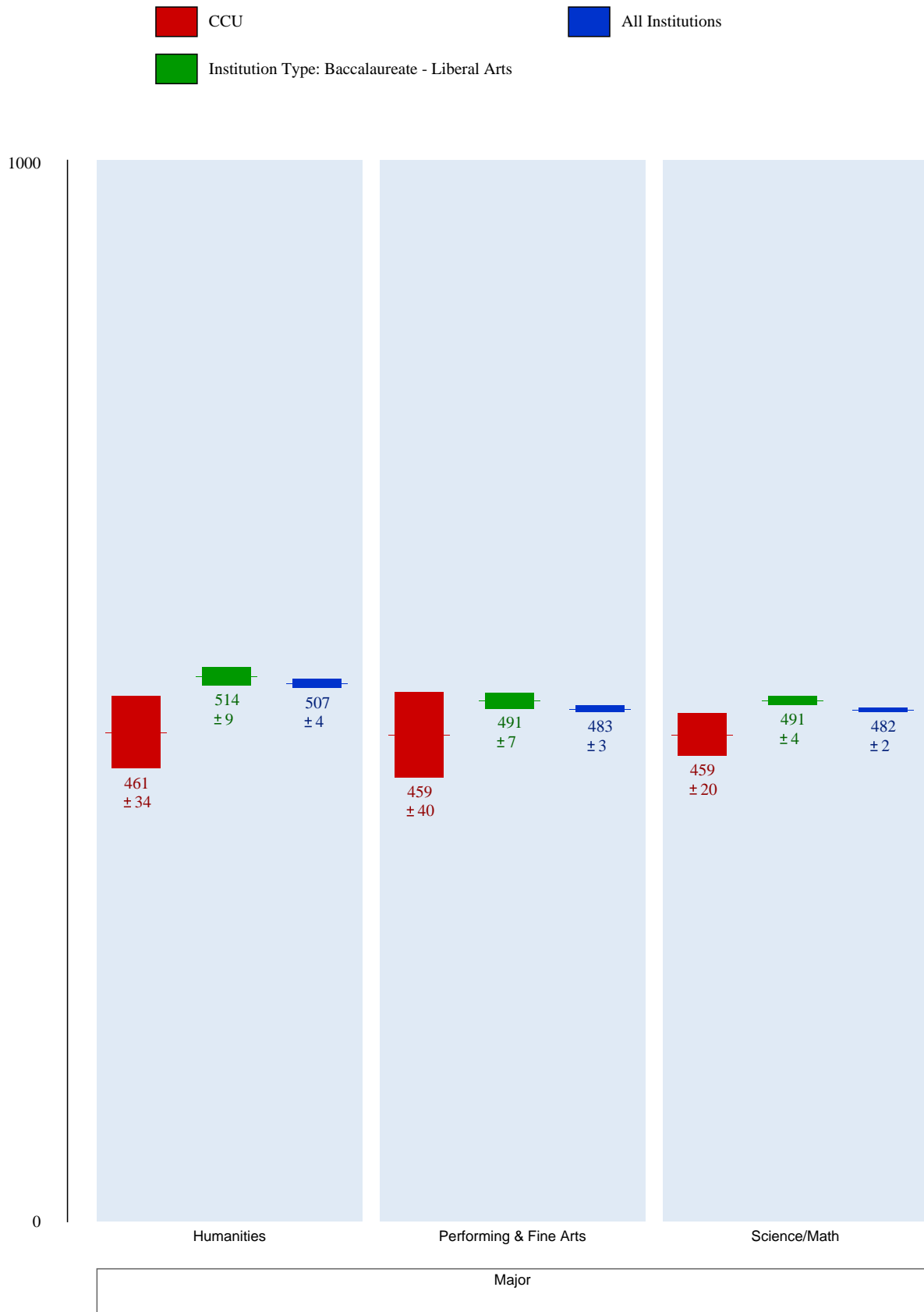
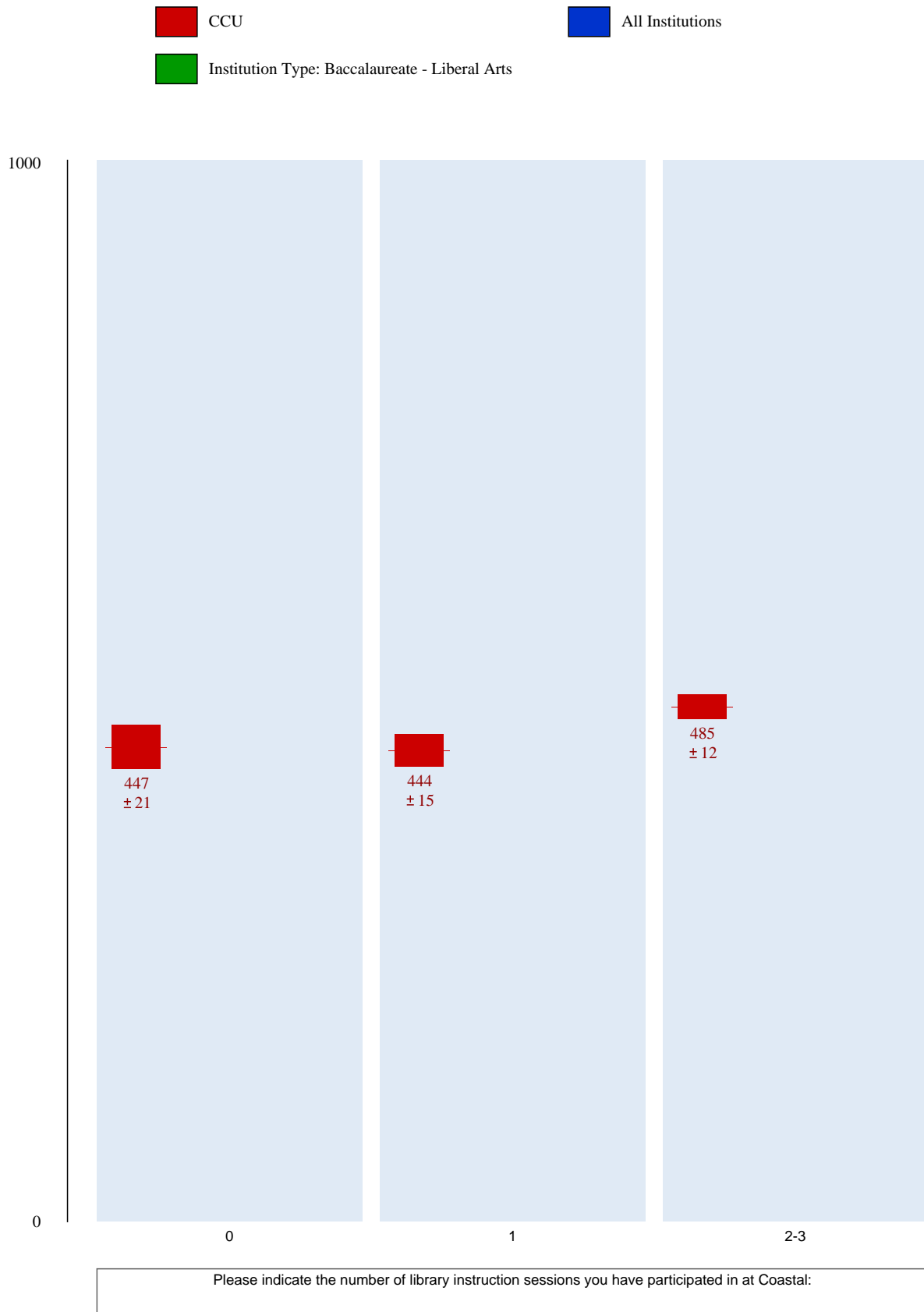


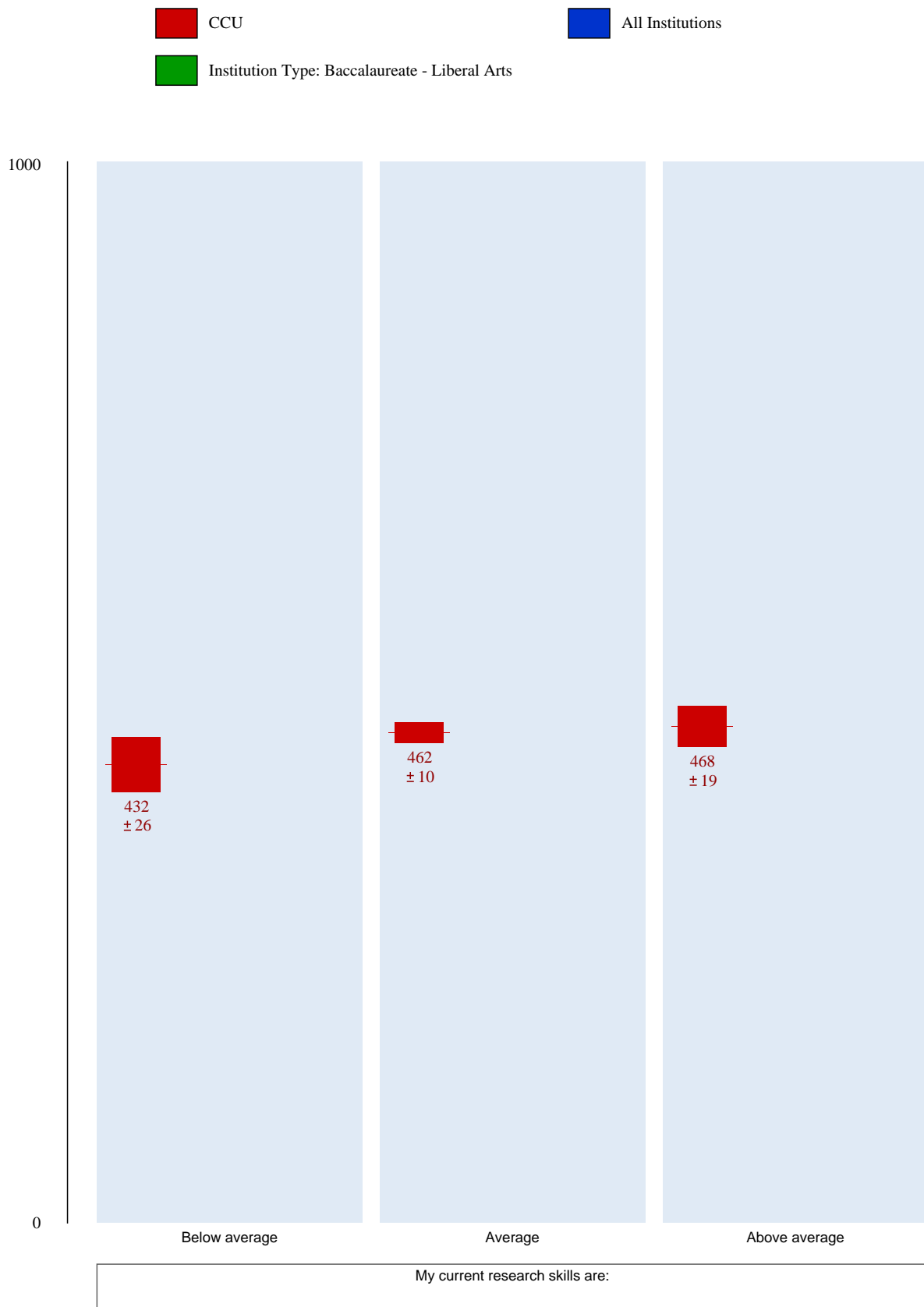
Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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

### Detailed Results - Data Table

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

The average score for each group is reported as a number placed on a scale that ranges from 0 to 1000. Standard errors above and below the score are indicated with  $\pm$ . 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  $\pm 5$  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**

	Coastal Carolina University	Institution Type: Baccalaureate - Liberal Arts	All Institutions
<b>ACRL Standard</b>			
Standard 1: Determines the Nature and Extent of the Information Needed	487 ±6	512 ±1	504 ±0
Standard 2: Accesses Needed Information Effectively and Efficiently	479 ±5	513 ±1	503 ±0
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	442 ±8	475 ±2	466 ±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	452 ±8	478 ±1	466 ±0

### Detailed Results - Chart

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

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

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

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  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,

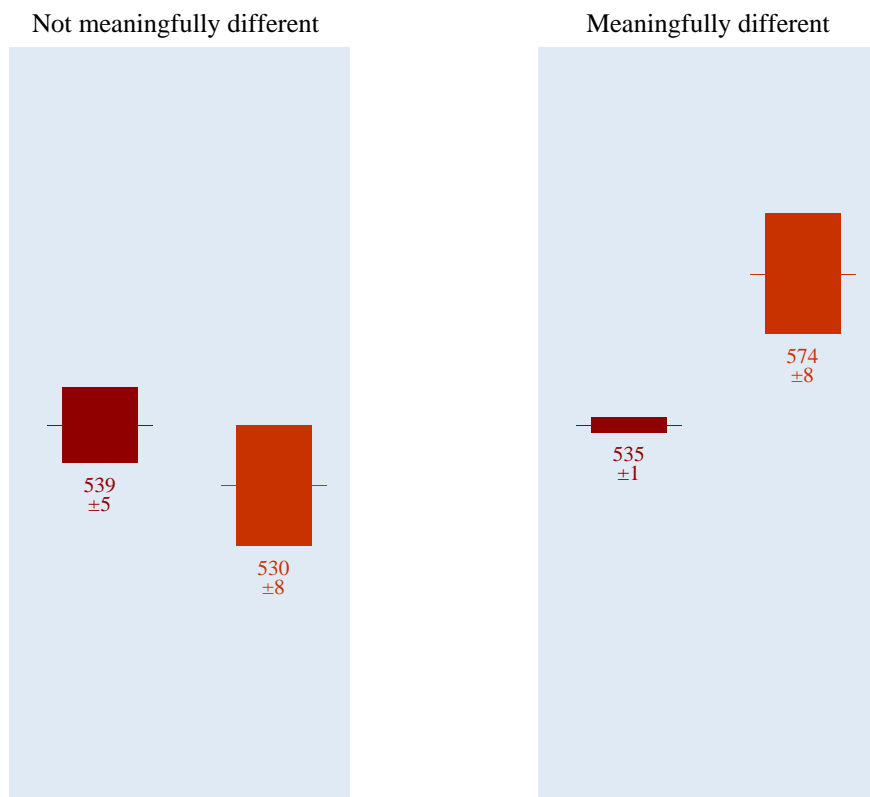


Figure 4.2 Chart for ACRL Standards

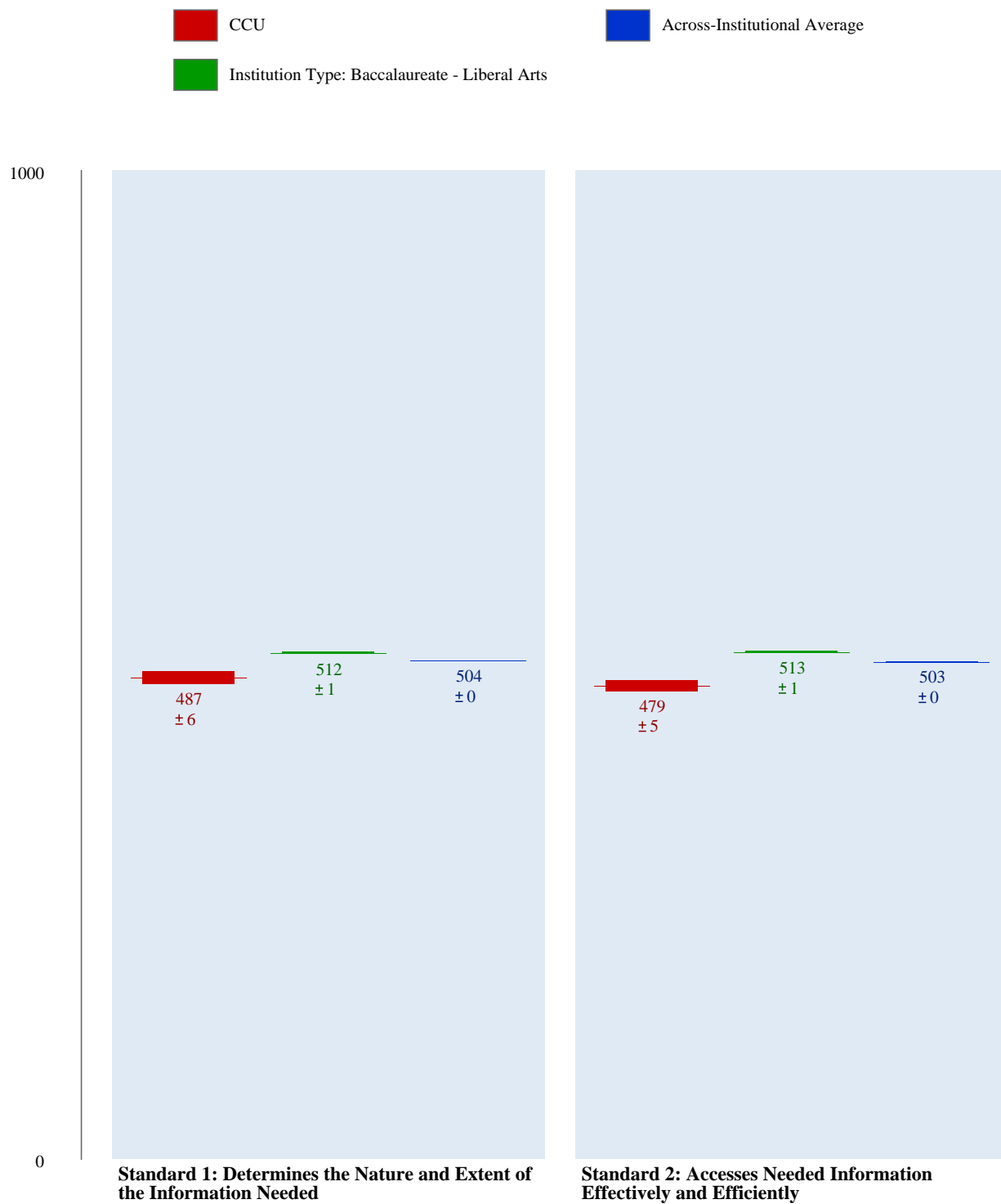


Figure 4.2 (continued) Chart for ACRL Standards



**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.
- 5.3.1.8 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

	<b>Institution</b>	<b>Location</b>	<b>Type of Institution</b>
1.	Abilene Christian University	Abilene, TX	Masters
2.	Ashford University	Clinton, Iowa	Baccalaureate - General
3.	Auburn University	Auburn, Alabama	Doctorate
4.	Baldwin-Wallace College	Berea, OH	Masters
5.	Barry University	Miami Shores, Florida	Doctorate
6.	Belmont Abbey College	Belmont, North Carolina	Baccalaureate - General
7.	Cedarville University	Cedarville, Ohio	Baccalaureate - Liberal Arts
8.	Central Methodist University	Fayette, MO	Baccalaureate - General
9.	Chapman University	Orange, CA	Masters
10.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
11.	Coker College	Hartsville, South Carolina	Baccalaureate - Liberal Arts
12.	Colorado Mountain College	Dillon, CO	Associates
13.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
14.	Concordia College-NY	Bronxville, Westchester /New York	Masters
15.	Cottey College	Nevada, Missouri	Associates
16.	Curry College	Milton, Massachusetts	Masters
17.	Dalhousie University, Schulich School of Law	Halifax, Nova Scotia	Doctorate
18.	East Central University	Ada, Oklahoma	Baccalaureate - Liberal Arts
19.	Eastern Shore Community College	Melfa, Virginia	Associates
20.	Eckerd College	St. Petersburg, FL	Baccalaureate - Liberal Arts
21.	El Camino College	Torrance, CA	Associates
22.	Fisher College	Boston, Massachusetts	Baccalaureate - General
23.	Gadsden State Community College	Gadsden, AL	Associates
24.	Glendale Community College	Glendale, Arizona	Associates
25.	H. Raymond Danforth Library-New England College	Henniker, NH	Masters
26.	Harrisburg University of Science and Technology	Harrisburg, PA	Masters
27.	Illinois Wesleyan University	Bloomington, IL	Baccalaureate - Liberal Arts
28.	Indiana University East	Richmond, IN	Baccalaureate - General
29.	Johnson & Wales University	Providence, Rhode Island	Doctorate
30.	Kean University	Union, New Jersey	Masters
31.	La Roche College	Pittsburgh, Pennsylvania	Masters
32.	Lamar State College-Orange	Orange, TX	Associates
33.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
34.	Lincoln Memorial University	Harrogate, TN	Doctorate
35.	Long Island University CW Post	Brookville, New York	Doctorate
36.	Lynchburg College	Lynchburg, Virginia	Doctorate
37.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
38.	McDaniel College	Westminster, Maryland	Baccalaureate - Liberal Arts
39.	McMaster University	Hamilton, Ontario	Doctorate
40.	Misericordia University	Dallas, Pennsylvania	Doctorate

	<b>Institution</b>	<b>Location</b>	<b>Type of Institution</b>
41.	Mississippi College	Clinton, MS	Doctorate
42.	Molloy College	Rockville Centre, NY	Masters
43.	Niagara University	Lewiston, NY	Baccalaureate - Liberal Arts
44.	Norfolk State University	Norfolk, Virginia	Masters
45.	North Georgia College & State University	Dahlonoga, GA	Masters
46.	Northern State University	Aberdeen, SD	Masters
47.	Pacific Union College Library	Angwin, CA	Baccalaureate - Liberal Arts
48.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
49.	Pennsylvania College of Technology	Williamsport, PA 17701	Baccalaureate - General
50.	Pepperdine University Library	Malibu, CA	Doctorate
51.	Pikeville College	Pikeville, KY	Baccalaureate - Liberal Arts
52.	Rasmussen College	Bloomington, MN	Baccalaureate - General
53.	River Parishes Community College	Sorrento, Louisiana	Associates
54.	Saint Mary's College of California	Moraga, California	Baccalaureate - Liberal Arts
55.	Samford University	Birmingham, Alabama	Doctorate
56.	San Juan College	Farmington, NM	Associates
57.	Seminole State College	Sanford, Florida	Baccalaureate - General
58.	Seward County Community College and Area Tech	Liberal, KS	Associates
59.	Siena College	Loudonville, New York	Baccalaureate - Liberal Arts
60.	South University	Savannah,, GA	Masters
61.	St. Johns River State College	Palatka, FL	Baccalaureate - General
62.	Texas Southern University	Houston, Texas	Baccalaureate - General
63.	Thomas College	Waterville, Maine	Masters
64.	Thomas Edison State College	Trenton, New Jersey	Masters
65.	University of Arkansas at Little Rock	Little Rock, AR	Doctorate
66.	University of Montana - Helena COT	Helena, MT	Associates
67.	University of Montevallo	Montevallo, Alabama	Masters
68.	University of Phoenix	Phoenix, AZ	Masters
69.	University of Pittsburgh	Pittsburgh, Pennsylvania	Doctorate
70.	University of Tennessee at Martin	Martin, Tennessee	Baccalaureate - Liberal Arts
71.	University of Texas at Dallas	Richardson, Texas	Doctorate
72.	University of the Pacific	Stockton, CA	Doctorate
73.	University of Virgin Islands	Kingshill, Virgin Islands	Masters
74.	Valley Forge Christian College	Phoenixville, PA	Baccalaureate - General
75.	Wabash College	Crawfordsville, Indiana	Baccalaureate - Liberal Arts
76.	Western New England University	Springfield, MA	Masters

## APPENDIX C

### Test-Taker Profiles for Each Administration

		Abilene Christian University Fall 2011		Abilene Christian University Fall 2012		Abilene Christian University Fall 2013		Ashford University ENG122 Fall 2011	
		Fall 2011 (n=439)		Fall 2012 (n=695)		Fall 2013 (n=754)		Fall 2011 (n=2,234)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	431	98.2	687	98.8	745	98.8	1,216	54.4
	Sophomore	8	1.8	5	0.7	9	1.2	429	19.2
	Junior	0	0.0	1	0.1	0	0.0	307	13.7
	Senior	0	0.0	0	0.0	0	0.0	138	6.2
	Other	0	0.0	2	0.3	0	0.0	144	6.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	11	2.5	10	1.4	25	3.3	19	0.9
	Architecture	4	0.9	1	0.1	3	0.4	1	0.0
	Business	60	13.7	120	17.3	128	17.0	631	28.2
	Communications/Journalism	25	5.7	45	6.5	50	6.6	29	1.3
	Education	34	7.7	36	5.2	34	4.5	376	16.8
	Computer Science	14	3.2	27	3.9	52	6.9	8	0.4
	General Studies	0	0.0	0	0.0	0	0.0	19	0.9
	Health Sciences	69	15.7	122	17.6	127	16.8	198	8.9
	History	2	0.5	10	1.4	14	1.9	30	1.3
	Humanities	10	2.3	11	1.6	7	0.9	16	0.7
	Law	0	0.0	0	0.0	0	0.0	56	2.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	12	0.5
	Performing & Fine Arts	27	6.2	47	6.8	51	6.8	4	0.2
	Science/Math	51	11.6	86	12.4	87	11.5	11	0.5
	Social Sciences/Psychology	46	10.5	67	9.6	76	10.1	332	14.9
	Other	41	9.3	56	8.1	51	6.8	452	20.2
	Undecided	45	10.3	57	8.2	49	6.5	40	1.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		Ashford University EXP 103 Fall 2011 (n=248)		Ashford University ENG122 Spring 2012 Spring 2012 (n=1,312)		Ashford University ENG122 Fall 2012 Fall 2012 (n=723)		Ashford University EXP103 Fall 2012 Fall 2012 (n=199)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	243	98.0	741	56.5	438	60.6	198	99.5
	Sophomore	2	0.8	230	17.5	141	19.5	1	0.5
	Junior	0	0.0	176	13.4	68	9.4	0	0.0
	Senior	0	0.0	60	4.6	29	4.0	0	0.0
	Other	0	0.0	105	8.0	47	6.5	0	0.0
	Not Reported	3	1.2	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.8	8	0.6	1	0.1	2	1.0
	Architecture	1	0.4	0	0.0	0	0.0	0	0.0
	Business	47	19.0	396	30.2	207	28.6	53	26.6
	Communications/Journalism	5	2.0	8	0.6	9	1.2	3	1.5
	Education	46	18.5	204	15.5	112	15.5	30	15.1
	Computer Science	8	3.2	2	0.2	1	0.1	1	0.5
	General Studies	2	0.8	6	0.5	6	0.8	1	0.5
	Health Sciences	14	5.6	123	9.4	65	9.0	11	5.5
	History	3	1.2	14	1.1	14	1.9	1	0.5
	Humanities	0	0.0	16	1.2	2	0.3	0	0.0
	Law	18	7.3	26	2.0	15	2.1	17	8.5
	Military/Naval Science	0	0.0	3	0.2	7	1.0	0	0.0
	Performing & Fine Arts	5	2.0	2	0.2	6	0.8	4	2.0
	Science/Math	23	9.3	4	0.3	2	0.3	22	11.1
	Social Sciences/Psychology	33	13.3	196	14.9	109	15.1	18	9.0
	Other	30	12.1	281	21.4	161	22.3	27	13.6
Undecided	7	2.8	23	1.8	6	0.8	9	4.5	
Not Reported	4	1.6	0	0.0	0	0.0	0	0.0	

		Ashford University GEN499 Fall 2012		Ashford University ENG122 Fall 2013		Ashford University EXP103 Fall 2013		Ashford University GEN499 Fall 2013	
		Fall 2012		Fall 2013		Fall 2013		Fall 2013	
		(n=86)		(n=502)		(n=116)		(n=1,588)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	320	63.7	116	100.0	3	0.2
	Sophomore	3	3.5	91	18.1	0	0.0	36	2.3
	Junior	6	7.0	40	8.0	0	0.0	160	10.1
	Senior	73	84.9	17	3.4	0	0.0	1,345	84.7
	Other	4	4.7	34	6.8	0	0.0	44	2.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.2	5	1.0	0	0.0	7	0.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	22	25.6	112	22.3	43	37.1	477	30.0
	Communications/Journalism	0	0.0	2	0.4	2	1.7	28	1.8
	Education	12	14.0	85	16.9	18	15.5	308	19.4
	Computer Science	0	0.0	1	0.2	4	3.4	1	0.1
	General Studies	0	0.0	3	0.6	0	0.0	17	1.1
	Health Sciences	7	8.1	51	10.2	6	5.2	153	9.6
	History	3	3.5	7	1.4	0	0.0	18	1.1
	Humanities	7	8.1	4	0.8	0	0.0	22	1.4
	Law	1	1.2	9	1.8	5	4.3	18	1.1
	Military/Naval Science	0	0.0	6	1.2	0	0.0	3	0.2
	Performing & Fine Arts	0	0.0	2	0.4	0	0.0	4	0.3
	Science/Math	0	0.0	1	0.2	13	11.2	6	0.4
	Social Sciences/Psychology	24	27.9	92	18.3	11	9.5	298	18.8
	Other	9	10.5	113	22.5	14	12.1	225	14.2
	Undecided	0	0.0	9	1.8	0	0.0	3	0.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ashford University ENG122 Spring 2014		Ashford University GEN499 Spring 2014		Auburn University Spring 2013		Baldwin-Wallace College BW-FR-11  Fall 2011	
		Spring 2014		Spring 2014		Spring 2013		Fall 2011	
		(n=499)		(n=2,376)		(n=294)		(n=51)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	320	64.1	3	0.1	23	7.8	51	100.0
	Sophomore	85	17.0	38	1.6	72	24.5	0	0.0
	Junior	59	11.8	241	10.1	77	26.2	0	0.0
	Senior	14	2.8	2,028	85.4	122	41.5	0	0.0
	Other	21	4.2	66	2.8	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	5	1.0	19	0.8	11	3.7	0	0.0
	Architecture	0	0.0	1	0.0	18	6.1	0	0.0
	Business	122	24.4	715	30.1	33	11.2	6	11.8
	Communications/Journalism	2	0.4	32	1.3	14	4.8	1	2.0
	Education	92	18.4	480	20.2	13	4.4	9	17.6
	Computer Science	2	0.4	4	0.2	60	20.4	0	0.0
	General Studies	2	0.4	29	1.2	24	8.2	0	0.0
	Health Sciences	59	11.8	232	9.8	40	13.6	2	3.9
	History	5	1.0	32	1.3	0	0.0	3	5.9
	Humanities	2	0.4	34	1.4	0	0.0	4	7.8
	Law	13	2.6	40	1.7	0	0.0	1	2.0
	Military/Naval Science	4	0.8	3	0.1	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	5	0.2	1	0.3	6	11.8
	Science/Math	0	0.0	5	0.2	34	11.6	6	11.8
	Social Sciences/Psychology	68	13.6	397	16.7	17	5.8	4	7.8
	Other	115	23.0	344	14.5	25	8.5	5	9.8
	Undecided	8	1.6	4	0.2	4	1.4	4	7.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Baldwin-Wallace College BW-SR-11		Baldwin-Wallace College BWU FR12		Baldwin-Wallace College BWU SR12		Baldwin-Wallace College Freshmen 2013	
		Fall 2011		Fall 2012		Fall 2012		Fall 2013	
		(n=46)		(n=57)		(n=60)		(n=54)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	57	100.0	0	0.0	54	100.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	1	1.7	0	0.0
	Senior	46	100.0	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	0	0.0	0	0.0	0	0.0	1
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		6	13.0	5	8.8	6	10.0	7	13.0
Communications/Journalism		5	10.9	2	3.5	3	5.0	2	3.7
Education		6	13.0	8	14.0	9	15.0	5	9.3
Computer Science		0	0.0	2	3.5	3	5.0	2	3.7
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		1	2.2	10	17.5	5	8.3	9	16.7
History		0	0.0	2	3.5	3	5.0	0	0.0
Humanities		2	4.3	0	0.0	2	3.3	1	1.9
Law		1	2.2	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		10	21.7	4	7.0	5	8.3	5	9.3
Science/Math		4	8.7	3	5.3	6	10.0	4	7.4
Social Sciences/Psychology		6	13.0	3	5.3	14	23.3	0	0.0
Other		2	4.3	7	12.3	4	6.7	9	16.7
Undecided		0	0.0	11	19.3	0	0.0	9	16.7
Not Reported	3	6.5	0	0.0	0	0.0	0	0.0	

		Baldwin-Wallace College Senior 2013		Barry University 2011 FALL FRESHMEN		Belmont Abbey College Freshmen Fall 2011		Belmont Abbey College fall 2012	
		Fall 2013		Fall 2011		Spring 2012		Fall 2012	
		(n=56)		(n=271)		(n=120)		(n=164)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	230	84.9	120	100.0	163	99.4
	Sophomore	0	0.0	36	13.3	0	0.0	1	0.6
	Junior	0	0.0	3	1.1	0	0.0	0	0.0
	Senior	56	100.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	2	0.7	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	0.4	0	0.0	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	7	12.5	23	8.5	19	15.8	26	15.9
	Communications/Journalism	4	7.1	21	7.7	0	0.0	0	0.0
	Education	11	19.6	4	1.5	13	10.8	14	8.5
	Computer Science	1	1.8	12	4.4	0	0.0	0	0.0
	General Studies	0	0.0	15	5.5	0	0.0	0	0.0
	Health Sciences	8	14.3	55	20.3	0	0.0	9	5.5
	History	4	7.1	3	1.1	3	2.5	3	1.8
	Humanities	4	7.1	0	0.0	9	7.5	3	1.8
	Law	0	0.0	8	3.0	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	13	4.8	0	0.0	1	0.6
	Science/Math	3	5.4	34	12.5	22	18.3	22	13.4
	Social Sciences/Psychology	6	10.7	14	5.2	15	12.5	12	7.3
	Other	6	10.7	31	11.4	4	3.3	36	22.0
	Undecided	0	0.0	37	13.7	35	29.2	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		Cedarville University ProjectSAILS Fall 2011		Cedarville University ProjectSAILS Spring 2012	
		Fall 2013		Spring 2014		Fall 2011		Spring 2012	
		(n=113)		(n=69)		(n=66)		(n=63)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	111	98.2	0	0.0	58	87.9	0	0.0
	Sophomore	2	1.8	0	0.0	6	9.1	1	1.6
	Junior	0	0.0	0	0.0	2	3.0	6	9.5
	Senior	0	0.0	69	100.0	0	0.0	55	87.3
	Other	0	0.0	0	0.0	0	0.0	1	1.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		16	14.2	0	0.0	1	1.5	4	6.3
Communications/Journalism		0	0.0	0	0.0	3	4.5	3	4.8
Education		14	12.4	25	36.2	4	6.1	6	9.5
Computer Science		1	0.9	0	0.0	5	7.6	12	19.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		4	3.5	2	2.9	22	33.3	14	22.2
History		1	0.9	12	17.4	5	7.6	8	12.7
Humanities		0	0.0	4	5.8	0	0.0	1	1.6
Law		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	5	7.6	4	6.3
Science/Math		9	8.0	9	13.0	9	13.6	3	4.8
Social Sciences/Psychology		6	5.3	10	14.5	6	9.1	6	9.5
Other		29	25.7	7	10.1	2	3.0	2	3.2
Undecided		30	26.5	0	0.0	4	6.1	0	0.0
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Cedarville University ProjectSAILS Fall 2012 (n=102)		Cedarville University ProjectSAILS Spring 2013 (n=87)		Cedarville University ProjectSAILS Fall 2013 (n=87)		Cedarville University ProjectSAILS Spring 2014 (n=108)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	95	93.1	0	0.0	86	98.9	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	0	0.0
	Senior	0	0.0	85	97.7	0	0.0	108	100.0
	Other	7	6.9	2	2.3	1	1.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	7	6.9	8	9.2	7	8.0	7	6.5
	Communications/Journalism	5	4.9	5	5.7	4	4.6	8	7.4
	Education	6	5.9	6	6.9	9	10.3	8	7.4
	Computer Science	8	7.8	12	13.8	13	14.9	16	14.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	31	30.4	16	18.4	20	23.0	25	23.1
	History	3	2.9	7	8.0	3	3.4	9	8.3
	Humanities	5	4.9	6	6.9	2	2.3	3	2.8
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	8.8	6	6.9	5	5.7	11	10.2
	Science/Math	16	15.7	9	10.3	11	12.6	13	12.0
	Social Sciences/Psychology	4	3.9	8	9.2	5	5.7	5	4.6
	Other	2	2.0	4	4.6	0	0.0	3	2.8
	Undecided	6	5.9	0	0.0	8	9.2	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Central Methodist University FALL 2011		Central Methodist University Spring 2012		Central Methodist University Fall 2012		Central Methodist University Spring 2013	
		Fall 2011		Spring 2012		Fall 2012		Spring 2013	
		(n=82)		(n=77)		(n=102)		(n=87)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	0	0.0	3	3.9	0	0.0	4	4.6
	Junior	18	22.0	37	48.1	39	38.2	44	50.6
	Senior	63	76.8	36	46.8	61	59.8	39	44.8
	Other	1	1.2	1	1.3	2	2.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.2	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	12.2	9	11.7	19	18.6	13	14.9
	Communications/Journalism	3	3.7	0	0.0	3	2.9	3	3.4
	Education	14	17.1	22	28.6	18	17.6	23	26.4
	Computer Science	3	3.7	2	2.6	4	3.9	4	4.6
	General Studies	2	2.4	1	1.3	0	0.0	2	2.3
	Health Sciences	14	17.1	7	9.1	20	19.6	2	2.3
	History	1	1.2	2	2.6	1	1.0	2	2.3
	Humanities	2	2.4	1	1.3	0	0.0	1	1.1
	Law	0	0.0	3	3.9	0	0.0	6	6.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	2	2.6	5	4.9	2	2.3
	Science/Math	17	20.7	8	10.4	9	8.8	5	5.7
	Social Sciences/Psychology	5	6.1	9	11.7	12	11.8	7	8.0
	Other	8	9.8	10	13.0	11	10.8	17	19.5
	Undecided	0	0.0	1	1.3	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		Central Methodist University Fall 2013		Central Methodist University Spring 2014		Chapman University 2011 Fall FFC		Chapman University Brandman_2011-2012	
		Fall 2013		Spring 2014		Spring 2012		Spring 2012	
		(n=93)		(n=55)		(n=1,017)		(n=438)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	0	0.0	1,017	100.0	30	6.8
	Sophomore	0	0.0	2	3.6	0	0.0	42	9.6
	Junior	51	54.8	32	58.2	0	0.0	250	57.1
	Senior	41	44.1	21	38.2	0	0.0	92	21.0
	Other	1	1.1	0	0.0	0	0.0	24	5.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.1	0	0.0	5	0.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	12	12.9	10	18.2	197	19.4	123	28.1
	Communications/Journalism	3	3.2	3	5.5	57	5.6	0	0.0
	Education	13	14.0	5	9.1	21	2.1	27	6.2
	Computer Science	5	5.4	2	3.6	10	1.0	4	0.9
	General Studies	0	0.0	0	0.0	0	0.0	38	8.7
	Health Sciences	14	15.1	6	10.9	61	6.0	1	0.2
	History	3	3.2	0	0.0	12	1.2	1	0.2
	Humanities	2	2.2	0	0.0	30	2.9	0	0.0
	Law	3	3.2	1	1.8	0	0.0	45	10.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	4.3	4	7.3	293	28.8	0	0.0
	Science/Math	13	14.0	8	14.5	71	7.0	0	0.0
	Social Sciences/Psychology	4	4.3	3	5.5	74	7.3	136	31.1
	Other	16	17.2	13	23.6	82	8.1	60	13.7
	Undecided	0	0.0	0	0.0	104	10.2	3	0.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Chapman University 2012 Fall FFC		Chapman University Brandman_2012 -2013		Chapman University Brandman_2013 -2014		Coastal Carolina University CCU Fall 2013 1st yr	
		Fall 2012		Spring 2013		Spring 2014		Spring 2014	
		(n=991)		(n=1,485)		(n=1,837)		(n=225)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	991	100.0	128	8.6	173	9.4	180	80.0
	Sophomore	0	0.0	211	14.2	249	13.6	25	11.1
	Junior	0	0.0	722	48.6	841	45.8	11	4.9
	Senior	0	0.0	352	23.7	486	26.5	9	4.0
	Other	0	0.0	72	4.8	88	4.8	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	13	1.3	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	221	22.3	485	32.7	514	28.0	68	30.2
	Communications/Journalism	60	6.1	0	0.0	0	0.0	7	3.1
	Education	21	2.1	208	14.0	176	9.6	6	2.7
	Computer Science	8	0.8	18	1.2	32	1.7	4	1.8
	General Studies	0	0.0	136	9.2	166	9.0	0	0.0
	Health Sciences	48	4.8	2	0.1	7	0.4	15	6.7
	History	10	1.0	0	0.0	2	0.1	2	0.9
	Humanities	35	3.5	5	0.3	12	0.7	16	7.1
	Law	0	0.0	129	8.7	183	10.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	248	25.0	0	0.0	0	0.0	10	4.4
	Science/Math	66	6.7	0	0.0	0	0.0	32	14.2
	Social Sciences/Psychology	68	6.9	384	25.9	559	30.4	17	7.6
	Other	74	7.5	111	7.5	177	9.6	36	16.0
	Undecided	119	12.0	7	0.5	9	0.5	12	5.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Coker College Spring 2013		Colorado Mountain College 2014 Spring 45 Cred.		Concordia College Freshmen, Fall 2011		Concordia College Sophomore	
		Spring 2013		Spring 2014		Fall 2011		Spring 2013	
		(n=100)		(n=87)		(n=154)		(n=60)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	42	42.0	2	2.3	150	97.4	26	43.3
	Sophomore	16	16.0	40	46.0	4	2.6	34	56.7
	Junior	16	16.0	25	28.7	0	0.0	0	0.0
	Senior	26	26.0	20	23.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	9	10.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	29	29.0	20	23.0	16	10.4	7	11.7
	Communications/Journalism	7	7.0	0	0.0	5	3.2	0	0.0
	Education	4	4.0	1	1.1	16	10.4	11	18.3
	Computer Science	3	3.0	0	0.0	5	3.2	0	0.0
	General Studies	0	0.0	17	19.5	0	0.0	0	0.0
	Health Sciences	5	5.0	10	11.5	23	14.9	11	18.3
	History	2	2.0	0	0.0	2	1.3	0	0.0
	Humanities	3	3.0	0	0.0	3	1.9	1	1.7
	Law	0	0.0	0	0.0	3	1.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	6.0	0	0.0	12	7.8	4	6.7
	Science/Math	7	7.0	9	10.3	32	20.8	12	20.0
	Social Sciences/Psychology	11	11.0	0	0.0	13	8.4	7	11.7
	Other	19	19.0	18	20.7	8	5.2	4	6.7
	Undecided	4	4.0	3	3.4	16	10.4	3	5.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Concordia College Freshmen		Concordia College- NY SAILS Spring 2012		Concordia College- NY SPRING 2013		Cottey College Assessment Day 2012	
		Fall 2013		Spring 2012		Spring 2013		Spring 2012	
		(n=100)		(n=84)		(n=108)		(n=179)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	98	98.0	58	69.0	76	70.4	106	59.2
	Sophomore	2	2.0	15	17.9	12	11.1	71	39.7
	Junior	0	0.0	2	2.4	14	13.0	0	0.0
	Senior	0	0.0	9	10.7	5	4.6	1	0.6
	Other	0	0.0	0	0.0	1	0.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.6
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	7	3.9
	Architecture	0	0.0	0	0.0	0	0.0	1	0.6
	Business	12	12.0	28	33.3	24	22.2	10	5.6
	Communications/Journalism	6	6.0	0	0.0	3	2.8	8	4.5
	Education	12	12.0	8	9.5	12	11.1	10	5.6
	Computer Science	0	0.0	0	0.0	0	0.0	2	1.1
	General Studies	1	1.0	0	0.0	0	0.0	1	0.6
	Health Sciences	12	12.0	14	16.7	13	12.0	15	8.4
	History	1	1.0	0	0.0	2	1.9	5	2.8
	Humanities	3	3.0	0	0.0	0	0.0	9	5.0
	Law	2	2.0	0	0.0	0	0.0	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	3.0	1	1.2	0	0.0	17	9.5
	Science/Math	26	26.0	5	6.0	8	7.4	25	14.0
	Social Sciences/Psychology	5	5.0	9	10.7	19	17.6	25	14.0
	Other	5	5.0	13	15.5	17	15.7	16	8.9
	Undecided	12	12.0	6	7.1	10	9.3	24	13.4
Not Reported	0	0.0	0	0.0	0	0.0	2	1.1	

		Curry College AC 1000		Dalhousie University, Schulich School of Law Law InfoLit		East Central University 2012 Fall UNIV 1001		East Central University 2012 Fall UNIV 3001	
		Fall 2011		Spring 2012		Fall 2012		Fall 2012	
		(n=233)		(n=51)		(n=390)		(n=127)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	95	40.8	21	41.2	386	99.0	0	0.0
	Sophomore	114	48.9	0	0.0	4	1.0	28	22.0
	Junior	20	8.6	29	56.9	0	0.0	64	50.4
	Senior	4	1.7	1	2.0	0	0.0	35	27.6
	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	7	1.8	4	3.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	9	3.9	0	0.0	40	10.3	14	11.0
	Communications/Journalism	28	12.0	0	0.0	10	2.6	5	3.9
	Education	26	11.2	0	0.0	34	8.7	20	15.7
	Computer Science	6	2.6	0	0.0	10	2.6	3	2.4
	General Studies	0	0.0	0	0.0	1	0.3	1	0.8
	Health Sciences	72	30.9	0	0.0	47	12.1	12	9.4
	History	5	2.1	0	0.0	9	2.3	3	2.4
	Humanities	1	0.4	1	2.0	8	2.1	2	1.6
	Law	0	0.0	46	90.2	8	2.1	3	2.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	7	1.8	3	2.4
	Science/Math	6	2.6	1	2.0	34	8.7	13	10.2
	Social Sciences/Psychology	45	19.3	1	2.0	24	6.2	6	4.7
	Other	8	3.4	1	2.0	140	35.9	38	29.9
	Undecided	27	11.6	1	2.0	11	2.8	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		East Central University 2013 Fall UNIV 1001		East Central University 2013 Fall UNIV 3001		Eastern Shore Community College Grad. Exit 2012		Eastern Shore Community College Graduates: 2013	
		Fall 2013		Fall 2013		Spring 2012		Spring 2013	
		(n=412)		(n=176)		(n=67)		(n=79)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	404	98.1	0	0.0	0	0.0	0	0.0
	Sophomore	6	1.5	18	10.2	0	0.0	0	0.0
	Junior	2	0.5	105	59.7	0	0.0	0	0.0
	Senior	0	0.0	53	30.1	67	100.0	79	100.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	8	1.9	1	0.6	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	64	15.5	30	17.0	16	23.9	13	16.5
	Communications/Journalism	7	1.7	6	3.4	0	0.0	0	0.0
	Education	33	8.0	24	13.6	9	13.4	13	16.5
	Computer Science	17	4.1	4	2.3	3	4.5	4	5.1
	General Studies	2	0.5	2	1.1	9	13.4	12	15.2
	Health Sciences	41	10.0	11	6.3	11	16.4	17	21.5
	History	3	0.7	3	1.7	0	0.0	0	0.0
	Humanities	7	1.7	9	5.1	0	0.0	0	0.0
	Law	6	1.5	2	1.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	2.2	9	5.1	0	0.0	0	0.0
	Science/Math	37	9.0	18	10.2	10	14.9	3	3.8
	Social Sciences/Psychology	23	5.6	13	7.4	0	0.0	1	1.3
	Other	133	32.3	44	25.0	5	7.5	16	20.3
	Undecided	22	5.3	0	0.0	4	6.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eastern Shore Community College 2014 Graduates		Eckerd College 2011 Freshmen		Eckerd College 2011 Seniors		Eckerd College 2012 Freshmen	
		Spring 2014		Fall 2011		Fall 2011		Fall 2012	
		(n=56)		(n=92)		(n=93)		(n=94)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	90	97.8	0	0.0	92	97.9
	Sophomore	0	0.0	1	1.1	0	0.0	1	1.1
	Junior	0	0.0	1	1.1	2	2.2	0	0.0
	Senior	0	0.0	0	0.0	91	97.8	0	0.0
	Other	56	100.0	0	0.0	0	0.0	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	12	13.0	10	10.8	14	14.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	6	10.7	4	4.3	7	7.5	11	11.7
	Communications/Journalism	0	0.0	2	2.2	4	4.3	1	1.1
	Education	12	21.4	0	0.0	0	0.0	0	0.0
	Computer Science	5	8.9	0	0.0	1	1.1	0	0.0
	General Studies	10	17.9	0	0.0	0	0.0	0	0.0
	Health Sciences	1	1.8	0	0.0	0	0.0	0	0.0
	History	0	0.0	2	2.2	2	2.2	0	0.0
	Humanities	2	3.6	0	0.0	4	4.3	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	4	4.3	9	9.7	7	7.4
	Science/Math	6	10.7	36	39.1	14	15.1	26	27.7
	Social Sciences/Psychology	1	1.8	10	10.9	26	28.0	9	9.6
	Other	11	19.6	12	13.0	16	17.2	9	9.6
	Undecided	2	3.6	10	10.9	0	0.0	17	18.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eckerd College 2012Seniors		Eckerd College 2013Freshmen		Eckerd College 2013Seniors		El Camino College Spring 2013 ILO	
		Fall 2012		Fall 2013		Fall 2013		Spring 2013	
		(n=102)		(n=98)		(n=112)		(n=367)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	97	99.0	0	0.0	103	28.1
	Sophomore	0	0.0	1	1.0	0	0.0	126	34.3
	Junior	1	1.0	0	0.0	4	3.6	0	0.0
	Senior	101	99.0	0	0.0	108	96.4	0	0.0
	Other	0	0.0	0	0.0	0	0.0	138	37.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	11	10.8	16	16.3	9	8.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		10	9.8	10	10.2	18	16.1	0	0.0
Communications/Journalism		6	5.9	2	2.0	6	5.4	0	0.0
Education		0	0.0	0	0.0	0	0.0	0	0.0
Computer Science		0	0.0	1	1.0	0	0.0	0	0.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	0	0.0	0	0.0	0	0.0
History		3	2.9	0	0.0	4	3.6	0	0.0
Humanities		5	4.9	0	0.0	5	4.5	0	0.0
Law		0	0.0	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		9	8.8	5	5.1	5	4.5	0	0.0
Science/Math		22	21.6	26	26.5	30	26.8	0	0.0
Social Sciences/Psychology		22	21.6	11	11.2	18	16.1	0	0.0
Other		14	13.7	10	10.2	17	15.2	319	86.9
Undecided		0	0.0	17	17.3	0	0.0	48	13.1
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0



		Fisher College IS 105 -- Fall 2011		Gadsden State Community College GSCC Fall 2011		Glendale Community College Director of Assessme		H. Raymond Danforth Library- New England College Spring 2012	
		Fall 2011		Spring 2012		Spring 2014		Spring 2012	
		(n=160)		(n=277)		(n=287)		(n=139)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	154	96.3	84	30.3	90	31.4	65	46.8
	Sophomore	4	2.5	132	47.7	144	50.2	17	12.2
	Junior	0	0.0	32	11.6	0	0.0	7	5.0
	Senior	0	0.0	7	2.5	0	0.0	50	36.0
	Other	2	1.3	14	5.1	53	18.5	0	0.0
	Not Reported	0	0.0	8	2.9	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	7	2.5	2	0.7	5	3.6
	Architecture	0	0.0	8	2.9	1	0.3	0	0.0
	Business	69	43.1	26	9.4	30	10.5	29	20.9
	Communications/Journalism	9	5.6	7	2.5	4	1.4	7	5.0
	Education	1	0.6	15	5.4	18	6.3	14	10.1
	Computer Science	2	1.3	25	9.0	25	8.7	2	1.4
	General Studies	2	1.3	34	12.3	12	4.2	0	0.0
	Health Sciences	14	8.8	51	18.4	51	17.8	18	12.9
	History	0	0.0	5	1.8	1	0.3	0	0.0
	Humanities	24	15.0	4	1.4	2	0.7	6	4.3
	Law	0	0.0	4	1.4	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	5.0	1	0.4	11	3.8	7	5.0
	Science/Math	0	0.0	2	0.7	21	7.3	12	8.6
	Social Sciences/Psychology	18	11.3	14	5.1	24	8.4	6	4.3
	Other	3	1.9	58	20.9	56	19.5	25	18.0
	Undecided	1	0.6	12	4.3	29	10.1	8	5.8
Not Reported	9	5.6	4	1.4	0	0.0	0	0.0	

		Harrisburg University of Science and Technology Fall 2013 FR		Illinois Wesleyan University IWU Test Spring 2012		Indiana University East Fall 2013 Cohort		Johnson & Wales University Winter Cohort 2014 Spring 2014	
		(n=88)		(n=270)		(n=237)		(n=754)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	87	98.9	266	98.5	161	67.9	333	44.2
	Sophomore	1	1.1	2	0.7	46	19.4	133	17.6
	Junior	0	0.0	0	0.0	20	8.4	91	12.1
	Senior	0	0.0	0	0.0	7	3.0	192	25.5
	Other	0	0.0	0	0.0	3	1.3	5	0.7
	Not Reported	0	0.0	2	0.7	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.1	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	3	3.4	0	0.0	28	11.8	190	25.2
	Communications/Journalism	0	0.0	0	0.0	5	2.1	0	0.0
	Education	0	0.0	0	0.0	28	11.8	0	0.0
	Computer Science	26	29.5	0	0.0	6	2.5	20	2.7
	General Studies	1	1.1	0	0.0	4	1.7	1	0.1
	Health Sciences	2	2.3	0	0.0	47	19.8	368	48.8
	History	0	0.0	0	0.0	2	0.8	0	0.0
	Humanities	0	0.0	0	0.0	10	4.2	0	0.0
	Law	0	0.0	0	0.0	4	1.7	16	2.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	2	0.8	0	0.0
	Science/Math	26	29.5	0	0.0	8	3.4	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	27	11.4	3	0.4
	Other	19	21.6	0	0.0	39	16.5	155	20.6
Undecided	10	11.4	0	0.0	27	11.4	1	0.1	
Not Reported	0	0.0	270	100.0	0	0.0	0	0.0	

		Kean University 2011-2012 Gen Ed		Kean University Spring 2012 Gen Ed		Kean University 2013-2014 Gen Ed		Kean University Spring 2014 Gen Ed	
		Fall 2011		Spring 2012		Fall 2013		Spring 2014	
		(n=260)		(n=130)		(n=343)		(n=120)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	102	39.2	17	13.1	140	40.8	21	17.5
	Sophomore	82	31.5	4	3.1	74	21.6	1	0.8
	Junior	28	10.8	7	5.4	43	12.5	10	8.3
	Senior	46	17.7	98	75.4	84	24.5	87	72.5
	Other	2	0.8	4	3.1	2	0.6	1	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	1.9	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	22	8.5	32	24.6	71	20.7	0	0.0
	Communications/Journalism	12	4.6	0	0.0	15	4.4	0	0.0
	Education	36	13.8	36	27.7	57	16.6	20	16.7
	Computer Science	6	2.3	0	0.0	7	2.0	0	0.0
	General Studies	0	0.0	0	0.0	1	0.3	0	0.0
	Health Sciences	19	7.3	0	0.0	19	5.5	8	6.7
	History	1	0.4	1	0.8	3	0.9	10	8.3
	Humanities	1	0.4	4	3.1	10	2.9	0	0.0
	Law	32	12.3	0	0.0	17	5.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	3.1	1	0.8	19	5.5	5	4.2
	Science/Math	36	13.8	34	26.2	27	7.9	43	35.8
	Social Sciences/Psychology	33	12.7	7	5.4	31	9.0	11	9.2
	Other	36	13.8	15	11.5	43	12.5	22	18.3
	Undecided	13	5.0	0	0.0	23	6.7	1	0.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		La Roche College Freshman Spring 2012		La Roche College Seniors Fall 11 Spring 2012		Lamar State College- Orange Fall2011 Fall 2011		Lancaster Bible College DC Fall 2011 Spring 2012	
		(n=58)		(n=62)		(n=187)		(n=57)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	50	86.2	0	0.0	112	59.9	10	17.5
	Sophomore	6	10.3	0	0.0	54	28.9	3	5.3
	Junior	2	3.4	21	33.9	21	11.2	19	33.3
	Senior	0	0.0	40	64.5	0	0.0	20	35.1
	Other	0	0.0	1	1.6	0	0.0	5	8.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	3	5.2	9	14.5	0	0.0	0	0.0
	Business	9	15.5	15	24.2	12	6.4	0	0.0
	Communications/Journalism	0	0.0	2	3.2	7	3.7	0	0.0
	Education	5	8.6	0	0.0	19	10.2	0	0.0
	Computer Science	2	3.4	4	6.5	6	3.2	0	0.0
	General Studies	0	0.0	0	0.0	20	10.7	0	0.0
	Health Sciences	4	6.9	0	0.0	85	45.5	0	0.0
	History	0	0.0	0	0.0	2	1.1	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	2	3.4	6	9.7	8	4.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.7	0	0.0	0	0.0	0	0.0
	Science/Math	4	6.9	2	3.2	8	4.3	0	0.0
	Social Sciences/Psychology	0	0.0	12	19.4	6	3.2	0	0.0
	Other	14	24.1	12	19.4	6	3.2	57	100.0
	Undecided	14	24.1	0	0.0	8	4.3	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lancaster Bible College DC Fall 2012		Lincoln Memorial University Fall 2011 Freshmen		Lincoln Memorial University Fall 2012 Freshmen		Lincoln Memorial University 2013 Seniors Exit	
		Spring 2013		Fall 2011		Fall 2012		Spring 2013	
		(n=53)		(n=236)		(n=141)		(n=51)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	12	22.6	236	100.0	141	100.0	0	0.0
	Sophomore	2	3.8	0	0.0	0	0.0	0	0.0
	Junior	9	17.0	0	0.0	0	0.0	0	0.0
	Senior	17	32.1	0	0.0	0	0.0	32	62.7
	Other	13	24.5	0	0.0	0	0.0	19	37.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	4	1.7	2	1.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	25	10.6	10	7.1	4	7.8
	Communications/Journalism	0	0.0	3	1.3	3	2.1	0	0.0
	Education	0	0.0	23	9.7	17	12.1	3	5.9
	Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	63	26.7	42	29.8	7	13.7
	History	0	0.0	3	1.3	2	1.4	2	3.9
	Humanities	0	0.0	1	0.4	2	1.4	2	3.9
	Law	0	0.0	1	0.4	2	1.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	1	0.4	1	0.7	1	2.0
	Science/Math	0	0.0	36	15.3	22	15.6	5	9.8
	Social Sciences/Psychology	0	0.0	11	4.7	3	2.1	3	5.9
	Other	53	100.0	33	14.0	14	9.9	24	47.1
	Undecided	0	0.0	32	13.6	21	14.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Lincoln Memorial University 2013 Freshmen		Long Island University CW Post CWPostPilot201 1		Long Island University CW Post BrooklynPilot20 12		Long Island University CW Post PostBusiness20 13	
	Fall 2013		Fall 2011		Spring 2012		Spring 2013	
	(n=138)		(n=99)		(n=132)		(n=80)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
First Year	137	99.3	95	96.0	8	6.1	7	8.8
Sophomore	0	0.0	4	4.0	15	11.4	17	21.3
Junior	1	0.7	0	0.0	91	68.9	17	21.3
Senior	0	0.0	0	0.0	9	6.8	38	47.5
Other	0	0.0	0	0.0	9	6.8	1	1.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	4	2.9	0	0.0	0	0.0	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	11	8.0	14	14.1	0	0.0	71	88.8
Communications/Journalism	4	2.9	6	6.1	0	0.0	0	0.0
Education	6	4.3	13	13.1	0	0.0	0	0.0
Computer Science	0	0.0	3	3.0	0	0.0	0	0.0
General Studies	0	0.0	0	0.0	1	0.8	0	0.0
Health Sciences	23	16.7	9	9.1	80	60.6	3	3.8
History	1	0.7	1	1.0	0	0.0	0	0.0
Humanities	3	2.2	0	0.0	0	0.0	0	0.0
Law	3	2.2	4	4.0	0	0.0	0	0.0
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	0	0.0	8	8.1	0	0.0	1	1.3
Science/Math	16	11.6	4	4.0	1	0.8	0	0.0
Social Sciences/Psychology	4	2.9	9	9.1	0	0.0	0	0.0
Other	50	36.2	13	13.1	50	37.9	2	2.5
Undecided	13	9.4	15	15.2	0	0.0	3	3.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Long Island University CW Post PostEnglish201 3  Spring 2013 (n=61)		Lynchburg College Fall2011-Fresh men  Fall 2011 (n=93)		Lynchburg College InfoLit-Fall2012  Fall 2012 (n=108)		Lynchburg College LC SENIORS Spring 13  Spring 2013 (n=121)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	First Year	50	82.0	91	97.8	105	97.2	0	0.0
	Sophomore	10	16.4	2	2.2	2	1.9	0	0.0
	Junior	1	1.6	0	0.0	1	0.9	1	0.8
	Senior	0	0.0	0	0.0	0	0.0	120	99.2
	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	1	1.1	0	0.0	3	2.5
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	12	19.7	3	3.2	10	9.3	10	8.3
	Communications/Journalism	1	1.6	10	10.8	4	3.7	11	9.1
	Education	4	6.6	7	7.5	5	4.6	8	6.6
	Computer Science	1	1.6	3	3.2	2	1.9	1	0.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	10	16.4	4	4.3	30	27.8	24	19.8
	History	0	0.0	3	3.2	0	0.0	5	4.1
	Humanities	0	0.0	0	0.0	0	0.0	3	2.5
	Law	1	1.6	4	4.3	2	1.9	1	0.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	3.3	7	7.5	10	9.3	5	4.1
	Science/Math	3	4.9	2	2.2	2	1.9	7	5.8
	Social Sciences/Psychology	6	9.8	11	11.8	3	2.8	22	18.2
	Other	13	21.3	18	19.4	21	19.4	21	17.4
	Undecided	8	13.1	20	21.5	19	17.6	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lynchburg College Freshman 2013		Lynchburg College Spring 2014 Seniors		Manhattanville College Fall2011-Spring 2012		Manhattanville College Fall2012-Spring 2013	
		Fall 2013		Spring 2014		Spring 2012		Spring 2013	
		(n=96)		(n=116)		(n=686)		(n=748)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	91	94.8	0	0.0	126	18.4	195	26.1
	Sophomore	5	5.2	0	0.0	280	40.8	309	41.3
	Junior	0	0.0	1	0.9	194	28.3	142	19.0
	Senior	0	0.0	115	99.1	85	12.4	99	13.2
	Other	0	0.0	0	0.0	1	0.1	3	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	2.1	5	4.3	4	0.6	3	0.4
	Architecture	0	0.0	0	0.0	2	0.3	0	0.0
	Business	9	9.4	24	20.7	125	18.2	129	17.2
	Communications/Journalism	2	2.1	13	11.2	61	8.9	76	10.2
	Education	10	10.4	11	9.5	99	14.4	80	10.7
	Computer Science	2	2.1	0	0.0	1	0.1	5	0.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	18	18.8	21	18.1	17	2.5	17	2.3
	History	1	1.0	0	0.0	30	4.4	20	2.7
	Humanities	0	0.0	8	6.9	19	2.8	7	0.9
	Law	2	2.1	2	1.7	18	2.6	21	2.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.0	1	0.9	59	8.6	63	8.4
	Science/Math	5	5.2	8	6.9	27	3.9	39	5.2
	Social Sciences/Psychology	7	7.3	14	12.1	75	10.9	101	13.5
	Other	22	22.9	9	7.8	74	10.8	105	14.0
	Undecided	15	15.6	0	0.0	75	10.9	82	11.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		McDaniel College Fall 2011 Seniors		McDaniel College Spring 2012 Seniors		McMaster University Fall 2012		Misericordia University Misericordia	
		Fall 2011		Spring 2012		Fall 2012		Fall 2011	
		(n=120)		(n=125)		(n=56)		(n=235)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	0	0.0	7	12.5	234	99.6
	Sophomore	0	0.0	3	2.4	6	10.7	0	0.0
	Junior	10	8.3	10	8.0	13	23.2	0	0.0
	Senior	109	90.8	112	89.6	16	28.6	0	0.0
	Other	1	0.8	0	0.0	14	25.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.4
Student Major	Agriculture/Environmental Studies	0	0.0	10	8.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	23	19.2	0	0.0	23	41.1	22	9.4
	Communications/Journalism	12	10.0	1	0.8	1	1.8	1	0.4
	Education	0	0.0	0	0.0	0	0.0	12	5.1
	Computer Science	0	0.0	0	0.0	1	1.8	3	1.3
	General Studies	0	0.0	0	0.0	1	1.8	1	0.4
	Health Sciences	6	5.0	23	18.4	0	0.0	111	47.2
	History	17	14.2	0	0.0	2	3.6	6	2.6
	Humanities	30	25.0	5	4.0	2	3.6	0	0.0
	Law	5	4.2	8	6.4	0	0.0	3	1.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.8	15	12.0	1	1.8	0	0.0
	Science/Math	1	0.8	6	4.8	6	10.7	28	11.9
	Social Sciences/Psychology	18	15.0	49	39.2	15	26.8	9	3.8
	Other	7	5.8	8	6.4	4	7.1	14	6.0
	Undecided	0	0.0	0	0.0	0	0.0	25	10.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Misericordia University SAILS_Seniors _S2014  Spring 2014 (n=119)	Mississippi College Fall 2011 Eng 101  Fall 2011 (n=55)	Molloy College Freshman_Fall2 011  Fall 2011 (n=264)	Molloy College Spring2011_Sen ior  Spring 2012 (n=204)
Characteristics		n %	n %	n %	n %
Class Standing	First Year	0 0.0	50 90.9	256 97.0	0 0.0
	Sophomore	0 0.0	2 3.6	1 0.4	0 0.0
	Junior	16 13.4	1 1.8	1 0.4	4 2.0
	Senior	102 85.7	0 0.0	1 0.4	183 89.7
	Other	1 0.8	2 3.6	2 0.8	17 8.3
	Not Reported	0 0.0	0 0.0	3 1.1	0 0.0
Student Major	Agriculture/Environmental Studies	0 0.0	0 0.0	0 0.0	0 0.0
	Architecture	0 0.0	0 0.0	0 0.0	0 0.0
	Business	12 10.1	4 7.3	43 16.3	12 5.9
	Communications/Journalism	13 10.9	1 1.8	5 1.9	12 5.9
	Education	24 20.2	6 10.9	34 12.9	22 10.8
	Computer Science	0 0.0	0 0.0	1 0.4	0 0.0
	General Studies	0 0.0	0 0.0	0 0.0	0 0.0
	Health Sciences	53 44.5	14 25.5	92 34.8	76 37.3
	History	7 5.9	2 3.6	2 0.8	8 3.9
	Humanities	0 0.0	3 5.5	1 0.4	0 0.0
	Law	0 0.0	2 3.6	3 1.1	1 0.5
	Military/Naval Science	0 0.0	0 0.0	0 0.0	0 0.0
	Performing & Fine Arts	0 0.0	4 7.3	4 1.5	5 2.5
	Science/Math	9 7.6	8 14.5	15 5.7	4 2.0
	Social Sciences/Psychology	0 0.0	3 5.5	4 1.5	36 17.6
	Other	1 0.8	5 9.1	26 9.8	26 12.7
	Undecided	0 0.0	3 5.5	28 10.6	0 0.0
Not Reported	0 0.0	0 0.0	6 2.3	2 1.0	

		Molloy College Fall 2013_FR		Molloy College Spring 2014_Seniors		Niagara University 2013 Spring Cohort		Norfolk State University Fall 2011	
		Fall 2013		Spring 2014		Spring 2013		Spring 2012	
		(n=390)		(n=120)		(n=194)		(n=97)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	385	98.7	0	0.0	41	21.1	51	52.6
	Sophomore	5	1.3	1	0.8	42	21.6	18	18.6
	Junior	0	0.0	9	7.5	47	24.2	17	17.5
	Senior	0	0.0	110	91.7	64	33.0	7	7.2
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	4	4.1
Student Major	Agriculture/Environmental Studies	1	0.3	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	78	20.0	2	1.7	30	15.5	8	8.2
	Communications/Journalism	8	2.1	3	2.5	8	4.1	4	4.1
	Education	30	7.7	23	19.2	9	4.6	7	7.2
	Computer Science	5	1.3	0	0.0	1	0.5	7	7.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	133	34.1	7	5.8	6	3.1	8	8.2
	History	3	0.8	9	7.5	13	6.7	5	5.2
	Humanities	2	0.5	0	0.0	0	0.0	1	1.0
	Law	7	1.8	0	0.0	2	1.0	1	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	1.5	1	0.8	8	4.1	6	6.2
	Science/Math	14	3.6	16	13.3	19	9.8	7	7.2
	Social Sciences/Psychology	14	3.6	56	46.7	26	13.4	18	18.6
	Other	36	9.2	3	2.5	65	33.5	20	20.6
	Undecided	53	13.6	0	0.0	7	3.6	2	2.1
Not Reported	0	0.0	0	0.0	0	0.0	3	3.1	

		North Georgia College & State University 2011 F Yr Nursing  Fall 2011  (n=153)		North Georgia College & State University 2011 S Yr Nursing  Fall 2011  (n=142)		North Georgia College & State University Fall_2011_ENG L1102  Fall 2011  (n=242)		North Georgia College & State University Spring 2012  Spring 2012  (n=459)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	7	4.6	0	0.0	74	30.6	370	80.6
	Sophomore	38	24.8	9	6.3	136	56.2	64	13.9
	Junior	75	49.0	28	19.7	23	9.5	19	4.1
	Senior	18	11.8	95	66.9	9	3.7	4	0.9
	Other	15	9.8	10	7.0	0	0.0	2	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.2
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	43	17.8	73	15.9
	Communications/Journalism	0	0.0	0	0.0	2	0.8	3	0.7
	Education	0	0.0	0	0.0	16	6.6	55	12.0
	Computer Science	0	0.0	0	0.0	6	2.5	18	3.9
	General Studies	0	0.0	0	0.0	1	0.4	2	0.4
	Health Sciences	130	85.0	106	74.6	29	12.0	77	16.8
	History	0	0.0	0	0.0	16	6.6	12	2.6
	Humanities	0	0.0	0	0.0	1	0.4	0	0.0
	Law	0	0.0	0	0.0	10	4.1	16	3.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	10	4.1	9	2.0
	Science/Math	2	1.3	15	10.6	31	12.8	55	12.0
	Social Sciences/Psychology	0	0.0	1	0.7	15	6.2	24	5.2
	Other	21	13.7	20	14.1	42	17.4	59	12.9
	Undecided	0	0.0	0	0.0	20	8.3	55	12.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Northern State University Fall 2011 IDL		Northern State University Fall 2012 IDL		Northern State University 2013 Fall Freshmen		Northern State University Seniors 2013-14	
		Fall 2011		Fall 2012		Spring 2014		Spring 2014	
		(n=120)		(n=190)		(n=194)		(n=115)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	118	98.3	190	100.0	194	100.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	33	28.7
	Junior	0	0.0	0	0.0	0	0.0	27	23.5
	Senior	0	0.0	0	0.0	0	0.0	45	39.1
	Other	2	1.7	0	0.0	0	0.0	10	8.7
	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	5	2.6	3	2.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	34	28.3	1	0.5	42	21.6	1	0.9
	Communications/Journalism	0	0.0	0	0.0	3	1.5	2	1.7
	Education	35	29.2	49	25.8	28	14.4	16	13.9
	Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	1	0.5	0	0.0	1	0.9
	Health Sciences	4	3.3	19	10.0	20	10.3	8	7.0
	History	5	4.2	9	4.7	3	1.5	0	0.0
	Humanities	0	0.0	0	0.0	4	2.1	6	5.2
	Law	1	0.8	0	0.0	2	1.0	1	0.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	3.3	23	12.1	16	8.2	1	0.9
	Science/Math	1	0.8	30	15.8	13	6.7	34	29.6
	Social Sciences/Psychology	20	16.7	21	11.1	14	7.2	25	21.7
	Other	8	6.7	22	11.6	24	12.4	16	13.9
	Undecided	8	6.7	15	7.9	20	10.3	1	0.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pacific Union College Library Program Review 2013		Patrick Henry College 2011Fall		Patrick Henry College 2012SP Commencing Se		Patrick Henry College 2012F Incoming Stude	
		Fall 2013		Fall 2011		Spring 2012		Fall 2012	
		(n=57)		(n=95)		(n=52)		(n=71)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	30	52.6	91	95.8	0	0.0	67	94.4
	Sophomore	17	29.8	4	4.2	0	0.0	3	4.2
	Junior	9	15.8	0	0.0	0	0.0	1	1.4
	Senior	1	1.8	0	0.0	47	90.4	0	0.0
	Other	0	0.0	0	0.0	1	1.9	0	0.0
	Not Reported	0	0.0	0	0.0	4	7.7	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	1	1.8	0	0.0	0	0.0	0	0.0
	Business	5	8.8	0	0.0	0	0.0	0	0.0
	Communications/Journalism	2	3.5	7	7.4	4	7.7	3	4.2
	Education	1	1.8	1	1.1	0	0.0	2	2.8
	Computer Science	3	5.3	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	20	35.1	0	0.0	0	0.0	0	0.0
	History	2	3.5	7	7.4	5	9.6	2	2.8
	Humanities	3	5.3	2	2.1	6	11.5	4	5.6
	Law	0	0.0	9	9.5	0	0.0	5	7.0
	Military/Naval Science	0	0.0	2	2.1	0	0.0	0	0.0
	Performing & Fine Arts	3	5.3	2	2.1	0	0.0	0	0.0
	Science/Math	7	12.3	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	4	7.0	5	5.3	5	9.6	3	4.2
	Other	2	3.5	36	37.9	10	19.2	22	31.0
	Undecided	4	7.0	24	25.3	0	0.0	30	42.3
Not Reported	0	0.0	0	0.0	22	42.3	0	0.0	

		Patrick Henry College 2013Sp Commencing Se Spring 2013 (n=63)		Patrick Henry College 2013F Incoming Stude Fall 2013 (n=76)		Patrick Henry College 2014Sp Seniors Spring 2014 (n=52)		Pennsylvania College of Technology Spring 2014 Project Spring 2014 (n=254)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	71	93.4	0	0.0	10	3.9
	Sophomore	0	0.0	5	6.6	0	0.0	92	36.2
	Junior	1	1.6	0	0.0	0	0.0	73	28.7
	Senior	61	96.8	0	0.0	52	100.0	70	27.6
	Other	1	1.6	0	0.0	0	0.0	9	3.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	1.3	0	0.0	15	5.9
	Architecture	0	0.0	0	0.0	0	0.0	54	21.3
	Business	0	0.0	0	0.0	0	0.0	11	4.3
	Communications/Journalism	7	11.1	3	3.9	5	9.6	0	0.0
	Education	2	3.2	0	0.0	0	0.0	1	0.4
	Computer Science	0	0.0	0	0.0	0	0.0	75	29.5
	General Studies	2	3.2	1	1.3	1	1.9	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	14	5.5
	History	3	4.8	7	9.2	5	9.6	0	0.0
	Humanities	12	19.0	2	2.6	4	7.7	0	0.0
	Law	1	1.6	5	6.6	2	3.8	2	0.8
	Military/Naval Science	1	1.6	1	1.3	0	0.0	0	0.0
	Performing & Fine Arts	1	1.6	1	1.3	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	8	12.7	4	5.3	10	19.2	0	0.0
	Other	26	41.3	29	38.2	25	48.1	82	32.3
	Undecided	0	0.0	22	28.9	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pepperdine University Library Fall 2012 Cohort Fall 2012 (n=341)		Pikeville College Fall 2011 Spring 2012 (n=237)		Pikeville College Seniors Spring 2012 (n=73)		Pikeville College 2013 Completed Eng. Spring 2013 (n=266)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	339	99.4	46	19.4	0	0.0	65	24.4
	Sophomore	2	0.6	122	51.5	2	2.7	123	46.2
	Junior	0	0.0	46	19.4	0	0.0	62	23.3
	Senior	0	0.0	23	9.7	71	97.3	14	5.3
	Other	0	0.0	0	0.0	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	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	91	26.7	49	20.7	17	23.3	38	14.3
	Communications/Journalism	40	11.7	5	2.1	2	2.7	21	7.9
	Education	2	0.6	22	9.3	9	12.3	25	9.4
	Computer Science	4	1.2	7	3.0	2	2.7	8	3.0
	General Studies	0	0.0	1	0.4	0	0.0	0	0.0
	Health Sciences	0	0.0	23	9.7	8	11.0	33	12.4
	History	3	0.9	5	2.1	1	1.4	6	2.3
	Humanities	8	2.3	2	0.8	5	6.8	4	1.5
	Law	0	0.0	28	11.8	5	6.8	18	6.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	14	4.1	4	1.7	1	1.4	4	1.5
	Science/Math	71	20.8	63	26.6	11	15.1	63	23.7
	Social Sciences/Psychology	32	9.4	15	6.3	3	4.1	22	8.3
	Other	27	7.9	0	0.0	9	12.3	0	0.0
	Undecided	49	14.4	13	5.5	0	0.0	24	9.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		Pikeville College Graduates2013  Spring 2013 (n=117)		Pikeville College Completed Eng 2014  Spring 2014 (n=177)		Pikeville College Grads 2014  Spring 2014 (n=158)		Rasmussen College Fall 2011  Fall 2011 (n=771)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	38	21.5	0	0.0	4	0.5
	Sophomore	0	0.0	84	47.5	0	0.0	177	23.0
	Junior	1	0.9	43	24.3	2	1.3	123	16.0
	Senior	116	99.1	11	6.2	155	98.1	379	49.2
	Other	0	0.0	1	0.6	1	0.6	88	11.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	2	1.1	3	1.9	0	0.0
	Business	30	25.6	30	16.9	28	17.7	150	19.5
	Communications/Journalism	8	6.8	12	6.8	11	7.0	0	0.0
	Education	9	7.7	19	10.7	6	3.8	53	6.9
	Computer Science	3	2.6	3	1.7	4	2.5	57	7.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	3	2.6	11	6.2	8	5.1	378	49.0
	History	6	5.1	2	1.1	7	4.4	0	0.0
	Humanities	1	0.9	2	1.1	0	0.0	0	0.0
	Law	4	3.4	6	3.4	5	3.2	133	17.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	12	10.3	41	23.2	42	26.6	0	0.0
	Social Sciences/Psychology	23	19.7	15	8.5	31	19.6	0	0.0
	Other	18	15.4	25	14.1	13	8.2	0	0.0
	Undecided	0	0.0	9	5.1	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Rasmussen College Summer 2011		Rasmussen College Spring 2012		Rasmussen College Winter 2012		Rasmussen College Fall 2012	
		Fall 2011		Spring 2012		Spring 2012		Fall 2012	
		(n=490)		(n=995)		(n=903)		(n=1,059)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	6	1.2	12	1.2	9	1.0	6	0.6
	Sophomore	117	23.9	224	22.5	167	18.5	156	14.7
	Junior	87	17.8	173	17.4	148	16.4	258	24.4
	Senior	227	46.3	482	48.4	454	50.3	534	50.4
	Other	53	10.8	104	10.5	125	13.8	105	9.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	88	18.0	193	19.4	160	17.7	225	21.2
	Communications/Journalism	0	0.0	0	0.0	0	0.0	2	0.2
	Education	23	4.7	66	6.6	60	6.6	65	6.1
	Computer Science	38	7.8	35	3.5	30	3.3	40	3.8
	General Studies	0	0.0	1	0.1	0	0.0	0	0.0
	Health Sciences	240	49.0	386	38.8	358	39.6	374	35.3
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	4	0.4	1	0.1
	Law	101	20.6	81	8.1	89	9.9	95	9.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.1
	Performing & Fine Arts	0	0.0	1	0.1	2	0.2	0	0.0
	Science/Math	0	0.0	2	0.2	3	0.3	0	0.0
	Social Sciences/Psychology	0	0.0	13	1.3	9	1.0	18	1.7
	Other	0	0.0	214	21.5	184	20.4	237	22.4
	Undecided	0	0.0	3	0.3	4	0.4	1	0.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Rasmussen College Summer 2012		River Parishes Community College Freshmen Fall 2011		River Parishes Community College Spring 2012 30 hour		River Parishes Community College 2012 Fall Freshmen	
		Fall 2012		Fall 2011		Spring 2012		Fall 2012	
		(n=997)		(n=340)		(n=218)		(n=284)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	6	0.6	337	99.1	9	4.1	284	100.0
	Sophomore	186	18.7	1	0.3	104	47.7	0	0.0
	Junior	197	19.8	1	0.3	46	21.1	0	0.0
	Senior	498	49.9	0	0.0	43	19.7	0	0.0
	Other	110	11.0	1	0.3	16	7.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.3	0	0.0	0	0.0
	Architecture	0	0.0	9	2.6	1	0.5	2	0.7
	Business	175	17.6	24	7.1	26	11.9	17	6.0
	Communications/Journalism	0	0.0	3	0.9	0	0.0	5	1.8
	Education	51	5.1	21	6.2	25	11.5	17	6.0
	Computer Science	26	2.6	17	5.0	6	2.8	8	2.8
	General Studies	2	0.2	80	23.5	24	11.0	108	38.0
	Health Sciences	409	41.0	26	7.6	22	10.1	25	8.8
	History	0	0.0	2	0.6	0	0.0	1	0.4
	Humanities	2	0.2	2	0.6	3	1.4	0	0.0
	Law	96	9.6	7	2.1	0	0.0	3	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	4	1.2	1	0.5	6	2.1
	Science/Math	2	0.2	2	0.6	9	4.1	9	3.2
	Social Sciences/Psychology	15	1.5	13	3.8	11	5.0	7	2.5
	Other	216	21.7	42	12.4	78	35.8	22	7.7
	Undecided	3	0.3	87	25.6	12	5.5	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	7	11.7	24	9.7	31	12.4	11	12.0
	Communications/Journalism	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
	Computer Science	0	0.0	7	2.8	4	1.6	3	3.3
	General Studies	14	23.3	61	24.6	60	23.9	3	3.3
	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
	Humanities	1	1.7	0	0.0	5	2.0	5	5.4
	Law	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	3	5.0	7	2.8	17	6.8	21	22.8
	Social Sciences/Psychology	4	6.7	9	3.6	21	8.4	16	17.4
	Other	16	26.7	74	29.8	23	9.2	6	6.5
	Undecided	1	1.7	21	8.5	19	7.6	8	8.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Samford University Samford University Fall 2011 (n=638)		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 School Fall 2012 FYS Fall 2012 (n=53)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	357	56.0	47	73.4	10	20.0	51	96.2
	Sophomore	77	12.1	14	21.9	27	54.0	2	3.8
	Junior	48	7.5	1	1.6	9	18.0	0	0.0
	Senior	142	22.3	0	0.0	1	2.0	0	0.0
	Other	14	2.2	2	3.1	3	6.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.2	0	0.0	0	0.0	2	3.8
	Architecture	3	0.5	0	0.0	1	2.0	0	0.0
	Business	79	12.4	6	9.4	4	8.0	6	11.3
	Communications/Journalism	56	8.8	0	0.0	1	2.0	0	0.0
	Education	58	9.1	1	1.6	7	14.0	2	3.8
	Computer Science	10	1.6	9	14.1	2	4.0	2	3.8
	General Studies	0	0.0	1	1.6	3	6.0	0	0.0
	Health Sciences	126	19.7	18	28.1	19	38.0	7	13.2
	History	11	1.7	0	0.0	0	0.0	0	0.0
	Humanities	13	2.0	1	1.6	0	0.0	1	1.9
	Law	1	0.2	2	3.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	17	2.7	3	4.7	0	0.0	1	1.9
	Science/Math	60	9.4	2	3.1	1	2.0	2	3.8
	Social Sciences/Psychology	30	4.7	1	1.6	4	8.0	6	11.3
	Other	106	16.6	8	12.5	5	10.0	10	18.9
	Undecided	67	10.5	12	18.8	3	6.0	14	26.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Seward County Community College and Area Technical School 2013 Grad Spring 2013 (n=64)		Seward County Community College and Area Technical School FYS 2013 Fall 2013 (n=54)		Seward County Community College and Area Technical School 2014 Graduate Spring 2014 (n=56)		Siena College Seniors 2011/2012 Spring 2012 (n=251)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	First Year	14	21.9	51	94.4	2	3.6	0	0.0
	Sophomore	50	78.1	2	3.7	43	76.8	0	0.0
	Junior	0	0.0	1	1.9	2	3.6	0	0.0
	Senior	0	0.0	0	0.0	5	8.9	240	95.6
	Other	0	0.0	0	0.0	4	7.1	11	4.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	6.3	1	1.9	0	0.0	1	0.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	16	25.0	13	24.1	8	14.3	53	21.1
	Communications/Journalism	2	3.1	0	0.0	0	0.0	0	0.0
	Education	2	3.1	4	7.4	3	5.4	0	0.0
	Computer Science	8	12.5	4	7.4	3	5.4	21	8.4
	General Studies	2	3.1	0	0.0	0	0.0	0	0.0
	Health Sciences	4	6.3	4	7.4	10	17.9	0	0.0
	History	0	0.0	0	0.0	0	0.0	35	13.9
	Humanities	1	1.6	0	0.0	0	0.0	8	3.2
	Law	0	0.0	2	3.7	1	1.8	1	0.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	1	1.9	0	0.0	9	3.6
	Science/Math	6	9.4	3	5.6	4	7.1	58	23.1
	Social Sciences/Psychology	2	3.1	4	7.4	5	8.9	58	23.1
	Other	14	21.9	9	16.7	22	39.3	7	2.8
	Undecided	3	4.7	9	16.7	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	South University SPRING 2012 ENTERING  Spring 2012 (n=1,290)	St. Johns River State College Fall 2012 ENC 1102  Fall 2012 (n=83)	St. Johns River State College Fall 2013 ENC 1102  Fall 2013 (n=75)	Texas Southern University 2011Pre-TSU Freshman  Fall 2011 (n=174)
Characteristics	n %	n %	n %	n %
Class Standing				
First Year	800 62.0	31 37.3	21 28.0	174 100.0
Sophomore	300 23.3	43 51.8	44 58.7	0 0.0
Junior	86 6.7	5 6.0	5 6.7	0 0.0
Senior	21 1.6	2 2.4	1 1.3	0 0.0
Other	83 6.4	2 2.4	4 5.3	0 0.0
Not Reported	0 0.0	0 0.0	0 0.0	0 0.0
Student Major				
Agriculture/Environmental Studies	0 0.0	0 0.0	1 1.3	0 0.0
Architecture	0 0.0	0 0.0	0 0.0	1 0.6
Business	151 11.7	6 7.2	12 16.0	17 9.8
Communications/Journalism	0 0.0	1 1.2	1 1.3	13 7.5
Education	0 0.0	3 3.6	2 2.7	9 5.2
Computer Science	82 6.4	6 7.2	4 5.3	12 6.9
General Studies	0 0.0	1 1.2	1 1.3	2 1.1
Health Sciences	514 39.8	22 26.5	18 24.0	29 16.7
History	0 0.0	1 1.2	0 0.0	1 0.6
Humanities	0 0.0	0 0.0	0 0.0	0 0.0
Law	72 5.6	5 6.0	0 0.0	11 6.3
Military/Naval Science	0 0.0	0 0.0	0 0.0	1 0.6
Performing & Fine Arts	216 16.7	5 6.0	1 1.3	5 2.9
Science/Math	0 0.0	1 1.2	1 1.3	12 6.9
Social Sciences/Psychology	126 9.8	5 6.0	3 4.0	17 9.8
Other	122 9.5	12 14.5	11 14.7	39 22.4
Undecided	7 0.5	15 18.1	20 26.7	5 2.9
Not Reported	0 0.0	0 0.0	0 0.0	0 0.0

		Texas Southern University Cohort Post 2011 TSU		Thomas College Fall 2011		Thomas College Spring 2012		Thomas College Fall 2012	
		Fall 2011		Fall 2011		Spring 2012		Fall 2012	
		(n=107)		(n=184)		(n=136)		(n=234)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	105	98.1	181	98.4	122	89.7	224	95.7
	Sophomore	0	0.0	3	1.6	11	8.1	8	3.4
	Junior	1	0.9	0	0.0	3	2.2	1	0.4
	Senior	1	0.9	0	0.0	0	0.0	1	0.4
	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	15	14.0	28	15.2	24	17.6	29	12.4
	Communications/Journalism	12	11.2	1	0.5	1	0.7	4	1.7
	Education	4	3.7	23	12.5	11	8.1	28	12.0
	Computer Science	5	4.7	3	1.6	8	5.9	10	4.3
	General Studies	1	0.9	1	0.5	1	0.7	1	0.4
	Health Sciences	19	17.8	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	7	6.5	2	1.1	2	1.5	5	2.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	5	4.7	0	0.0	0	0.0	0	0.0
	Science/Math	10	9.3	0	0.0	0	0.0	1	0.4
	Social Sciences/Psychology	10	9.3	23	12.5	17	12.5	22	9.4
	Other	18	16.8	89	48.4	67	49.3	120	51.3
	Undecided	0	0.0	12	6.5	5	3.7	14	6.0
Not Reported	1	0.9	2	1.1	0	0.0	0	0.0	



		Thomas College Spring 2013		Thomas College Fall 2013		Thomas College Spring 2014		Thomas Edison State College AY2012	
		Spring 2013		Fall 2013		Spring 2014		Fall 2011	
		(n=155)		(n=222)		(n=147)		(n=349)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	130	83.9	219	98.6	128	87.1	50	14.3
	Sophomore	15	9.7	3	1.4	14	9.5	32	9.2
	Junior	9	5.8	0	0.0	4	2.7	99	28.4
	Senior	0	0.0	0	0.0	1	0.7	70	20.1
	Other	1	0.6	0	0.0	0	0.0	98	28.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		30	19.4	45	20.3	26	17.7	34	9.7
Communications/Journalism		4	2.6	5	2.3	5	3.4	0	0.0
Education		20	12.9	19	8.6	18	12.2	3	0.9
Computer Science		7	4.5	8	3.6	8	5.4	64	18.3
General Studies		3	1.9	0	0.0	2	1.4	2	0.6
Health Sciences		0	0.0	1	0.5	1	0.7	111	31.8
History		0	0.0	0	0.0	0	0.0	3	0.9
Humanities		0	0.0	0	0.0	0	0.0	5	1.4
Law		1	0.6	5	2.3	2	1.4	1	0.3
Military/Naval Science		0	0.0	0	0.0	0	0.0	6	1.7
Performing & Fine Arts		0	0.0	0	0.0	0	0.0	0	0.0
Science/Math		1	0.6	0	0.0	0	0.0	15	4.3
Social Sciences/Psychology		18	11.6	20	9.0	17	11.6	24	6.9
Other		66	42.6	103	46.4	64	43.5	75	21.5
Undecided		5	3.2	16	7.2	4	2.7	6	1.7
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Thomas Edison State College AY2012b		Thomas Edison State College 2013A		Thomas Edison State College AY2014		University of Arkansas at Little Rock UALR Spring 2012	
		Spring 2012		Spring 2013		Spring 2014		Spring 2012	
		(n=179)		(n=640)		(n=661)		(n=225)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	21	11.7	72	11.3	93	14.1	153	68.0
	Sophomore	17	9.5	55	8.6	48	7.3	8	3.6
	Junior	48	26.8	180	28.1	168	25.4	16	7.1
	Senior	77	43.0	180	28.1	188	28.4	44	19.6
	Other	16	8.9	153	23.9	164	24.8	4	1.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.6	2	0.3	1	0.2	7	3.1
	Architecture	0	0.0	0	0.0	0	0.0	1	0.4
	Business	28	15.6	77	12.0	73	11.0	41	18.2
	Communications/Journalism	2	1.1	7	1.1	3	0.5	5	2.2
	Education	1	0.6	2	0.3	1	0.2	9	4.0
	Computer Science	45	25.1	111	17.3	147	22.2	12	5.3
	General Studies	6	3.4	9	1.4	8	1.2	3	1.3
	Health Sciences	4	2.2	159	24.8	176	26.6	38	16.9
	History	1	0.6	2	0.3	1	0.2	13	5.8
	Humanities	2	1.1	4	0.6	5	0.8	1	0.4
	Law	1	0.6	0	0.0	5	0.8	7	3.1
	Military/Naval Science	1	0.6	3	0.5	4	0.6	0	0.0
	Performing & Fine Arts	2	1.1	1	0.2	2	0.3	9	4.0
	Science/Math	5	2.8	38	5.9	30	4.5	16	7.1
	Social Sciences/Psychology	50	27.9	105	16.4	86	13.0	7	3.1
	Other	24	13.4	112	17.5	115	17.4	16	7.1
	Undecided	6	3.4	8	1.3	4	0.6	40	17.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Montana - Helena COT FY 2012		University of Montevallo UMFall2011QE P		University of Montevallo UMSpring2012 QEP		University of Montevallo UMFall2012QE P	
		Fall 2011		Fall 2011		Spring 2012		Spring 2013	
		(n=129)		(n=357)		(n=66)		(n=329)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	77	59.7	345	96.6	56	84.8	321	97.6
	Sophomore	22	17.1	10	2.8	6	9.1	8	2.4
	Junior	29	22.5	2	0.6	3	4.5	0	0.0
	Senior	0	0.0	0	0.0	1	1.5	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	1	0.8	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	1.6	0	0.0	0	0.0	0	0.0
	Architecture	1	0.8	0	0.0	0	0.0	0	0.0
	Business	24	18.6	31	8.7	4	6.1	31	9.4
	Communications/Journalism	0	0.0	11	3.1	4	6.1	13	4.0
	Education	0	0.0	41	11.5	11	16.7	44	13.4
	Computer Science	12	9.3	0	0.0	1	1.5	3	0.9
	General Studies	49	38.0	9	2.5	2	3.0	7	2.1
	Health Sciences	30	23.3	0	0.0	1	1.5	13	4.0
	History	0	0.0	12	3.4	3	4.5	16	4.9
	Humanities	0	0.0	1	0.3	1	1.5	2	0.6
	Law	0	0.0	0	0.0	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	69	19.3	9	13.6	52	15.8
	Science/Math	0	0.0	52	14.6	6	9.1	33	10.0
	Social Sciences/Psychology	9	7.0	29	8.1	8	12.1	27	8.2
	Other	1	0.8	57	16.0	7	10.6	50	15.2
	Undecided	0	0.0	45	12.6	9	13.6	37	11.2
Not Reported	1	0.8	0	0.0	0	0.0	0	0.0	

		University of Montevallo UM2013-2014		University of Phoenix UOPX SAILS_FY12		University of Phoenix UOPX SAILS_AY13		University of Pittsburgh UPBFRESHME N11	
		Spring 2014		Spring 2012		Spring 2013		Fall 2011	
		(n=361)		(n=1,096)		(n=446)		(n=278)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	341	94.5	361	32.9	98	22.0	278	100.0
	Sophomore	13	3.6	99	9.0	34	7.6	0	0.0
	Junior	6	1.7	60	5.5	25	5.6	0	0.0
	Senior	1	0.3	550	50.2	277	62.1	0	0.0
	Other	0	0.0	26	2.4	12	2.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.6	1	0.1	2	0.4	6	2.2
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	46	12.7	348	31.8	140	31.4	31	11.2
	Communications/Journalism	15	4.2	16	1.5	11	2.5	3	1.1
	Education	49	13.6	36	3.3	32	7.2	25	9.0
	Computer Science	3	0.8	94	8.6	54	12.1	7	2.5
	General Studies	17	4.7	14	1.3	1	0.2	0	0.0
	Health Sciences	15	4.2	142	13.0	60	13.5	48	17.3
	History	14	3.9	1	0.1	0	0.0	9	3.2
	Humanities	1	0.3	20	1.8	8	1.8	1	0.4
	Law	2	0.6	39	3.6	9	2.0	4	1.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	55	15.2	3	0.3	0	0.0	0	0.0
	Science/Math	20	5.5	9	0.8	2	0.4	12	4.3
	Social Sciences/Psychology	35	9.7	127	11.6	49	11.0	23	8.3
	Other	55	15.2	221	20.2	76	17.0	78	28.1
	Undecided	32	8.9	25	2.3	2	0.4	31	11.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UPFRESHMEN 11  Fall 2011 (n=1,007)		University of Pittsburgh UPGFRESHME N11  Fall 2011 (n=369)		University of Pittsburgh UPJFRESHME N11  Fall 2011 (n=409)		University of Pittsburgh UPTFRESHME N11  Fall 2011 (n=63)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	1,005	99.8	369	100.0	409	100.0	62	98.4
	Sophomore	2	0.2	0	0.0	0	0.0	1	1.6
	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	12	1.2	0	0.0	3	0.7	0	0.0
	Architecture	6	0.6	0	0.0	0	0.0	0	0.0
	Business	18	1.8	35	9.5	47	11.5	8	12.7
	Communications/Journalism	15	1.5	6	1.6	10	2.4	1	1.6
	Education	12	1.2	36	9.8	43	10.5	0	0.0
	Computer Science	29	2.9	33	8.9	58	14.2	2	3.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	242	24.0	34	9.2	92	22.5	12	19.0
	History	20	2.0	2	0.5	5	1.2	2	3.2
	Humanities	31	3.1	2	0.5	7	1.7	1	1.6
	Law	9	0.9	7	1.9	5	1.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	0.4	2	0.5	1	0.2	0	0.0
	Science/Math	170	16.9	57	15.4	28	6.8	1	1.6
	Social Sciences/Psychology	66	6.6	46	12.5	22	5.4	9	14.3
	Other	113	11.2	65	17.6	22	5.4	9	14.3
Undecided	260	25.8	44	11.9	66	16.1	18	28.6	
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
Architecture		0	0.0	0	0.0	0	0.0	5	0.4
Business		43	11.9	38	8.4	93	12.0	26	2.1
Communications/Journalism		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
Computer Science		12	3.3	14	3.1	153	19.8	36	2.9
General Studies		0	0.0	1	0.2	0	0.0	4	0.3
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
Humanities		1	0.3	2	0.4	7	0.9	33	2.6
Law		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		27	7.5	63	13.9	54	7.0	275	21.9
Social Sciences/Psychology		24	6.6	82	18.1	56	7.2	89	7.1
Other		66	18.2	65	14.4	47	6.1	132	10.5
Undecided		49	13.5	51	11.3	115	14.9	305	24.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UT2012		University of Pittsburgh UB2013		University of Pittsburgh UG2013		University of Pittsburgh UJ2013	
		Fall 2012		Spring 2014		Spring 2014		Spring 2014	
		(n=97)		(n=250)		(n=337)		(n=721)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	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	10	10.3	23	9.2	21	6.2	82	11.4
	Communications/Journalism	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
	Computer Science	8	8.2	8	3.2	7	2.1	170	23.6
	General Studies	0	0.0	0	0.0	0	0.0	1	0.1
	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
	Humanities	3	3.1	1	0.4	1	0.3	9	1.2
	Law	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	7	7.2	16	6.4	109	32.3	54	7.5
	Social Sciences/Psychology	5	5.2	12	4.8	30	8.9	42	5.8
	Other	14	14.4	56	22.4	36	10.7	28	3.9
	Undecided	4	4.1	34	13.6	23	6.8	118	16.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UP2013		University of Pittsburgh UT2013		University of Tennessee at Martin F2013 Engl 100-112		University of Texas at Dallas McDermott Library UT	
		Spring 2014		Spring 2014		Fall 2013		Spring 2014	
		(n=1,337)		(n=106)		(n=165)		(n=179)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	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	17	1.3	7	6.6	19	11.5	15	8.4
	Communications/Journalism	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
	Computer Science	57	4.3	12	11.3	14	8.5	9	5.0
	General Studies	5	0.4	1	0.9	1	0.6	13	7.3
	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
	Humanities	35	2.6	3	2.8	0	0.0	1	0.6
	Law	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	313	23.4	6	5.7	12	7.3	59	33.0
	Social Sciences/Psychology	101	7.6	6	5.7	8	4.8	11	6.1
	Other	101	7.6	28	26.4	29	17.6	7	3.9
	Undecided	302	22.6	10	9.4	12	7.3	2	1.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		University of the Pacific PacSem 3 2012		University of the Pacific PACS 3 2014		University of Virgin Islands STT 2012 Fall Fresh		University of Virgin Islands STX 2012 Fall Fresh	
		Spring 2012		Spring 2014		Fall 2012		Fall 2012	
		(n=156)		(n=172)		(n=152)		(n=114)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	1	0.6	0	0.0	142	93.4	110	96.5
	Sophomore	0	0.0	6	3.5	3	2.0	3	2.6
	Junior	6	3.8	9	5.2	2	1.3	0	0.0
	Senior	149	95.5	152	88.4	5	3.3	1	0.9
	Other	0	0.0	5	2.9	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	1.7	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	21	13.5	20	11.6	37	24.3	17	14.9
	Communications/Journalism	9	5.8	7	4.1	2	1.3	3	2.6
	Education	7	4.5	5	2.9	9	5.9	7	6.1
	Computer Science	14	9.0	37	21.5	22	14.5	10	8.8
	General Studies	0	0.0	1	0.6	0	0.0	0	0.0
	Health Sciences	23	14.7	24	14.0	7	4.6	12	10.5
	History	11	7.1	1	0.6	0	0.0	0	0.0
	Humanities	8	5.1	7	4.1	2	1.3	1	0.9
	Law	0	0.0	2	1.2	7	4.6	6	5.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	6.4	11	6.4	2	1.3	0	0.0
	Science/Math	12	7.7	15	8.7	18	11.8	4	3.5
	Social Sciences/Psychology	30	19.2	26	15.1	11	7.2	10	8.8
	Other	11	7.1	13	7.6	28	18.4	33	28.9
	Undecided	0	0.0	0	0.0	7	4.6	11	9.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Valley Forge Christian College CW&R 2011 - 2012  Spring 2012  (n=163)		Valley Forge Christian College 2012-2013  Spring 2013  (n=60)		Valley Forge Christian College 2013-2014 Seniors  Spring 2014  (n=67)		Wabash College Sophomores  Fall 2013  (n=53)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	135	82.8	0	0.0	0	0.0	0	0.0
	Sophomore	23	14.1	1	1.7	0	0.0	44	83.0
	Junior	4	2.5	0	0.0	0	0.0	1	1.9
	Senior	0	0.0	59	98.3	67	100.0	8	15.1
	Other	1	0.6	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	11	6.7	8	13.3	10	14.9	0	0.0
	Communications/Journalism	27	16.6	12	20.0	11	16.4	0	0.0
	Education	24	14.7	2	3.3	2	3.0	0	0.0
	Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	2	1.2	3	5.0	0	0.0	11	20.8
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	4.3	2	3.3	8	11.9	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	13	24.5
	Social Sciences/Psychology	27	16.6	7	11.7	13	19.4	19	35.8
	Other	59	36.2	26	43.3	23	34.3	8	15.1
	Undecided	6	3.7	0	0.0	0	0.0	2	3.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

---

Western New  
England  
University  
Fall 2011

---

Fall 2011  
(n=795)

	Characteristics	n	%
Class Standing	First Year	330	41.5
	Sophomore	183	23.0
	Junior	129	16.2
	Senior	149	18.7
	Other	4	0.5
	Not Reported	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0
	Architecture	0	0.0
	Business	307	38.6
	Communications/Journalism	9	1.1
	Education	21	2.6
	Computer Science	264	33.2
	General Studies	4	0.5
	Health Sciences	1	0.1
	History	2	0.3
	Humanities	6	0.8
	Law	46	5.8
	Military/Naval Science	0	0.0
	Performing & Fine Arts	0	0.0
	Science/Math	42	5.3
	Social Sciences/Psychology	46	5.8
	Other	31	3.9
	Undecided	16	2.0
Not Reported	0	0.0	

## APPENDIX D

### Project SAILS Test Items

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

9. Who is the intended audience for this article?

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

**CHOOSE ONE ANSWER**

- Banking professional  
 General public  
 Scholar

Objective: 1.2.4.1 Skill Set: Evaluating Sources

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

**CHOOSE ONE ANSWER**

- Keyword: raising children  
 Subject heading: child rearing

Objective: 2.2.3.2 Skill Set: Searching

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

**CHOOSE ONE ANSWER**

- Bibliography  
 Keyword  
 Library catalog  
 Research database  
 Subject heading

Objective: 2.1.3.4 Skill Set: Selecting Finding Tools

Pages 163-210 are redacted from this version of the document

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

Skill Set: Developing a Research Strategy

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

Skill Set: Selecting Finding Tools

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

Skill Set: Searching

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

Skill Set: Using Finding Tool Features

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

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

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

**Skill Set: Understanding Economic, Legal, and Social Issues**

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

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

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

**Standard 2: Accesses Needed Information Effectively and Efficiently**

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

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

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

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

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

## APPENDIX F

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

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

##### Standard 1

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

##### Performance Indicators

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

##### Outcomes

- 1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need  
517

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

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

##### Objectives

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

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

##### Items

##### 64

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

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

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

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

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

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

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



- 1.1.5 Identifies key concepts and terms that describe the information need
  - 1.1.5.1 Lists terms that may be useful for locating information on a topic.  
43
  - 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.  
594
  - 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.  
255
  - 1.1.5.4 Identifies more specific concepts that comprise a research topic.
- 1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.2 The information literate student identifies a variety of types and formats of potential sources for information.
  - 1.2.1 Knows how information is formally and informally produced, organized, and disseminated
    - 1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.
    - 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.  
601
  - 1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
    - 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.  
569, 570, 571, 572
    - 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.  
73
    - 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.  
242
    - 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.  
63
  - 1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
    - 1.2.3.1 Identifies various formats in which information is available.  
568
    - 1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.
  - 1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
    - 1.2.4.1 Distinguishes characteristics of information provided for different audiences.  
9, 20, 27
    - 1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
  - 1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

- 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.  
99, 101
- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.  
147, 148, 451, 452, 453
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources  
524
- 1.3 The information literate student considers the costs and benefits of acquiring the needed information.
  - 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
    - 1.3.1.1 Determines if material is available immediately.  
104, 106
    - 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.  
30
  - 1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
  - 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information
    - 1.3.3.1 Searches for and gathers information based on an informal, flexible plan.
    - 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.  
93
    - 1.3.3.3 Acts appropriately to obtain information within the time frame required.  
600
- 1.4 The information literate student reevaluates the nature and extent of the information need.
  - 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
    - 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).  
198
    - 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.  
215
    - 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.  
531
  - 1.4.2 Describes criteria used to make information decisions and choices
    - 1.4.2.1 Demonstrates how the intended audience influences information choices.
    - 1.4.2.2 Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation).
    - 1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)  
537

**Standard 2**

The information literate student accesses needed information effectively and efficiently.

- 2.1 The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
  - 2.1.1 Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
  - 2.1.2 Investigates benefits and applicability of various investigative methods
  - 2.1.3 Investigates the scope, content, and organization of information retrieval systems
    - 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).  
526
    - 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.  
525
    - 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).  
527
    - 2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.  
19
    - 2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.  
584
    - 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.  
139, 140, 141, 142
    - 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.  
540
    - 2.1.3.8 Determines the period of time covered by a particular source.  
518
    - 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).  
521
    - 2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
    - 2.1.3.11 Distinguishes between full-text and bibliographic databases.
  - 2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
    - 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.  
150
    - 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).  
579
    - 2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.

- 2.2 The information literate student constructs and implements effectively-designed search strategies.
- 2.2.1 Develops a research plan appropriate to the investigative method
    - 2.2.1.1 Describes a general process for searching for information.  
550
    - 2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
    - 2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.
  - 2.2.2 Identifies keywords, synonyms and related terms for the information needed
    - 2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
    - 2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
    - 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.  
543
    - 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).  
237, 239, 444
  - 2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source
    - 2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
    - 2.2.3.2 Explains what controlled vocabulary is and why it is used.  
14
    - 2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
    - 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.  
577, 582
  - 2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
    - 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).  
21
    - 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.  
39, 247, 541, 587
    - 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.  
108
    - 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.  
59
    - 2.2.4.5 Demonstrates an understanding of the concept of browsing and uses an index that allows it.
    - 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.  
561

- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.  
515, 578
- 2.2.5 Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
  - 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.  
259
  - 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.  
71
  - 2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.  
230, 604
  - 2.2.5.4 Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.
  - 2.2.5.5 Formulates and executes search strategies to match information needs with available resources.
  - 2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.
- 2.2.6 Implements the search using investigative protocols appropriate to the discipline
  - 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.  
522
  - 2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
  - 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.  
539
  - 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.  
42, 62
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
  - 2.3.1 Uses various search systems to retrieve information in a variety of formats
    - 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).  
29
    - 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.  
523
    - 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)  
589
    - 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).  
257

- 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).  
260, 549
- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.  
520
- 2.3.2 Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
  - 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).  
25, 195, 216
  - 2.3.2.2 Explains the difference between the library catalog and a periodical index.  
22, 545
  - 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.  
519
  - 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)  
40, 44, 49, 60
- 2.3.3 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
  - 2.3.3.1 Retrieves a document in print or electronic form.  
194, 229
  - 2.3.3.2 Describes various retrieval methods for information not available locally.  
192
  - 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.  
548
  - 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.  
214
  - 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.  
203
- 2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- 2.4 The information literate student refines the search strategy if necessary.
  - 2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
    - 2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.  
196, 228
    - 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.  
534
    - 2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.  
88, 90

- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.  
535
- 2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 2.4.3 Repeats the search using the revised strategy as necessary
- 2.5 The information literate student extracts, records, and manages the information and its sources.
  - 2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)  
590, 593
  - 2.5.2 Creates a system for organizing the information
  - 2.5.3 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
    - 2.5.3.1 Identifies different types of information sources cited in a research tool.  
193, 197
    - 2.5.3.2 Determines whether or not a cited item is available locally and, if so, can locate it.
    - 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.  
199
  - 2.5.4 Records all pertinent citation information for future reference
  - 2.5.5 Uses various technologies to manage the information selected and organized  
532

### Standard 3

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

- 3.1 The information literate student summarizes the main ideas to be extracted from the information gathered.
  - 3.1.1 Reads the text and selects main ideas
  - 3.1.2 Restates textual concepts in his/her own words and selects data accurately
  - 3.1.3 Identifies verbatim material that can be then appropriately quoted
- 3.2 The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
  - 3.2.1 Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
    - 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.  
558
    - 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.  
206, 575
    - 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.  
536

- 3.2.1.4 Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources. (See also 3.4.5.)
- 3.2.1.5 Determines when the information was published (or knows where to look for a source's publication date).
- 3.2.1.6 Recognizes the importance of timeliness or date of publication to the value of the source.
- 3.2.1.7 Determines if the information retrieved is sufficiently current for the information need.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.  
124, 207
- 3.2.2 Analyzes the structure and logic of supporting arguments or methods
- 3.2.3 Recognizes prejudice, deception, or manipulation
  - 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.  
538
  - 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.  
87, 446, 563
  - 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.  
91, 92
  - 3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).
  - 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.  
83
- 3.2.4 Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
  - 3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.
  - 3.2.4.2 Describes how the purpose for which information was created affects its usefulness.
  - 3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.
- 3.3 The information literate student synthesizes main ideas to construct new concepts.
  - 3.3.1 Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
  - 3.3.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
  - 3.3.3 Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
- 3.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.



- 3.4.1 Determines whether information satisfies the research or other information need  
533
- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
  - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
  - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.  
28
  - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.  
551
  - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
  - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
  - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).  
227
  - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.
- 3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
  - 3.5.1 Investigates differing viewpoints encountered in the literature
  - 3.5.2 Determines whether to incorporate or reject viewpoints encountered
- 3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
  - 3.6.1 Participates in classroom and other discussions
  - 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
  - 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)  
559, 602
- 3.7 The information literate student determines whether the initial query should be revised.
  - 3.7.1 Determines if original information need has been satisfied or if additional information is needed

- 3.7.2 Reviews search strategy and incorporates additional concepts as necessary
  - 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.  
218
- 3.7.3 Reviews information retrieval sources used and expands to include others as needed
  - 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.  
263
  - 3.7.3.2 Follows, retrieves and evaluates relevant online links to additional sources.
  - 3.7.3.3 Incorporates new knowledge as elements of revised search strategy to gather additional information.

**Standard 5**

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

- 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
  - 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments  
136
  - 5.1.2 Identifies and discusses issues related to free vs. fee-based access to information
    - 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.  
200
    - 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.  
556
    - 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.  
222
    - 5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).
  - 5.1.3 Identifies and discusses issues related to censorship and freedom of speech  
122, 597, 599
  - 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material  
117, 132, 271, 516, 554
- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
  - 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")  
595
  - 5.2.2 Uses approved passwords and other forms of ID for access to information resources
  - 5.2.3 Complies with institutional policies on access to information resources

- 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
  - 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds  
112, 118, 552, 553
  - 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own  
119, 573
  - 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research  
120
- 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.
- 5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources
    - 5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
    - 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).  
557, 560, 583
    - 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups  
528
    - 5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
    - 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.  
512
    - 5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.
    - 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
    - 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.  
123
  - 5.3.2 Posts permission granted notices, as needed, for copyrighted material