



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

for

Community College of Philadelphia

Administration: ENGL 102 S109

Report Date: June 2009

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1. THE TEST AND HOW IT IS SCORED

The Test

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

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

The SAILS item bank has 157 items in American English. Each student answers 40 items from the item bank and 5 items that are in development. Appendix D contains all of the test items.

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

Figure 1.1 Number of Items in Each Subscale

SAILS Skill Sets	Number of Items
Developing a Research Strategy	30
Selecting Finding Tools	17
Searching	27
Using Finding Tool Features	13
Retrieving Sources	15
Evaluating Sources	20
Documenting Sources	15
Understanding Economic, Legal, and Social Issues	20

ACRL Standards	Number of Items
Standard 1: Determines the nature and extent of the information needed	37
Standard 2: Accesses needed information effectively and efficiently	73
Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	20
Standard 4: NOT USED	0
Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	27

Scoring

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

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

2. TEST-TAKER PROFILE

Figure 2.1 is a demographic profile of students who took the SAILS test at Community College of Philadelphia, along with profiles for other institutions of the same type (Associates), 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	CCP (n=175)		Institution Type: Associates (n=7,825)		All Institutions (n=59,364)	
	n	%	n	%	n	%
Class Standing						
First Year	82	46.9	4,154	53.1	34,759	58.6
Second Year	67	38.3	2,326	29.7	9,938	16.7
Junior	0	0.0	448	5.7	6,023	10.1
Senior	0	0.0	155	2.0	6,979	11.8
Other	26	14.9	604	7.7	1,120	1.9
Not reported	0	0.0	138	1.8	545	0.9
Student Major						
Agriculture/Environmental Studies	1	0.6	20	0.3	720	1.2
Architecture	1	0.6	54	0.7	252	0.4
Business	27	15.4	964	12.3	10,391	17.5
Communications/Journalism	1	0.6	121	1.5	2,143	3.6
Education	13	7.4	656	8.4	4,034	6.8
Engineering/Computer Science	8	4.6	462	5.9	4,690	7.9
General Studies	1	0.6	222	2.8	825	1.4
Health Sciences	62	35.4	1,249	16.0	5,721	9.6
History	0	0.0	38	0.5	801	1.3
Humanities	1	0.6	1,023	13.1	3,436	5.8
Law/Paralegal Studies	2	1.1	193	2.5	911	1.5
Military/Naval Science	0	0.0	9	0.1	19	0.0
Performing & Fine Arts	2	1.1	125	1.6	1,536	2.6
Science/Math	10	5.7	237	3.0	3,607	6.1
Social Sciences/Psychology	7	4.0	182	2.3	5,058	8.5
Other	31	17.7	1,595	20.4	8,452	14.2
Undecided	8	4.6	391	5.0	5,355	9.0
Not reported	0	0.0	284	3.6	1,413	2.4

CCP (N=175)		
Custom Demographics	n	%
If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.		
PRE-TEST	93	53.1
POST-TEST	82	46.9
Not reported	0	0.0
Are you a transfer student (from another institution)?		
Yes	47	26.9
No	128	73.1
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 Community College of Philadelphia performed about the same as the institution-type benchmark on the following SAILS Skill Sets:

- Documenting Sources
- Understanding Economic, Legal, and Social Issues

Students at Community College of Philadelphia 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

To identify which skill sets were easier and which were more difficult for Community College of Philadelphia students, below are the skill sets ordered by performance, from best to worst.

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

Detailed Results - Data Table

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

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

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

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

	Community College of Philadelphia	Institution Type: Associates	All Institutions
SAILS Skill Sets			
Developing a Research Strategy	526 ± 15	549 ± 3	559 ± 1
Selecting Finding Tools	506 ± 21	538 ± 4	545 ± 1
Searching	503 ± 16	524 ± 3	536 ± 1
Using Finding Tool Features	502 ± 27	552 ± 5	556 ± 2
Retrieving Sources	517 ± 27	552 ± 6	553 ± 2
Evaluating Sources	540 ± 15	563 ± 3	571 ± 1
Documenting Sources	530 ± 20	547 ± 4	564 ± 1
Understanding Economic, Legal, and Social Issues	506 ± 18	518 ± 3	534 ± 1

B. Within Skill Sets

This section reports in detail the performance of Community College of Philadelphia 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

Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Second Year, Other
Major: Education, Health Sciences, Science/Math, Other

Students at Community College of Philadelphia performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Major: Business

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other
Major: Business, Education, Health Sciences, Science/Math, Other

Detailed Results - Data Table

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

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

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

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

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	526 ± 15	549 ± 3	559 ± 1
Class Standing			
First Year	525 ± 20	540 ± 5	553 ± 1
Second Year	528 ± 24	555 ± 5	563 ± 2
Other	528 ± 52	553 ± 10	566 ± 8
Majors			
Business	496 ± 34	539 ± 8	553 ± 2
Education	534 ± 76	536 ± 13	550 ± 4
Health Sciences	520 ± 25	549 ± 5	559 ± 3
Science / Math	532 ± 64	558 ± 15	575 ± 4
Other	527 ± 35	542 ± 9	552 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	526 ±19
POST-TEST	527 ±24
Are you a transfer student (from another institution)?	
Yes	540 ±33
No	522 ±17

Detailed Results - Chart

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

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

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

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

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

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

For example,

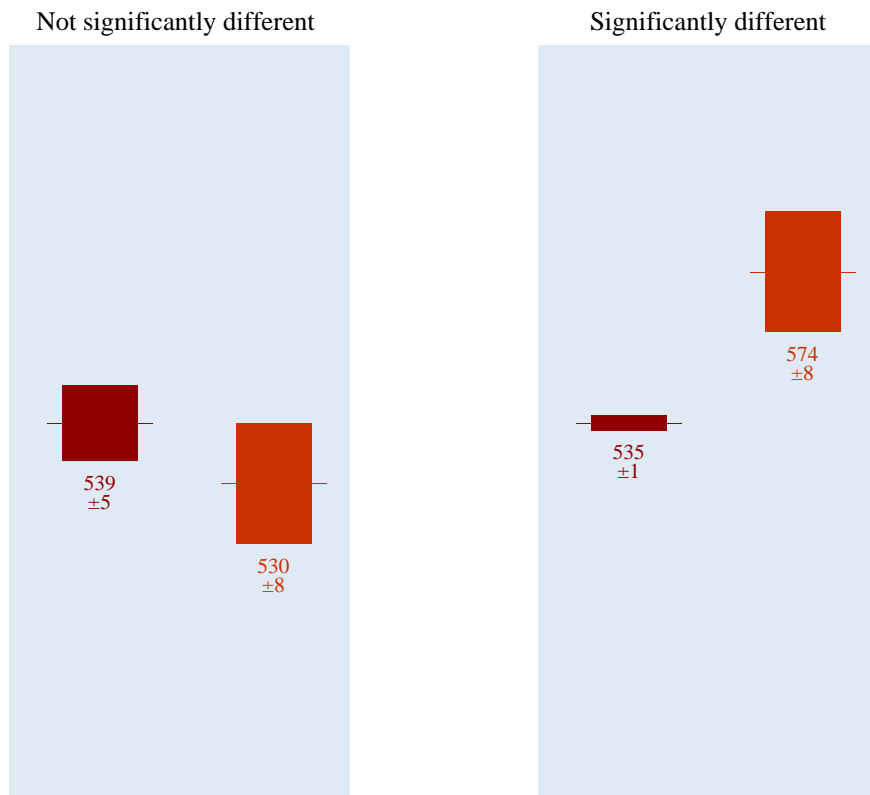


Figure 3.3 Chart for Skill Set: Developing a Research Strategy

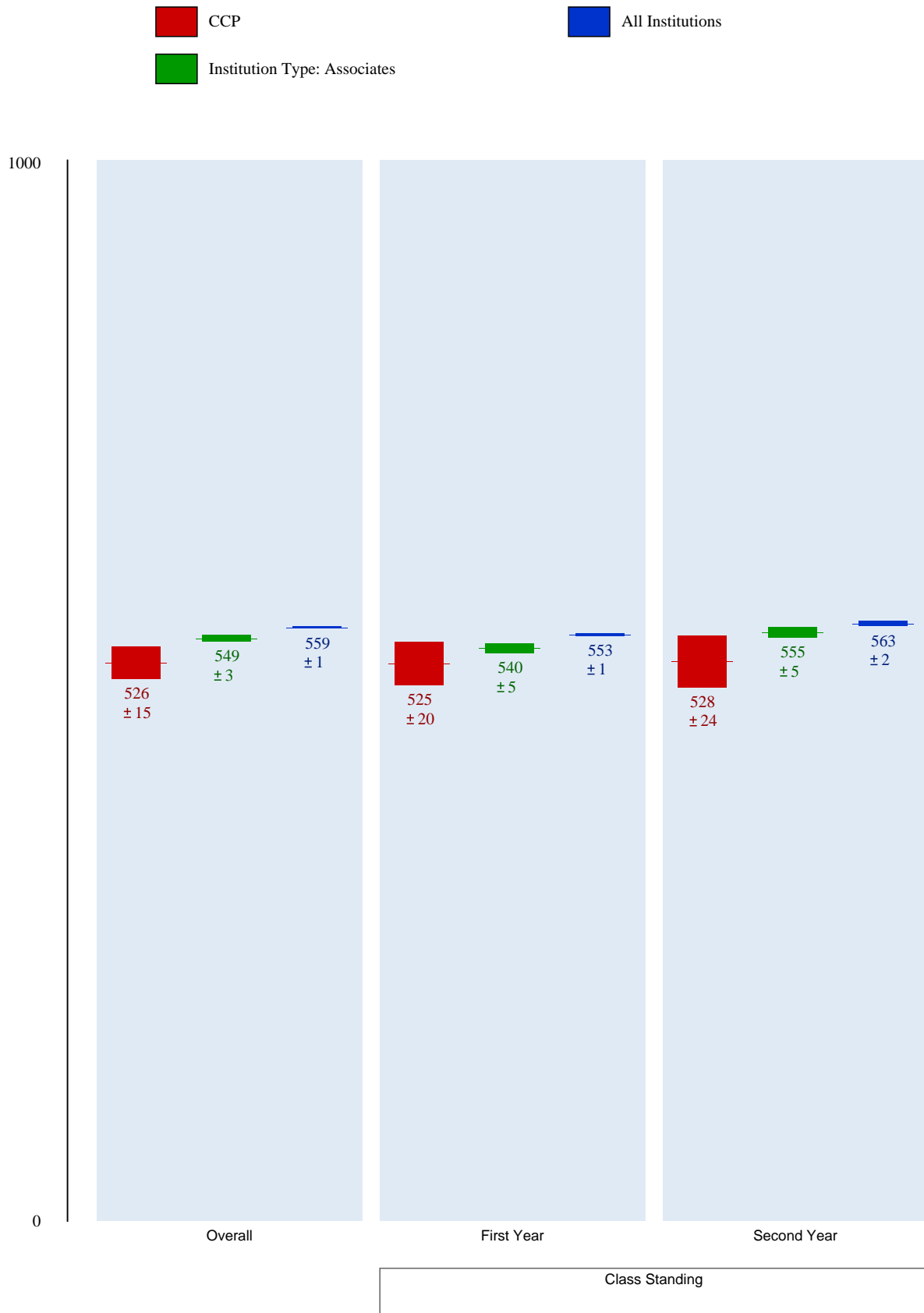


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



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



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

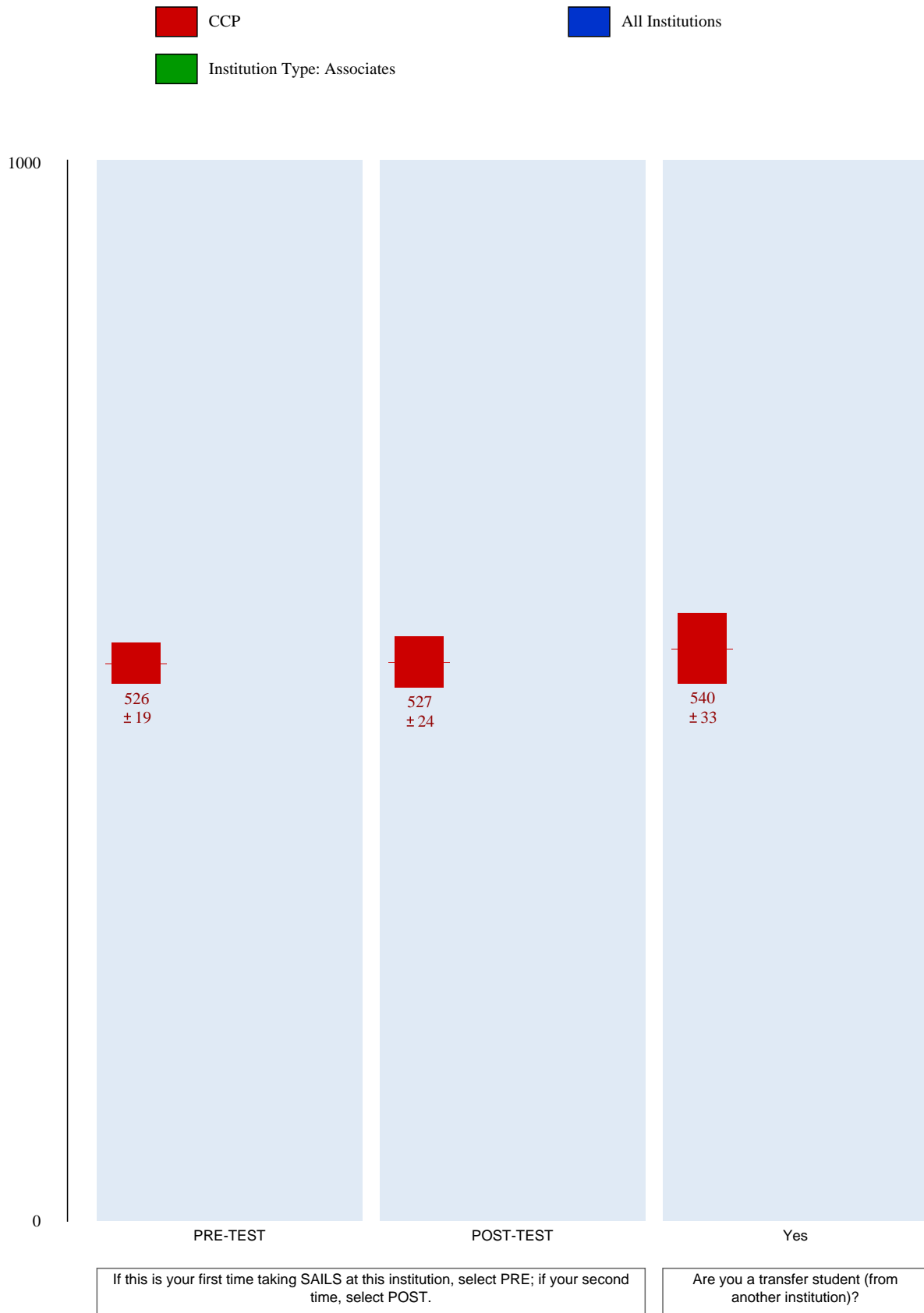


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

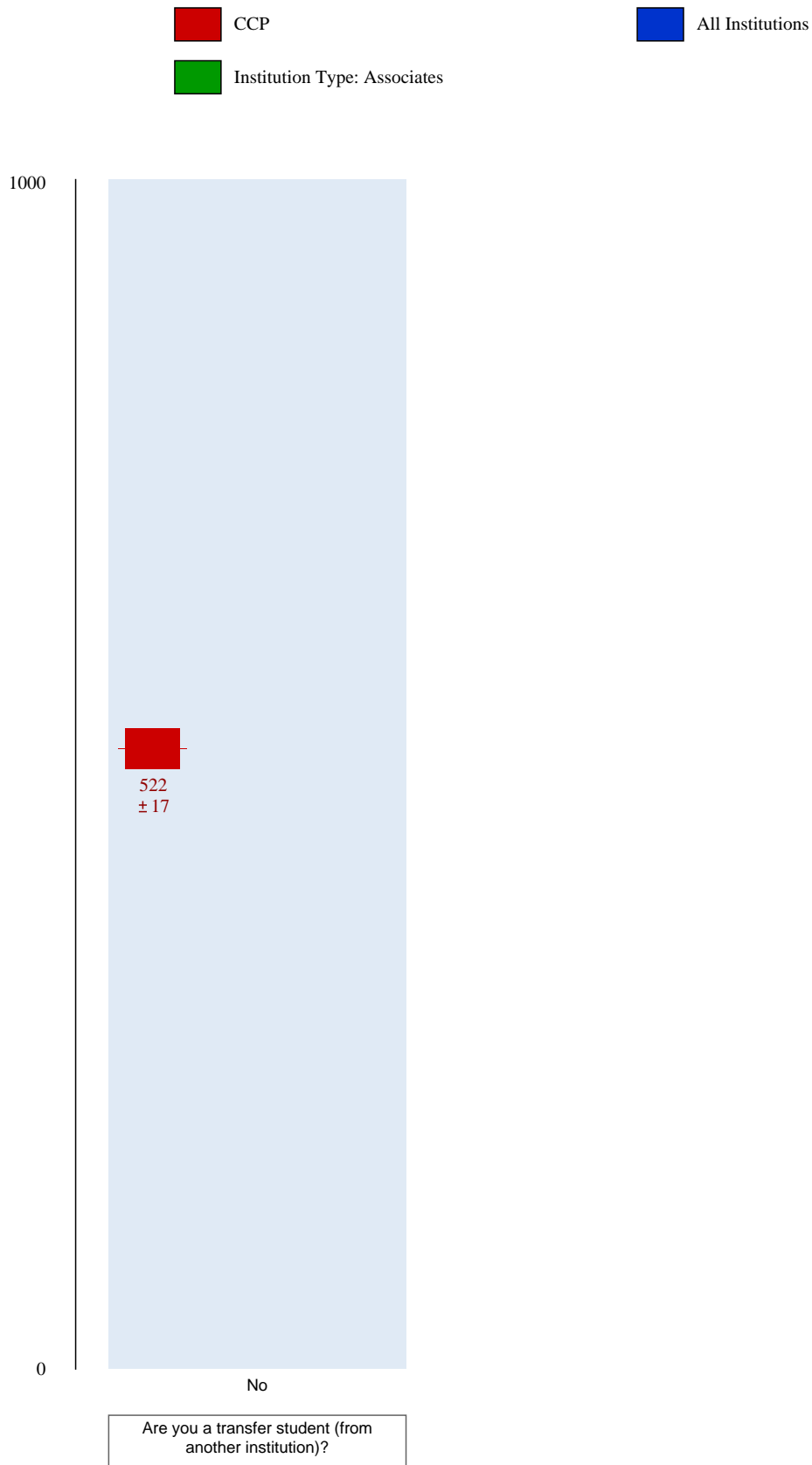


Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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
- 1.1.4.3 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.
- 2.2.1.1 Describes a general process for searching for information.
- 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
- 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
- 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
- 2.5.5 Uses various technologies to manage the information selected and organized
- 3.4.1 Determines whether information satisfies the research or other information need

2. SAILS Skill Set: Selecting Finding Tools**Summary of Results**Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Second Year, Other

Major: Business, Education, Health Sciences, Science/Math, Other

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other

Major: Business, Education, Health Sciences, Science/Math, 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.

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

Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	506 ± 21	538 ± 4	545 ± 1
Class Standing			
First Year	512 ± 31	529 ± 6	538 ± 2
Second Year	503 ± 35	544 ± 7	550 ± 3
Other	493 ± 48	534 ± 14	550 ± 10
Majors			
Business	479 ± 57	530 ± 10	537 ± 3
Education	501 ± 61	534 ± 16	529 ± 5
Health Sciences	506 ± 33	535 ± 7	543 ± 4
Science / Math	571 ± 84	556 ± 20	562 ± 5
Other	500 ± 64	525 ± 12	536 ± 4

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	512 ±29
POST-TEST	499 ±31
Are you a transfer student (from another institution)?	
Yes	507 ±40
No	506 ±25

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.

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For example,

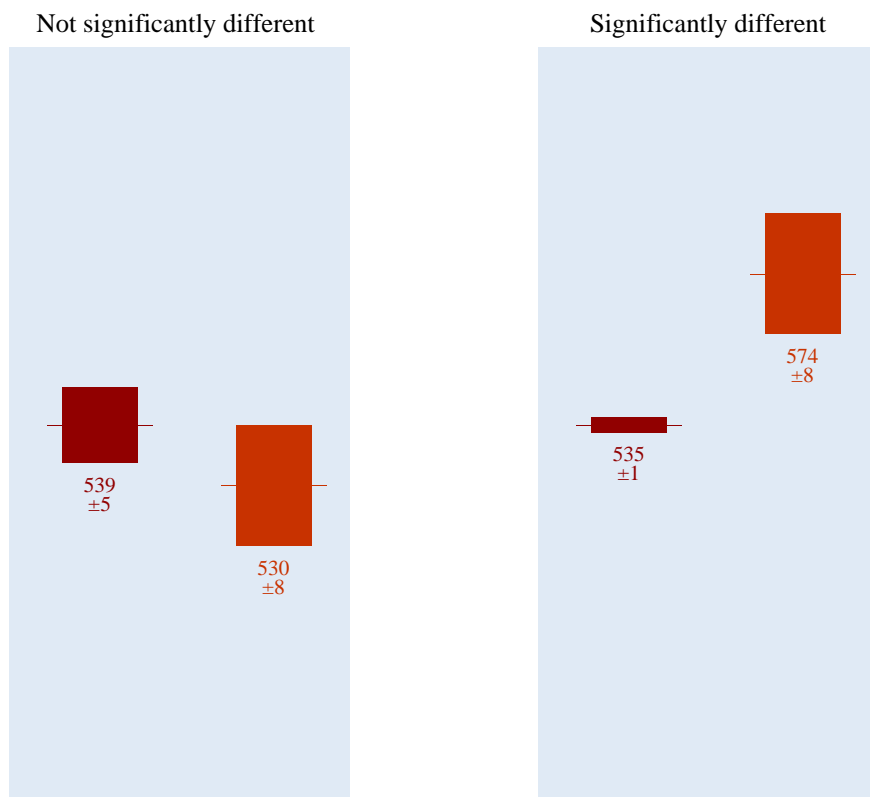


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



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

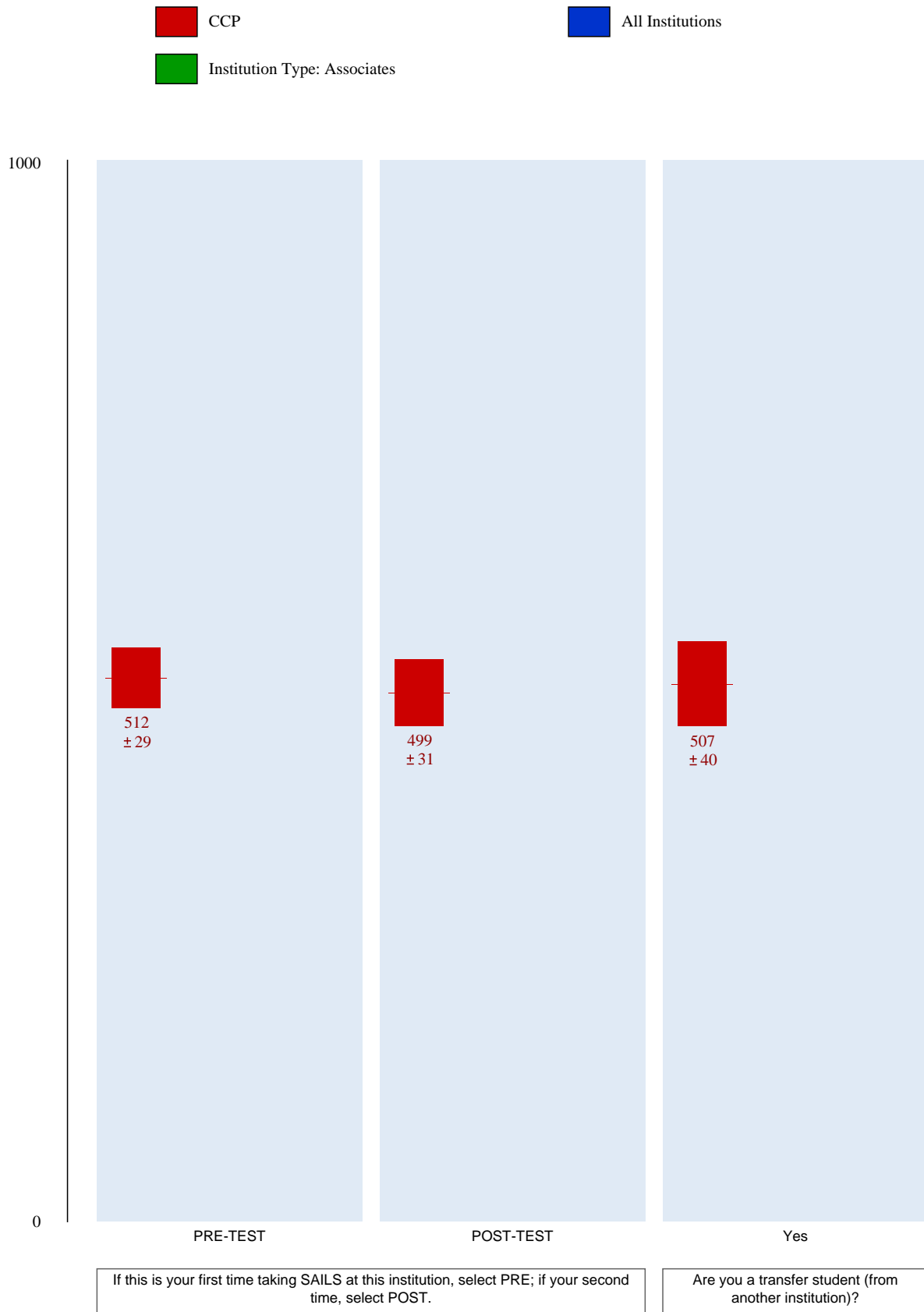


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

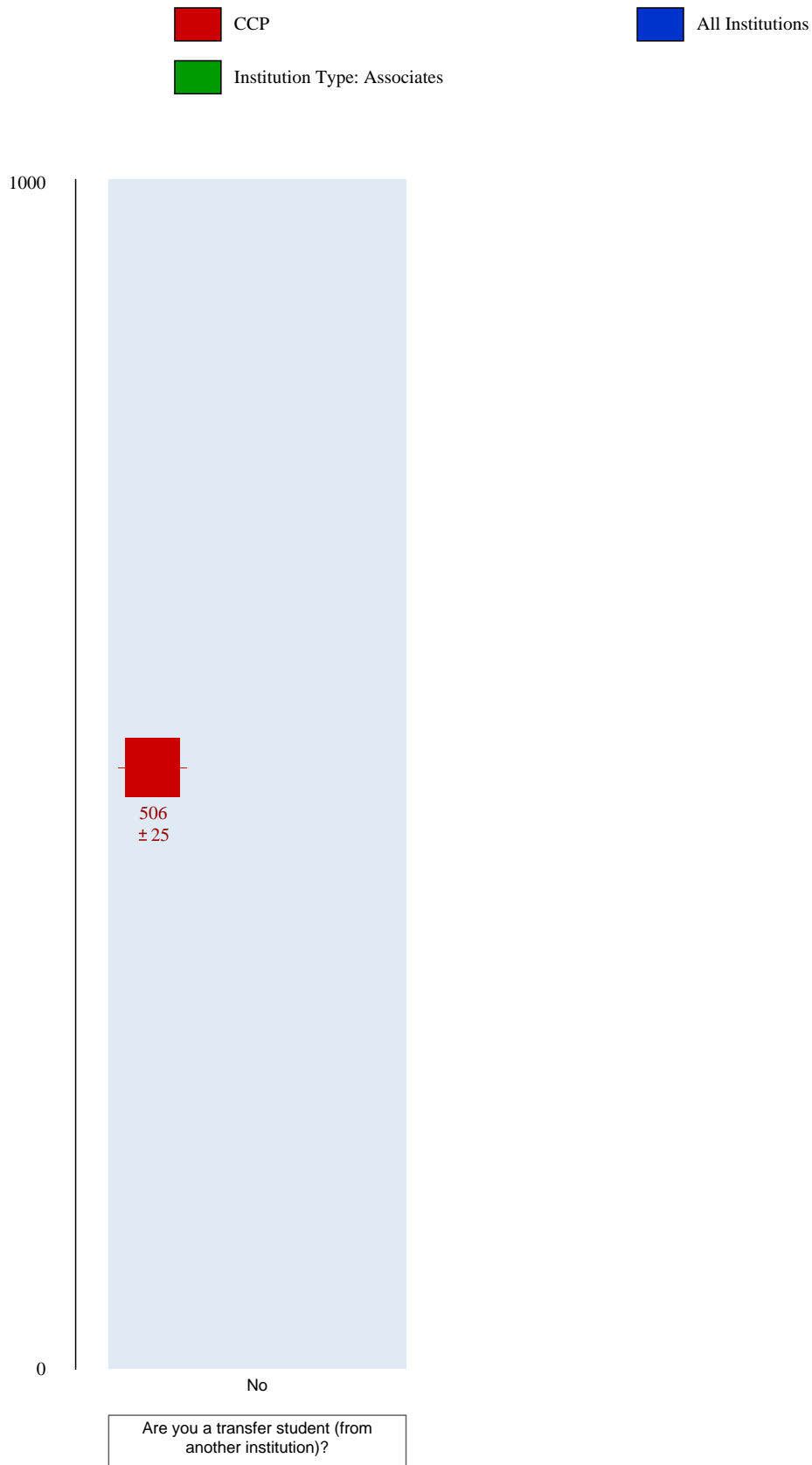


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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).
- 2.3.1.2 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**Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Second Year, Other
Major: Business, Education, Science/Math, Other

Students at Community College of Philadelphia performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Major: Health Sciences

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other
Major: Business, Education, Health Sciences, Science/Math, 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.

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

Figure 3.8 Data Table for Skill Set: Searching

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	503 ± 16	524 ± 3	536 ± 1
Class Standing			
First Year	492 ± 24	515 ± 5	528 ± 1
Second Year	509 ± 23	529 ± 5	540 ± 3
Other	526 ± 38	530 ± 12	547 ± 9
Majors			
Business	493 ± 50	515 ± 9	529 ± 2
Education	546 ± 48	515 ± 12	523 ± 4
Health Sciences	478 ± 24	521 ± 6	535 ± 3
Science / Math	551 ± 83	526 ± 14	556 ± 4
Other	510 ± 39	518 ± 9	528 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	500 ±20
POST-TEST	507 ±24
Are you a transfer student (from another institution)?	
Yes	504 ±30
No	503 ±18

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.

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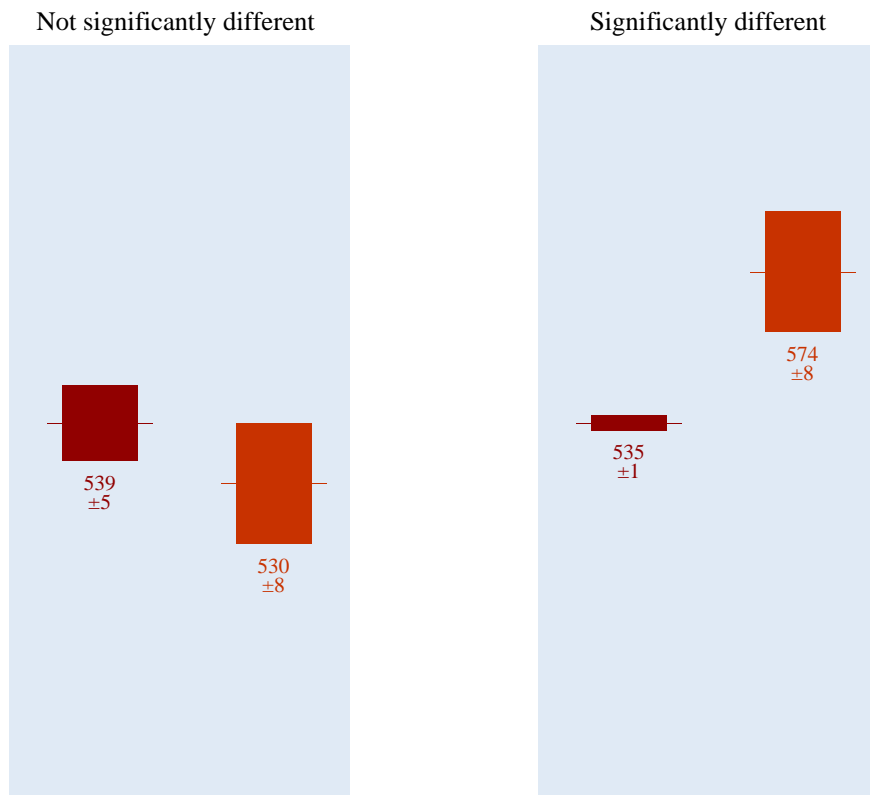


Figure 3.9 Chart for Skill Set: Searching



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

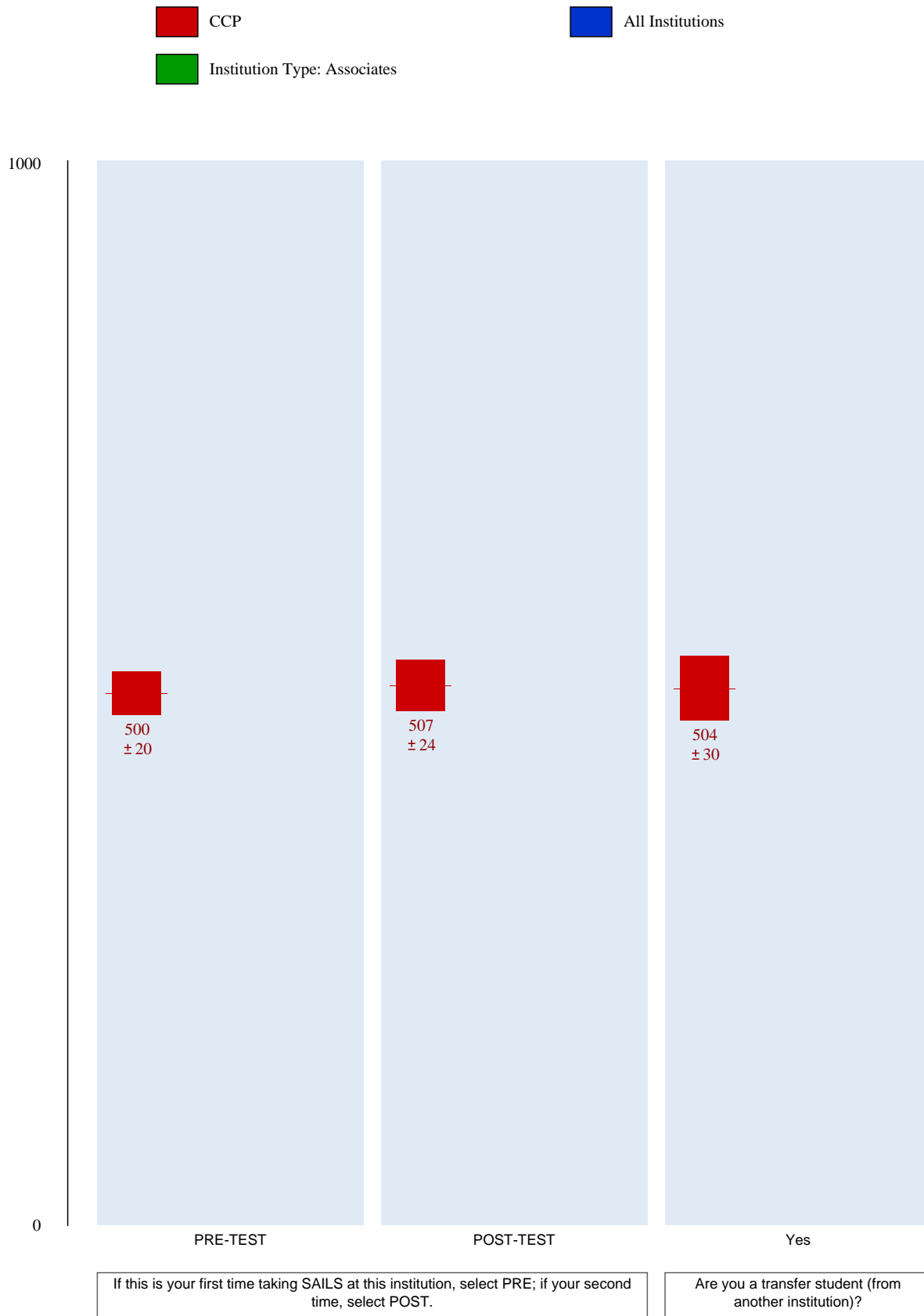


Figure 3.9 (continued) Chart for Skill Set: Searching

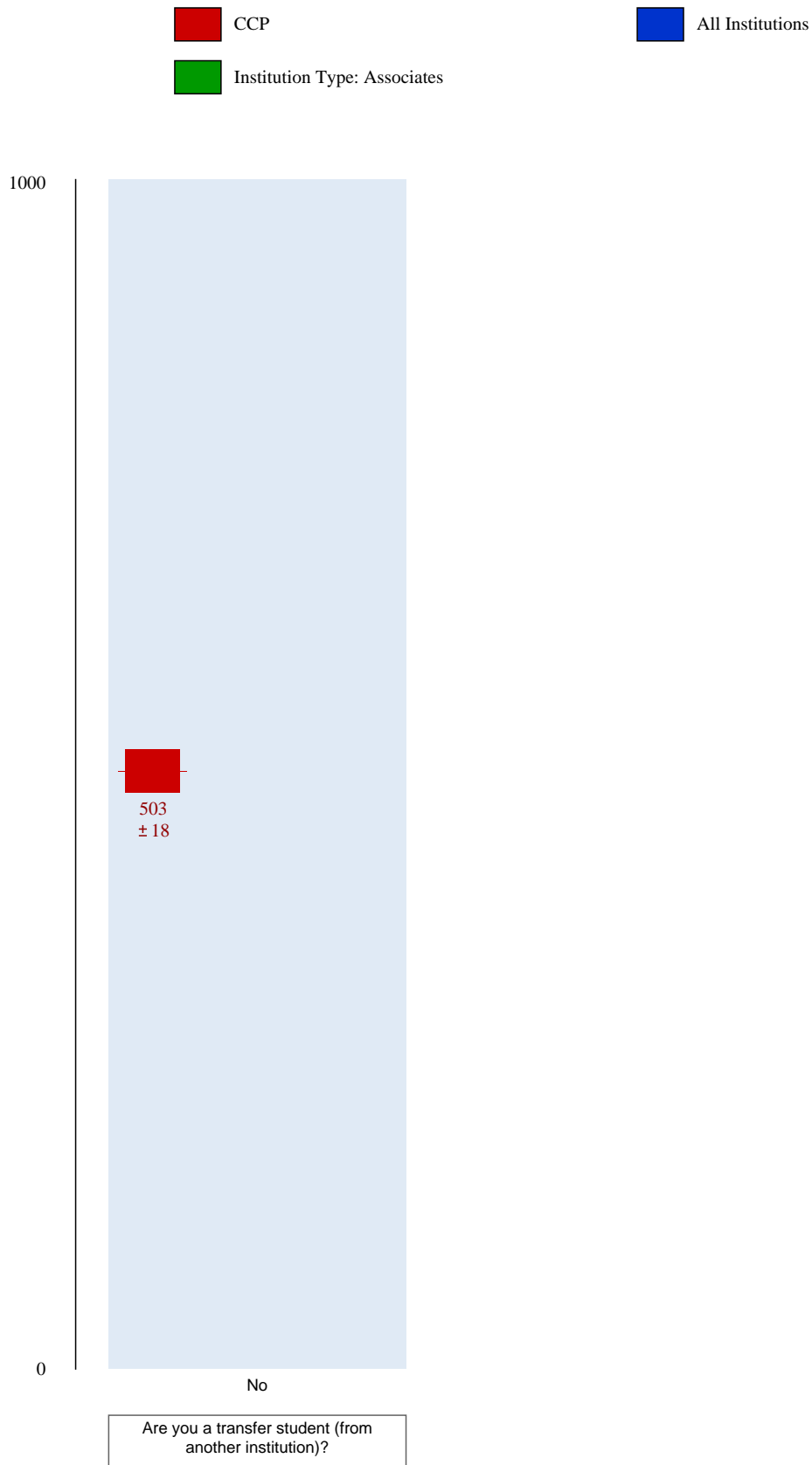


Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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

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

4. SAILS Skill Set: Using Finding Tool Features**Summary of Results**Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

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

Students at Community College of Philadelphia performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Second Year

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other
Major: Business, Education, Health Sciences, Science/Math, Other

Detailed Results - Data Table

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

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

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

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

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	502 ± 27	552 ± 5	556 ± 2
Class Standing			
First Year	510 ± 37	544 ± 7	549 ± 2
Second Year	480 ± 44	557 ± 8	562 ± 4
Other	530 ± 75	552 ± 16	563 ± 13
Majors			
Business	535 ± 53	543 ± 13	553 ± 3
Education	519 ± 83	557 ± 18	552 ± 6
Health Sciences	500 ± 44	552 ± 9	559 ± 5
Science / Math	568 ± 174	565 ± 20	571 ± 6
Other	455 ± 75	539 ± 16	552 ± 4

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	518 ±39
POST-TEST	486 ±36
Are you a transfer student (from another institution)?	
Yes	498 ±60
No	503 ±30

Detailed Results - Chart

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

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

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

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

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

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

For example,

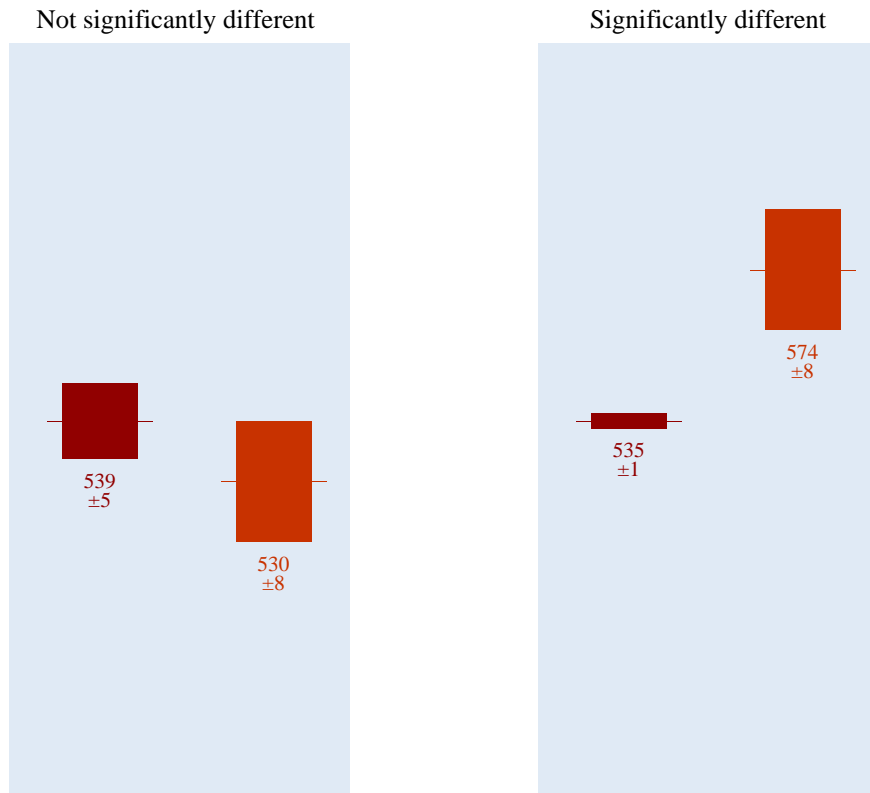


Figure 3.12 Chart for Skill Set: Using Finding Tool Features



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



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

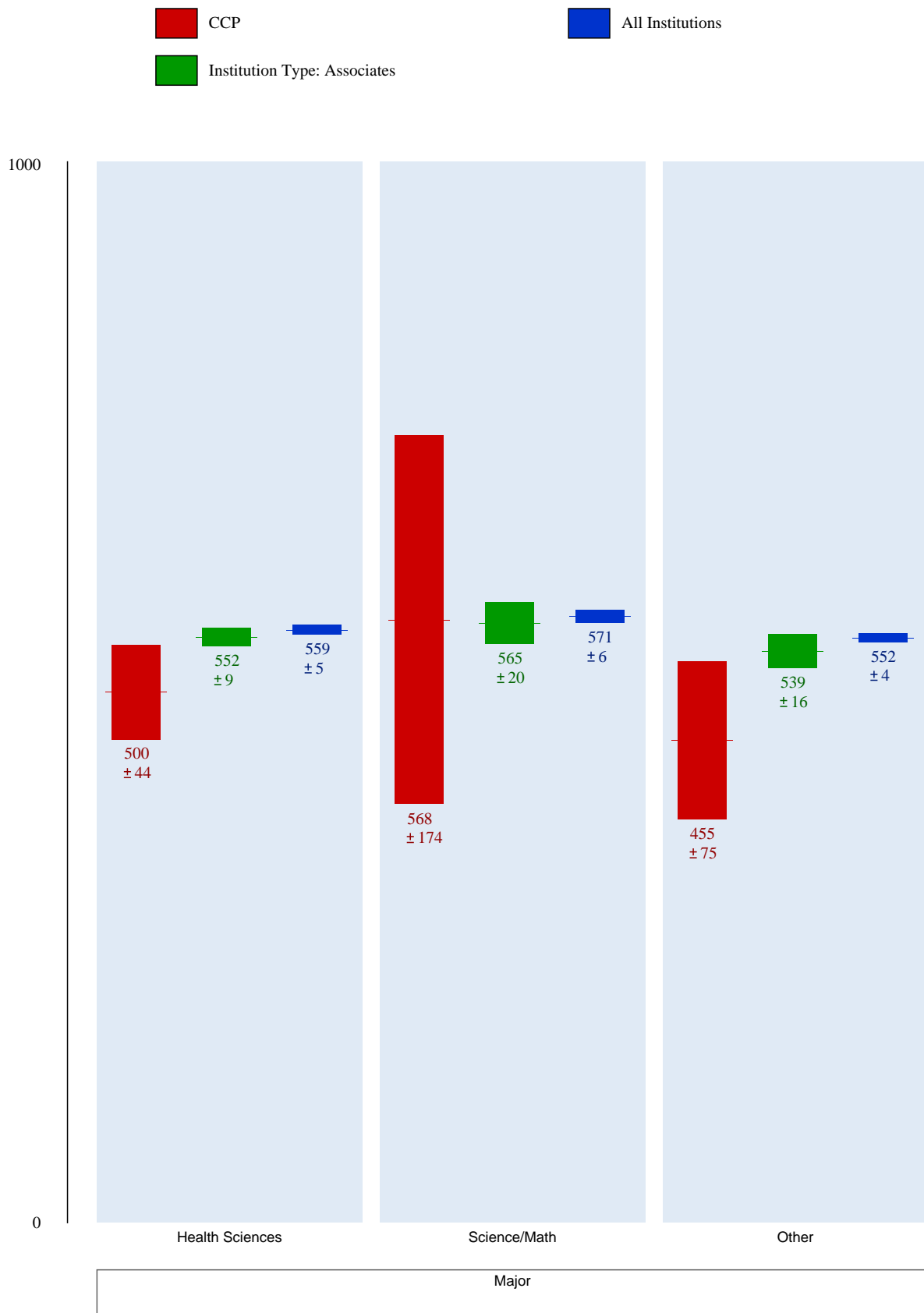


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



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

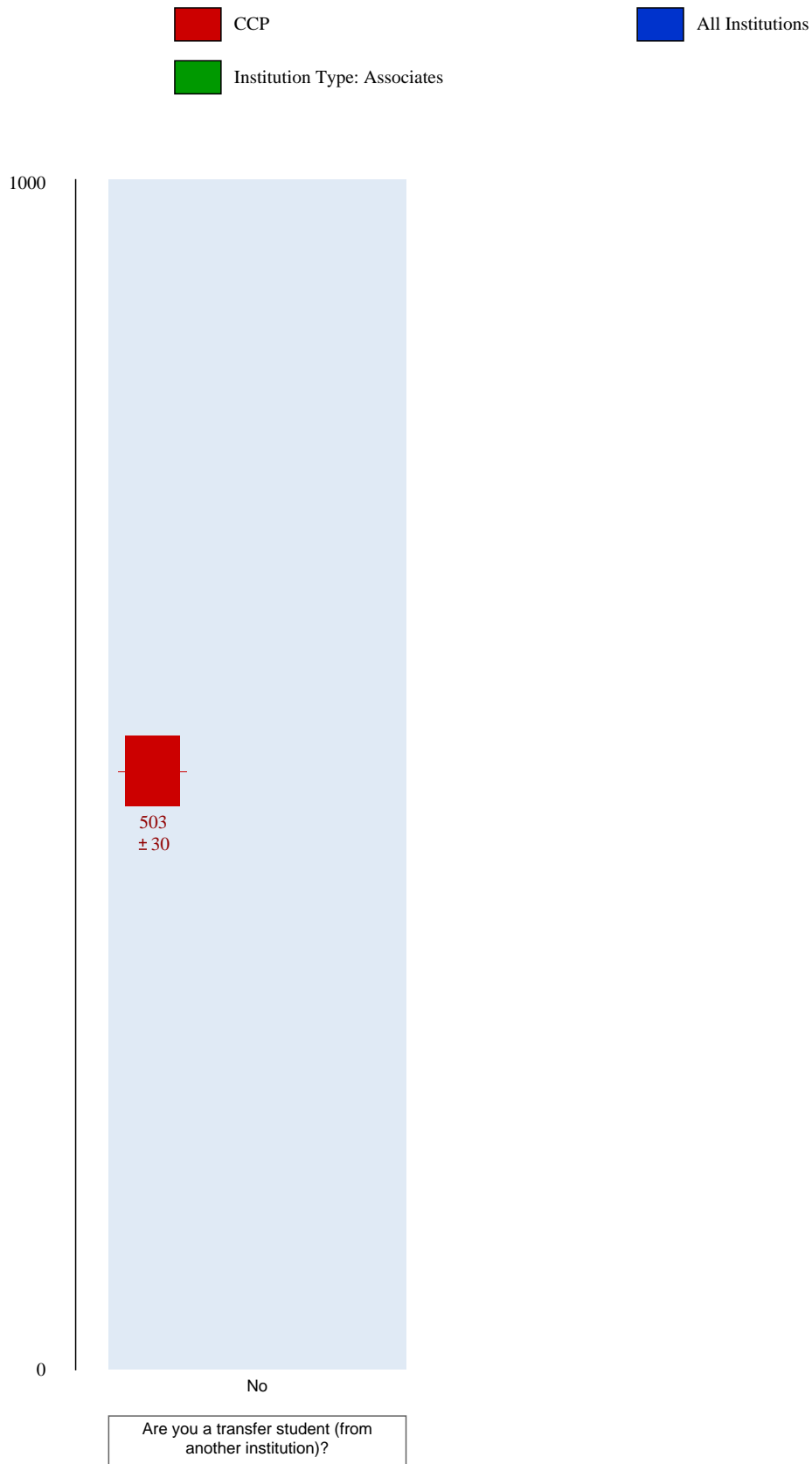


Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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).
- 2.1.4.2 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**Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

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

Students at Community College of Philadelphia performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Second Year

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other
Major: Business, Education, Health Sciences, Science/Math, Other

Detailed Results - Data Table

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	517 ± 27	552 ± 6	553 ± 2
Class Standing			
First Year	517 ± 43	534 ± 9	540 ± 2
Second Year	511 ± 41	566 ± 10	565 ± 5
Other	532 ± 61	550 ± 17	565 ± 15
Majors			
Business	528 ± 63	543 ± 16	545 ± 4
Education	536 ± 90	532 ± 25	543 ± 7
Health Sciences	493 ± 50	551 ± 11	561 ± 5
Science / Math	603 ± 94	567 ± 26	578 ± 7
Other	514 ± 79	544 ± 17	544 ± 5

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	517 ±37
POST-TEST	516 ±39
Are you a transfer student (from another institution)?	
Yes	535 ±51
No	510 ±32

Detailed Results - Chart

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

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

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

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

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

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

For example,

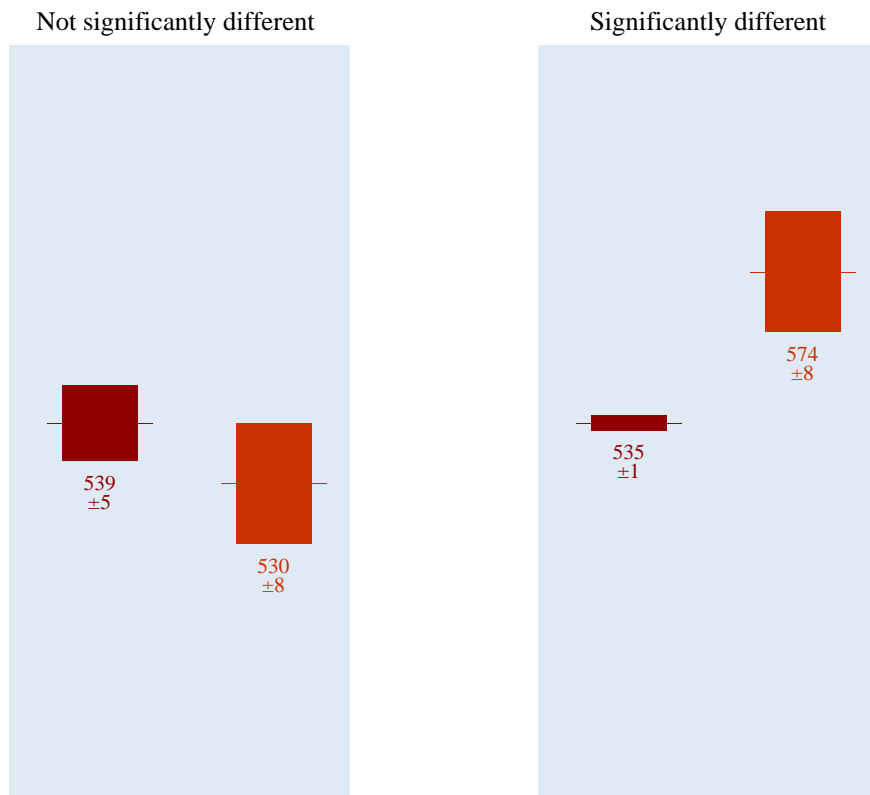


Figure 3.15 Chart for Skill Set: Retrieving Sources



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



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



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

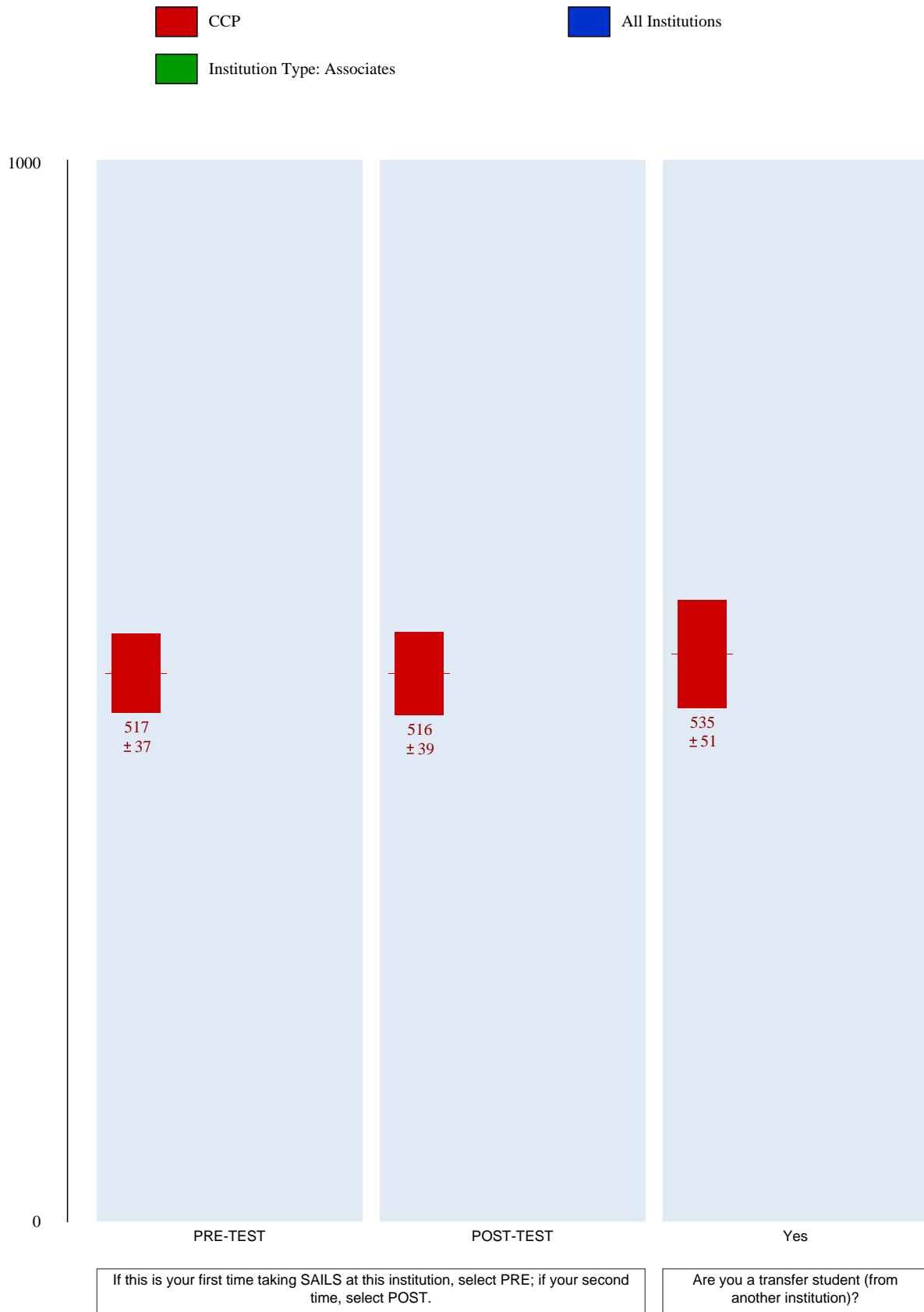


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

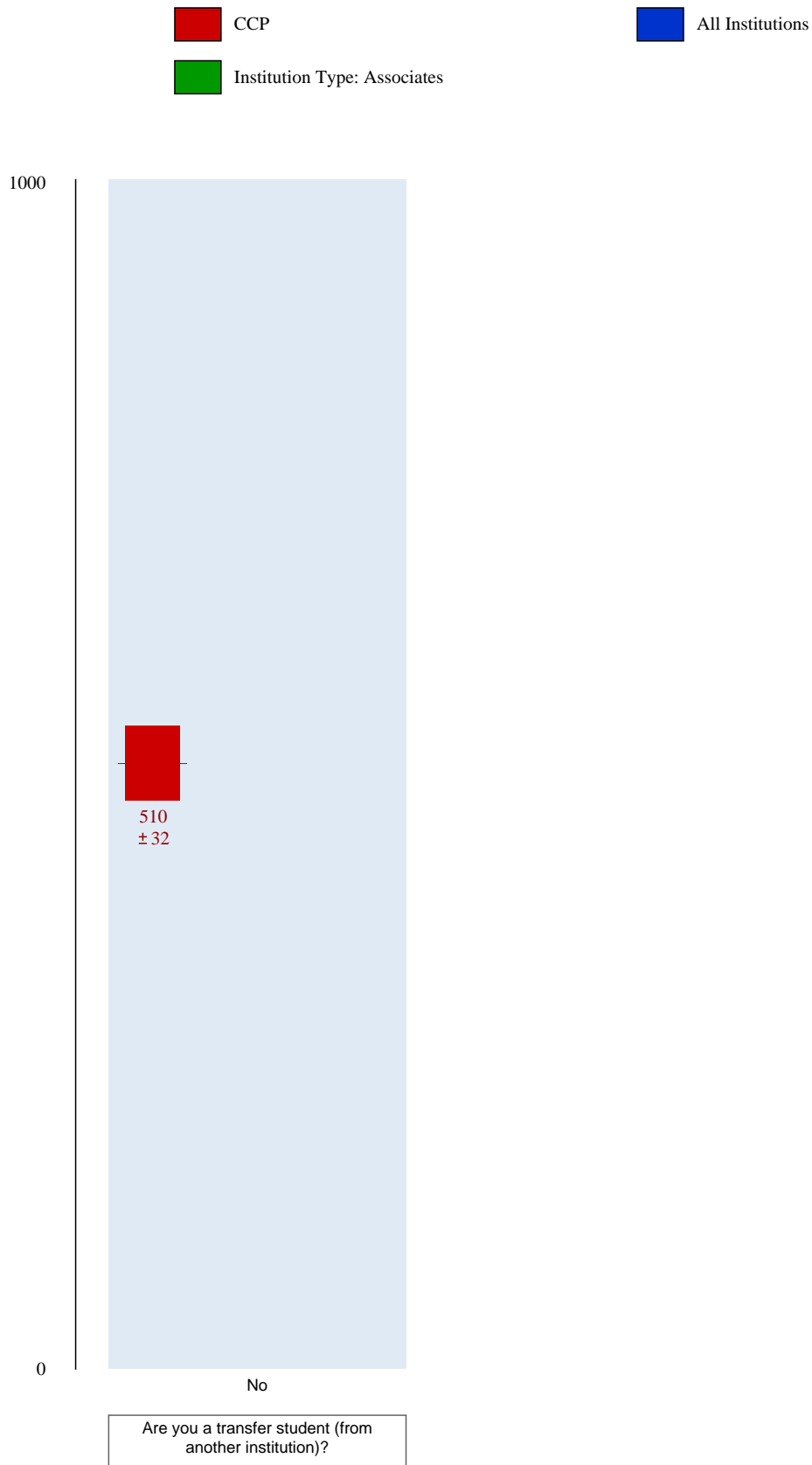


Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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

- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources
- 1.3.1.1 Determines if material is available immediately.
- 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
- 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
- 1.3.3.3 Acts appropriately to obtain information within the time frame required.
- 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
- 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
- 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
- 2.3.3.1 Retrieves a document in print or electronic form.
- 2.3.3.2 Describes various retrieval methods for information not available locally.
- 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.

6. SAILS Skill Set: Evaluating Sources**Summary of Results**Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Second Year, Other

Major: Business, Education, Health Sciences, Science/Math, Other

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other

Major: Business, Education, Health Sciences, Science/Math, Other

Detailed Results - Data Table

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

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

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

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	540 ± 15	563 ± 3	571 ± 1
Class Standing			
First Year	545 ± 24	554 ± 5	565 ± 1
Second Year	539 ± 24	566 ± 5	577 ± 3
Other	526 ± 38	569 ± 11	578 ± 9
Majors			
Business	512 ± 38	557 ± 9	569 ± 2
Education	544 ± 65	561 ± 13	560 ± 4
Health Sciences	536 ± 25	564 ± 6	571 ± 3
Science / Math	556 ± 63	566 ± 15	582 ± 4
Other	546 ± 42	560 ± 9	567 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	543 ±20
POST-TEST	536 ±25
Are you a transfer student (from another institution)?	
Yes	546 ±28
No	538 ±18

Detailed Results - Chart

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

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

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

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

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

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

For example,

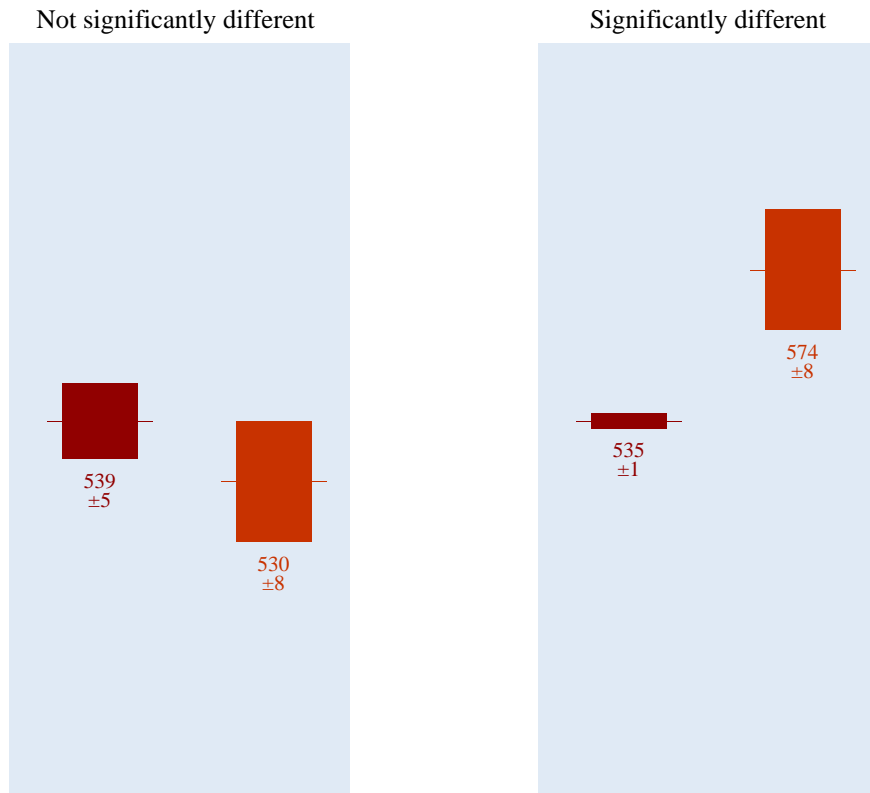


Figure 3.18 Chart for Skill Set: Evaluating Sources

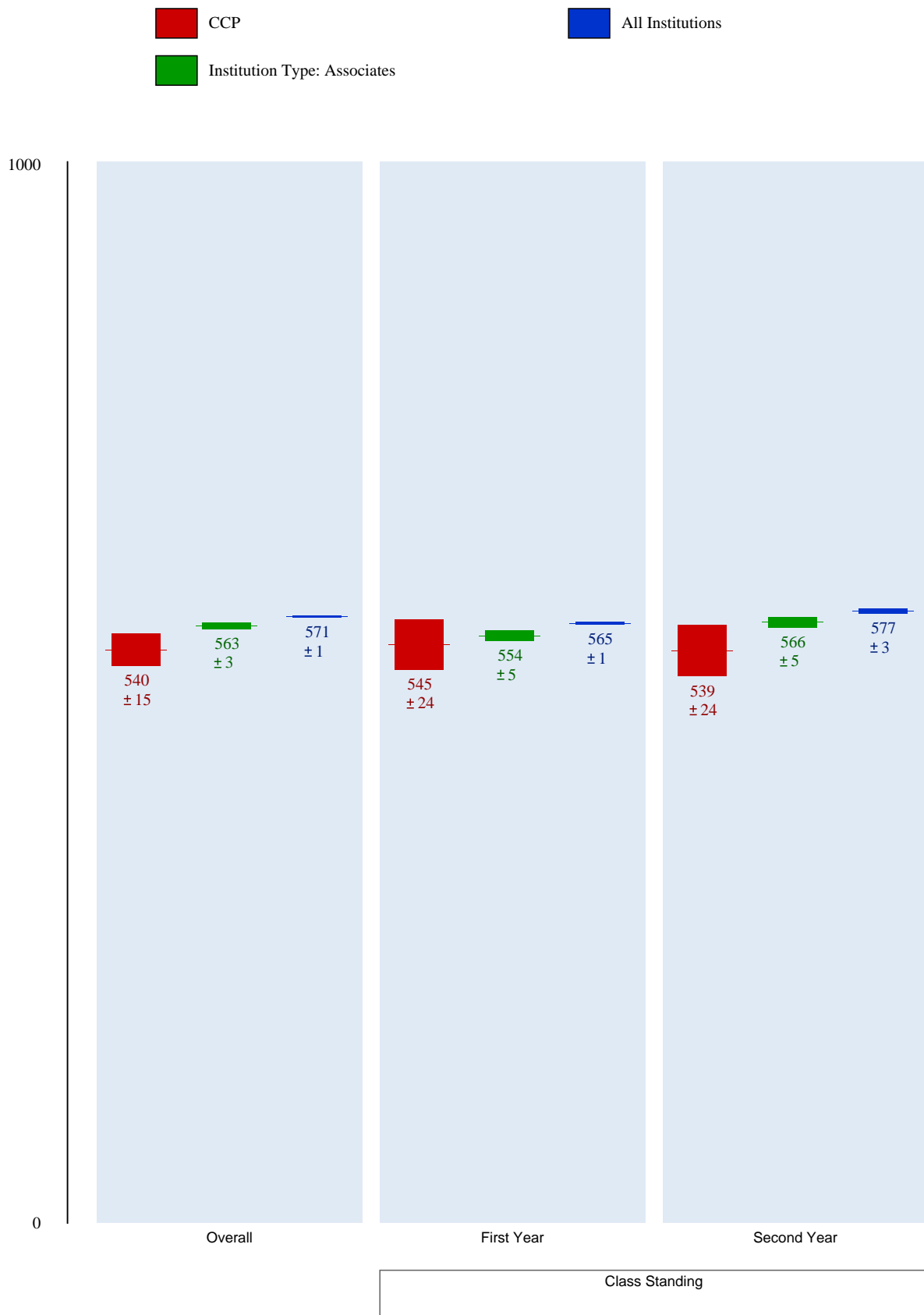


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources



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



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

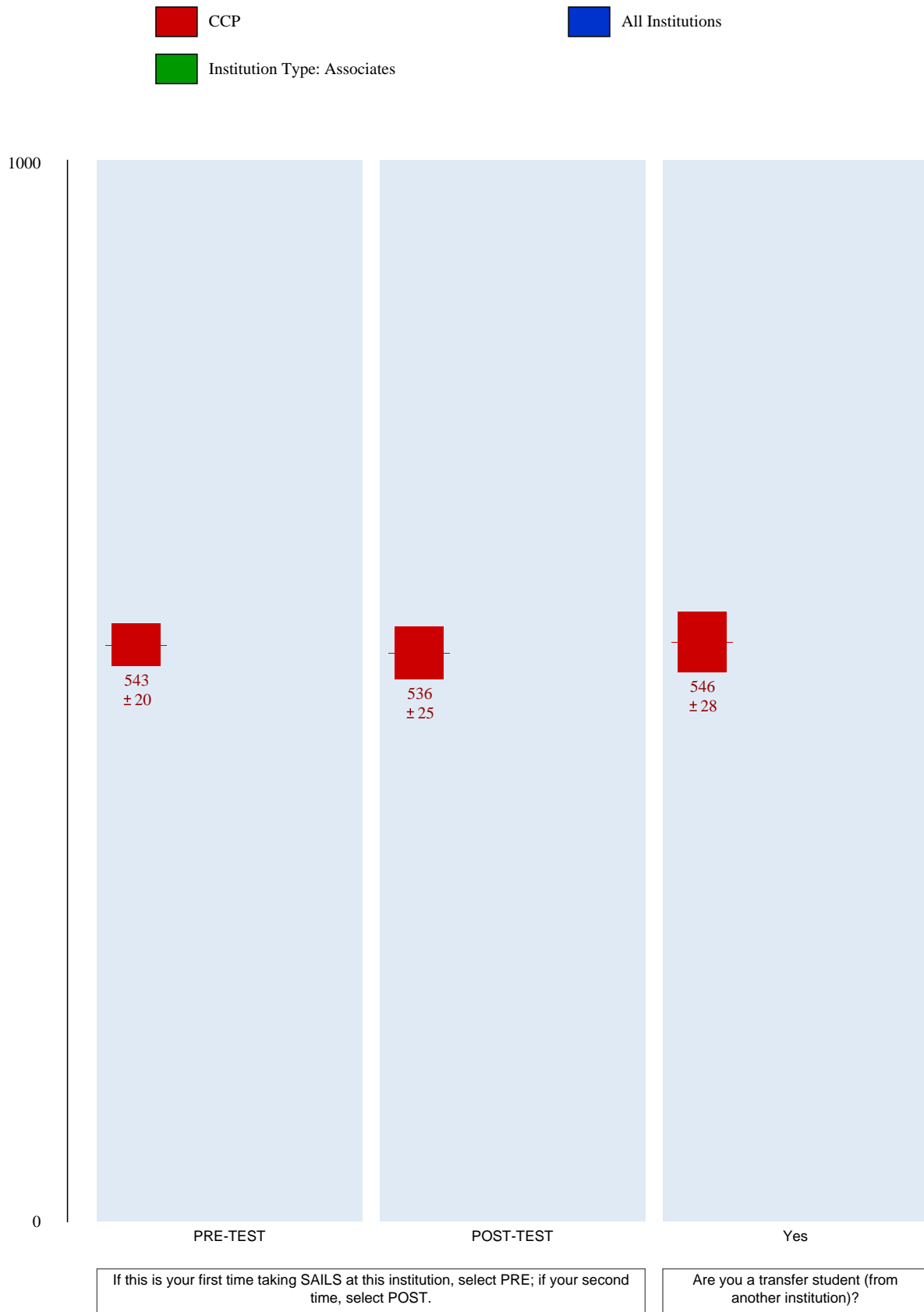


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

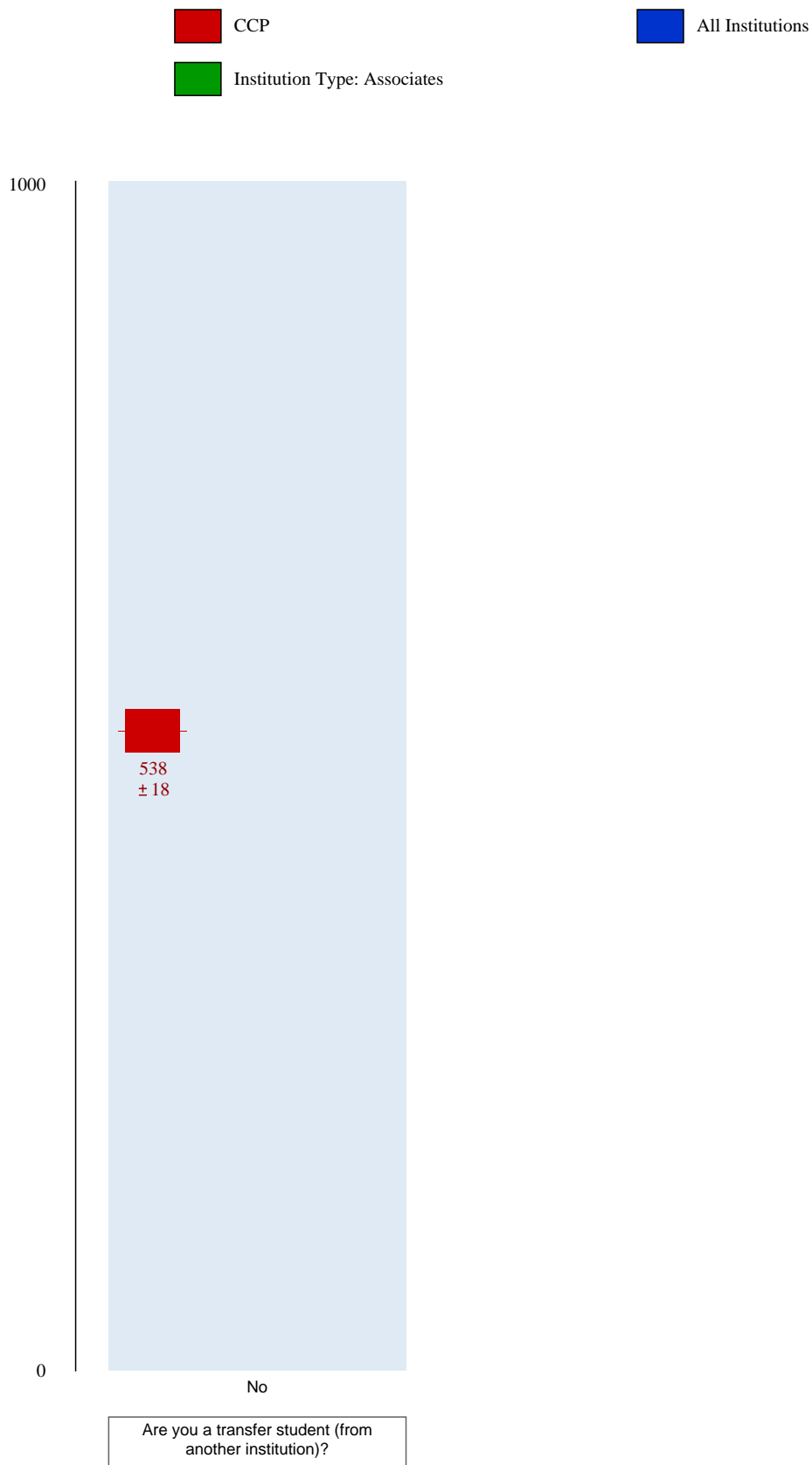


Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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.
- 3.2.3.2 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**Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

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

Students at Community College of Philadelphia performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Second Year

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other
Major: Business, Education, Health Sciences, Science/Math, Other

Detailed Results - Data Table

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

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

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

Figure 3.20 Data Table for Skill Set: Documenting Sources

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	530 ± 20	547 ± 4	564 ± 1
Class Standing			
First Year	543 ± 29	531 ± 6	556 ± 2
Second Year	519 ± 29	556 ± 7	567 ± 3
Other	512 ± 74	560 ± 14	578 ± 12
Majors			
Business	501 ± 53	533 ± 11	556 ± 3
Education	554 ± 76	530 ± 16	552 ± 5
Health Sciences	515 ± 37	546 ± 8	564 ± 4
Science / Math	545 ± 74	565 ± 20	590 ± 5
Other	544 ± 46	545 ± 12	555 ± 4

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	528 ±28
POST-TEST	533 ±29
Are you a transfer student (from another institution)?	
Yes	524 ±39
No	532 ±23

Detailed Results - Chart

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

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

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

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

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

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

For example,

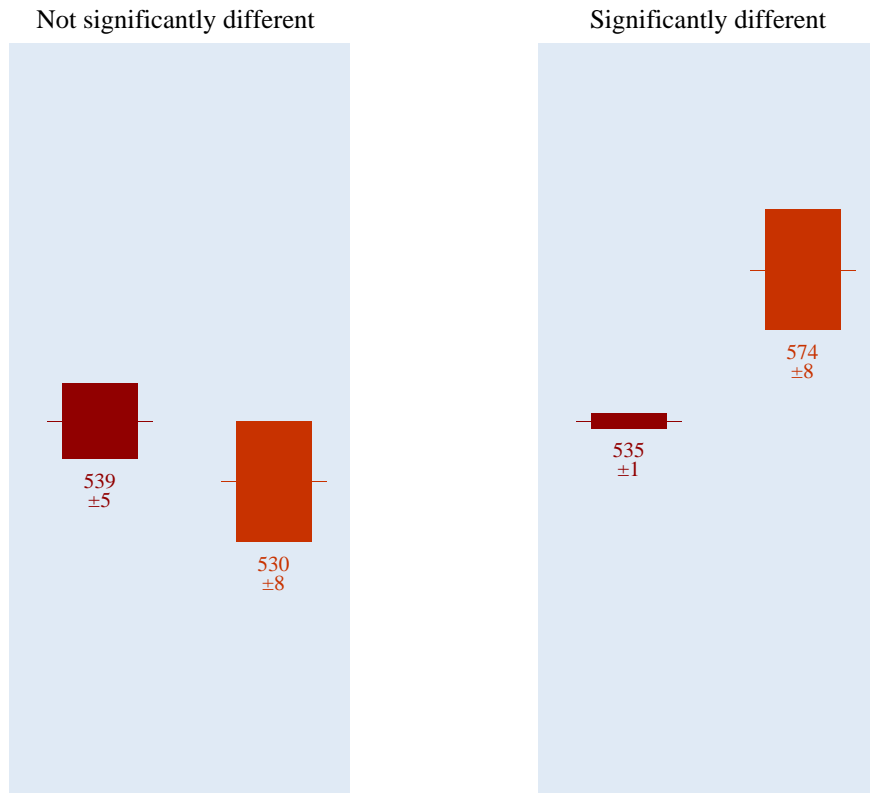


Figure 3.21 Chart for Skill Set: Documenting Sources



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



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



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

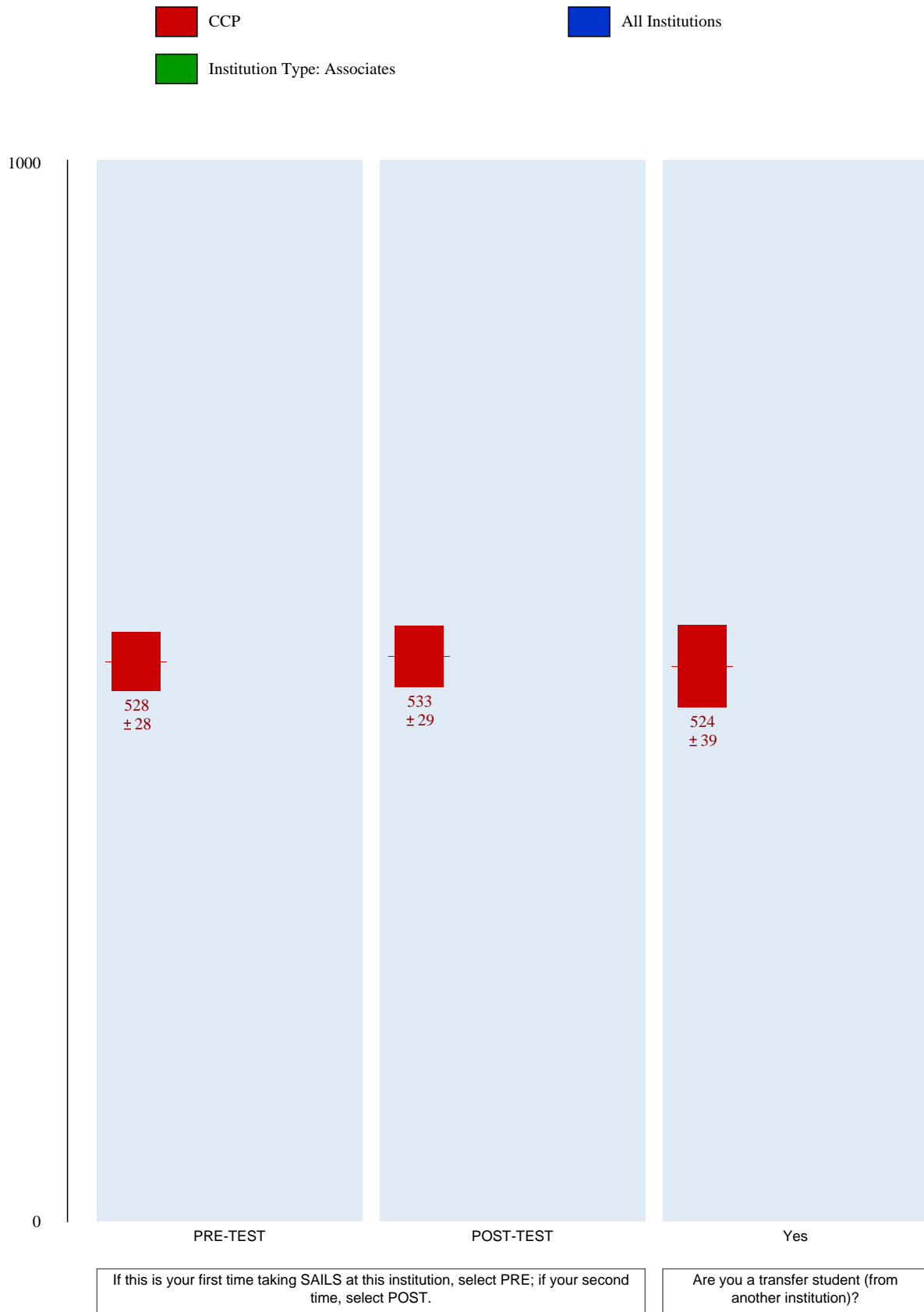


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

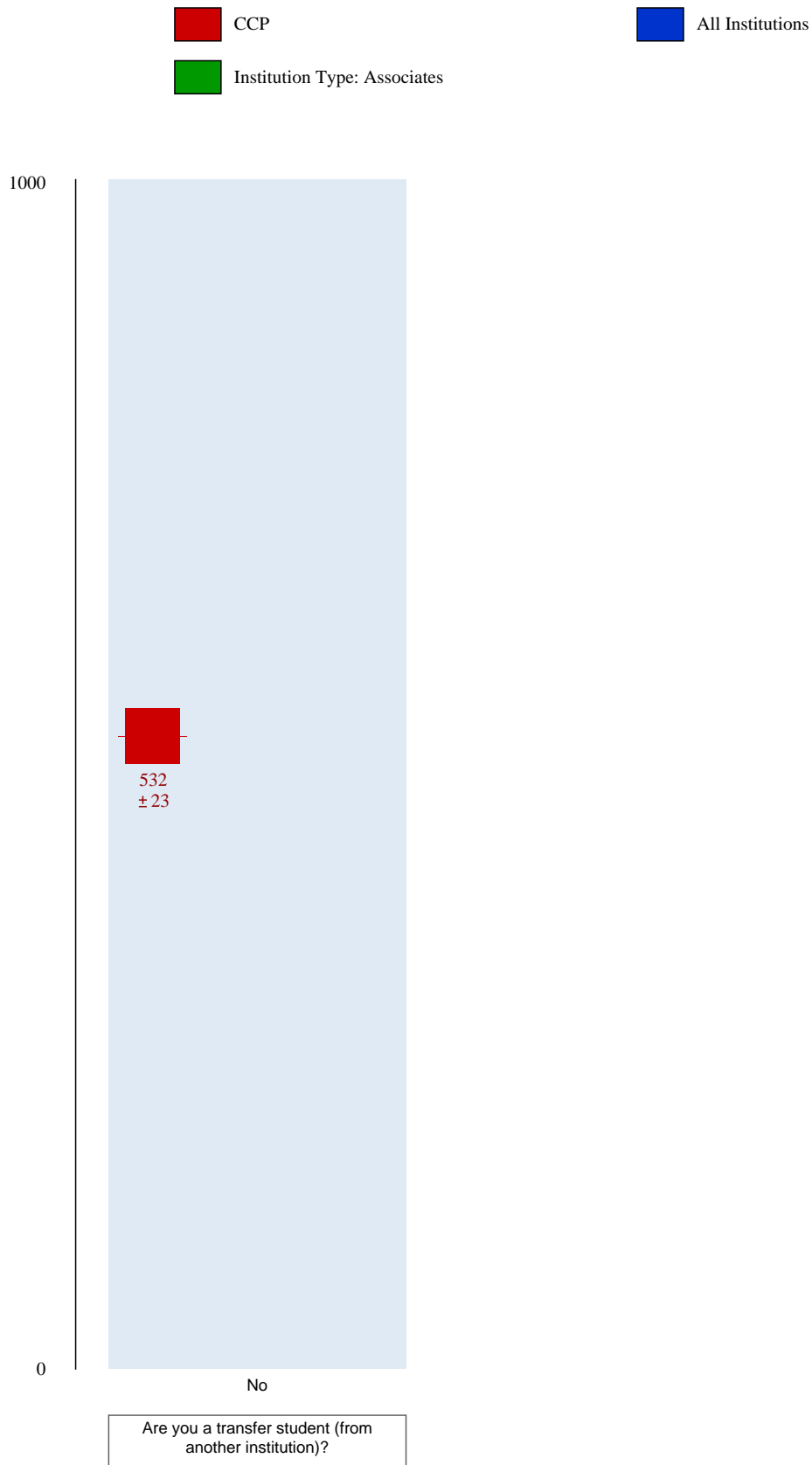


Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

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

8. SAILS Skill Set: Understanding Economic, Legal, and Social Issues**Summary of Results**Community College of Philadelphia Compared to Other Associates Institutions, by Demographic Characteristics

Students at Community College of Philadelphia performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Second Year, Other

Major: Business, Education, Health Sciences, Science/Math, Other

Demographic Groups within Community College of Philadelphia Compared to the CCP Overall Performance on This Skill Set

Within Community College of Philadelphia, the following groups performed about the same as the CCP-average-student benchmark:

Class Standing: First Year, Second Year, Other

Major: Business, Education, Health Sciences, Science/Math, Other

Detailed Results - Data Table

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

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

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

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

	Community College of Philadelphia	Institution Type: Associates	All Institutions
Overall	506 ± 18	518 ± 3	534 ± 1
Class Standing			
First Year	513 ± 27	510 ± 5	527 ± 1
Second Year	495 ± 28	522 ± 6	537 ± 3
Other	512 ± 43	522 ± 10	537 ± 9
Majors			
Business	514 ± 49	513 ± 9	531 ± 2
Education	527 ± 53	506 ± 13	518 ± 4
Health Sciences	482 ± 27	513 ± 6	528 ± 3
Science / Math	578 ± 81	529 ± 15	549 ± 4
Other	506 ± 40	511 ± 9	525 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

If this is your first time taking SAILS at this institution, select PRE; if your second time, select POST.	
PRE-TEST	502 ±24
POST-TEST	511 ±26
Are you a transfer student (from another institution)?	
Yes	525 ±36
No	499 ±20

Detailed Results - Chart

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

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

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

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

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

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

For example,

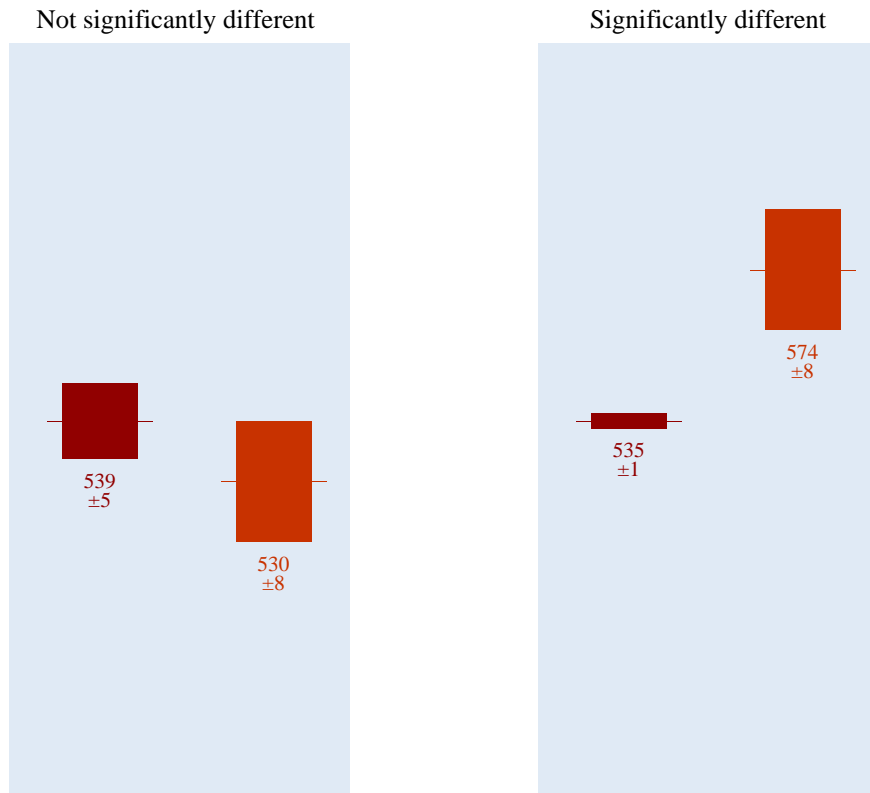


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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



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

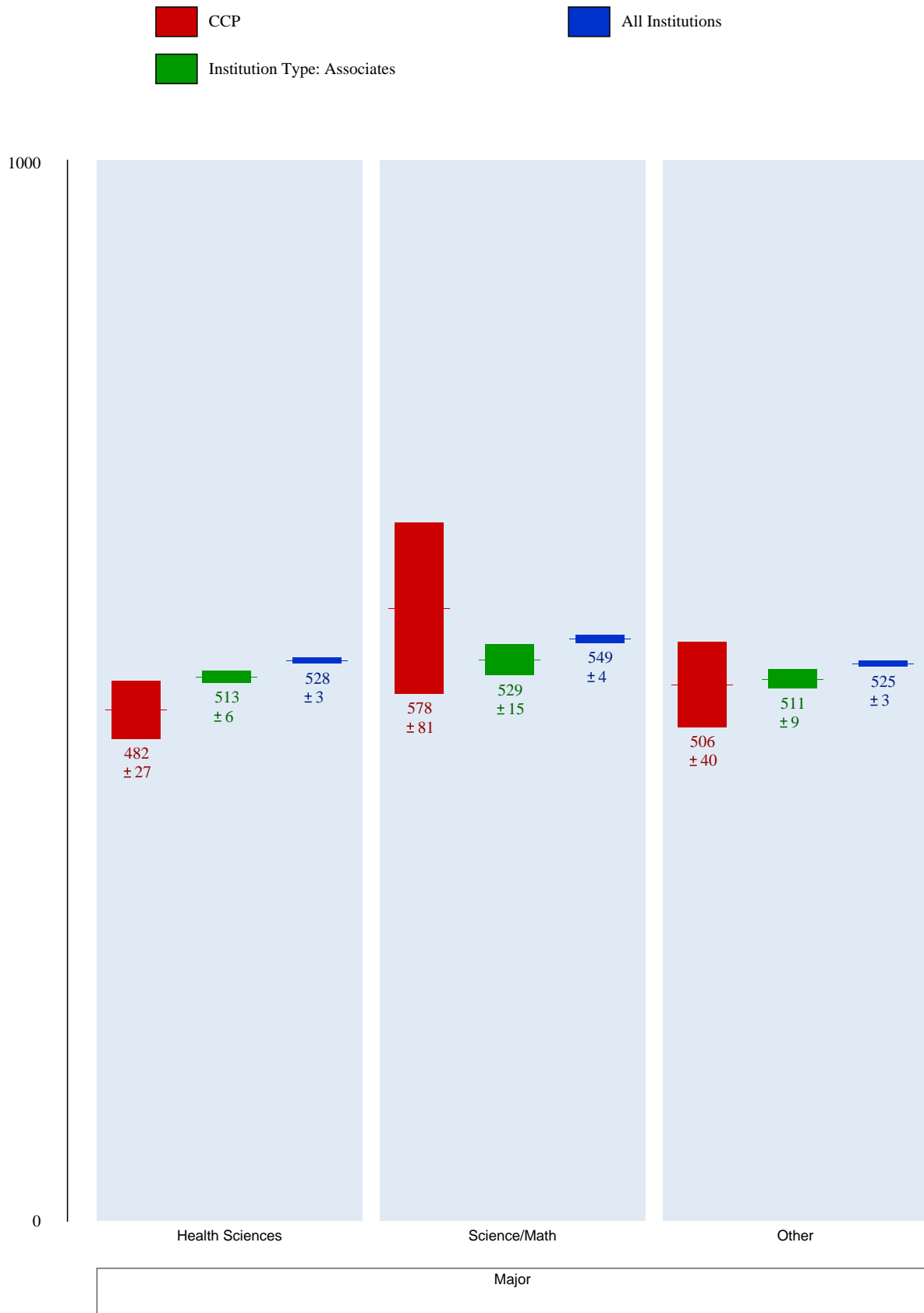


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

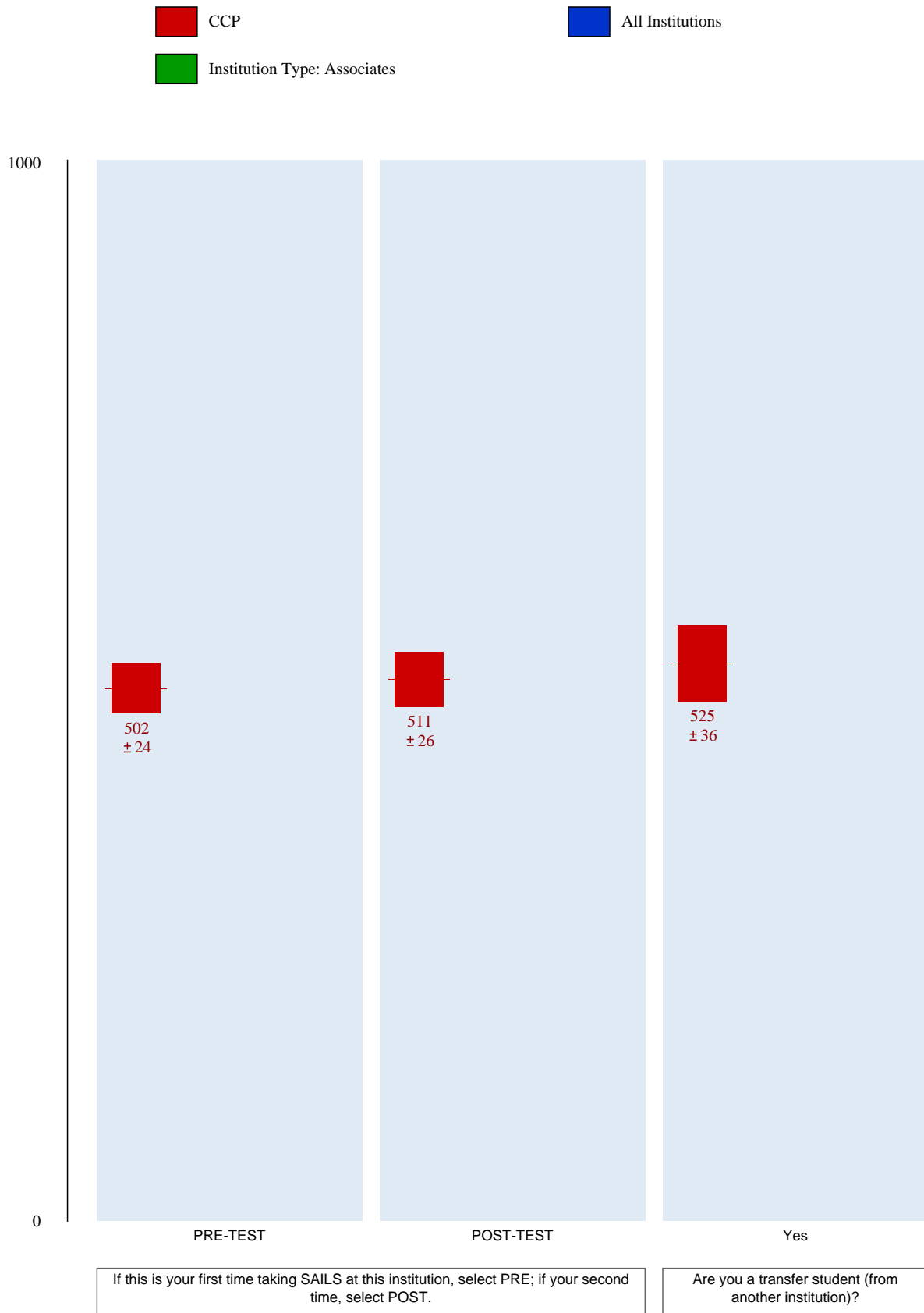


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

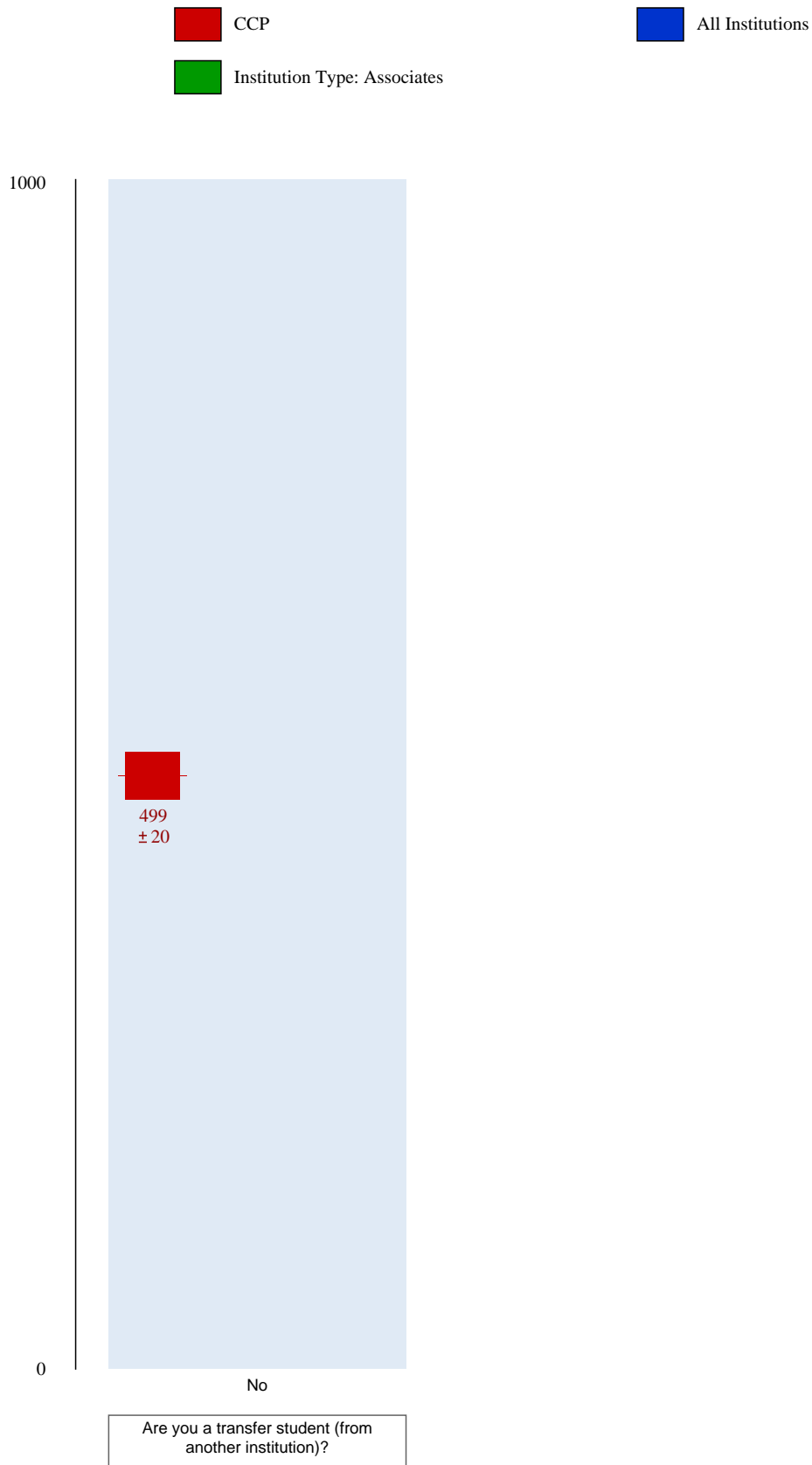


Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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 Community College of Philadelphia performed about the same as as the 'institution-type' benchmark on Standards 1 (Determines the Nature and Extent of the Information Needed), 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).

Students at Community College of Philadelphia performed worse than than the 'institution-type' benchmark on Standard 2 (Accesses Needed Information Effectively and Efficiently).

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 ± 5 has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

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

Figure 4.1 Data Table for ACRL Standards

	Community College of Philadelphia	Institution Type: Associates	All Institutions
ACRL Standard			
Standard 1: Determines the Nature and Extent of the Information Needed	533 ±15	550 ±3	558 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	510 ±12	539 ±3	547 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	527 ±15	544 ±3	554 ±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	521 ±16	524 ±3	541 ±1

Detailed Results - Chart

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

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

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

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

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

For example,

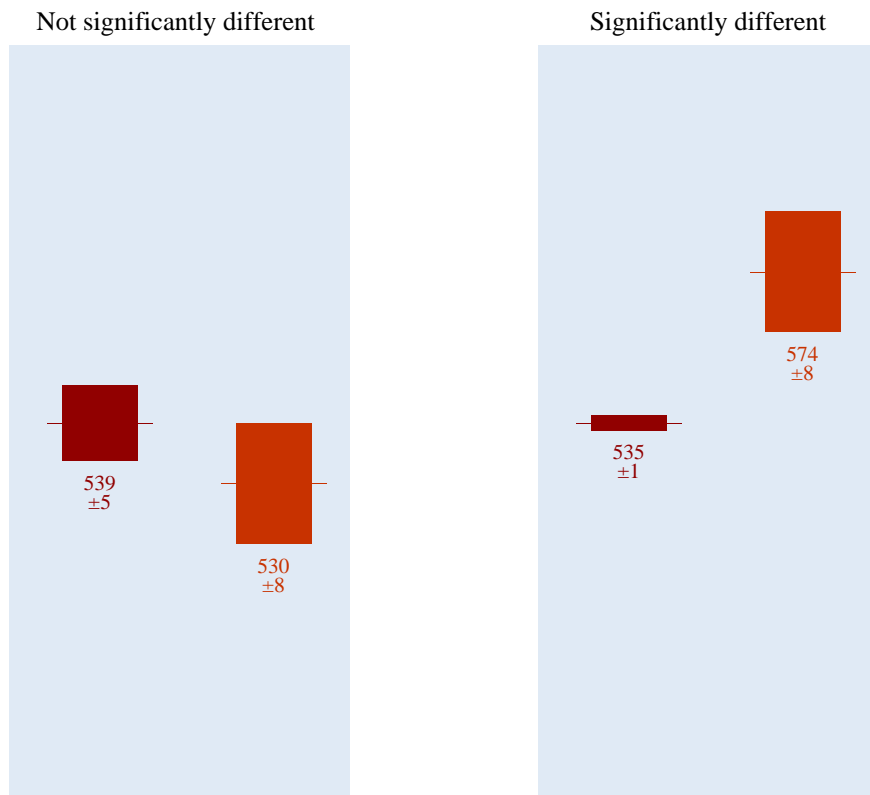


Figure 4.2 Chart for ACRL Standards



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).
- 1.1.4.3 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.
- 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.
- 2.1.3.8 Determines the period of time covered by a particular source.
- 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
- 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
- 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
- 2.2.1.1 Describes a general process for searching for information.
- 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
- 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
- 2.2.3.2 Explains what controlled vocabulary is and why it is used.
- 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
- 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
- 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
- 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
- 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
- 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
- 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.

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

- 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.
- 2.2.6.3 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.
- 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)

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

- 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.
- 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
- 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
- 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
- 3.4.1 Determines whether information satisfies the research or other information need
- 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
- 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
- 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
- 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
- 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
- 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.

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

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

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

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

APPENDIX A

About Project SAILS

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

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

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

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

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

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

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

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

Jeffrey T. Remley
Web Programmer for SAILS
Multimedia Designer for University Libraries, Kent State University

Joseph A. Salem
Test Development and Data Analysis for SAILS
Head of Reference and Government Information Services for University Libraries, Kent State University

Richard A. Wiggins
Web Programmer for SAILS
Web Programmer for University Libraries, Kent State University

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Location	Type of Institution
1.	Alberta, University of	Edmonton, Alberta	Doctorate
2.	Alderson-Broaddus College	Philippi, WV	Baccalaureate - Liberal Arts
3.	Alfred University	Alfred, NY	Doctorate
4.	American University	Washington, D.C.	Doctorate
5.	Arizona, University of	Phoenix, Arizona	Doctorate
6.	Auburn University	Auburn, Alabama	Doctorate
7.	Berea College	Berea, Kentucky	Baccalaureate - Liberal Arts
8.	Berkeley College	West Paterson, NJ	Baccalaureate - General
9.	Boston University	Boston, Massachusetts	Doctorate
10.	Brigham Young University	Provo, Utah	Doctorate
11.	Brigham Young University Hawaii	Laie, HI	Baccalaureate - Liberal Arts
12.	Butler University	Indianapolis, Indiana	Masters
13.	Carnegie Mellon University	Pittsburgh, Pennsylvania	Doctorate
14.	Case Western Reserve University	Cleveland, Ohio	Doctorate
15.	Central Florida, University of	Orlando, FL	Doctorate
16.	Chadron State College	Chadron, Nebraska	Masters
17.	Chandler-Gilbert Community College	Chandler, Arizona	Associates
18.	Chapman University	Orange, CA	Masters
19.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
20.	College of Charleston	Charleston, South Carolina	Masters
21.	Community College of Philadelphia	Philadelphia, PA	Associates
22.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
23.	Concordia College-NY	Bronxville, Westchester /New York	Baccalaureate - Liberal Arts
24.	Concordia University	Montreal, Quebec	Doctorate
25.	Connecticut, University of	Storrs, CT	Doctorate
26.	Cottey College	Nevada, Missouri	Associates
27.	Creighton University	Omaha, Nebraska	Masters
28.	Denison University	Granville, Ohio	Baccalaureate - Liberal Arts
29.	Duquesne University	Pittsburgh, Pennsylvania	Doctorate
30.	East Central University	Ada, Oklahoma	Masters
31.	Eastern Kentucky University	Richmond, KY	Doctorate
32.	Eastern Shore Community College	Melfa, Virginia	Associates
33.	Emporia State University	Emporia, Kansas	Masters
34.	Fisher College	Boston, Massachusetts	Associates
35.	Florida International University	Miami, Florida	Doctorate
36.	Gadsden State Community College	Gadsden, AL	Associates
37.	GateWay Community College	Phoenix, Arizona	Associates
38.	Georgia Highlands College	Rome, Georgia	Associates
39.	Gettysburg College	Gettysburg, Pennsylvania	Baccalaureate - Liberal Arts
40.	Glendale Community College	Glendale, Arizona	Associates

	Institution	Location	Type of Institution
41.	Grand Valley State University	Allendale, MI	Masters
42.	Grand View College	Des Moines, IA	Baccalaureate - Liberal Arts
43.	Guelph, University of	Guelph, Ontario	Doctorate
44.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Baccalaureate - Liberal Arts
45.	Hamline University	St. Paul, MN	Masters
46.	Harold Washington College	Chicago, Illinois	Associates
47.	Harrisburg Area Community College	Harrisburg, Pennsylvania	Associates
48.	Hollins University	Roanoke, VA	Baccalaureate - Liberal Arts
49.	Hunter College	New York, New York	Masters
50.	Indiana University of Pennsylvania	Indiana, Pennsylvania	Doctorate
51.	Jackson State University	Jackson, MS	Doctorate
52.	Jefferson Community & Technical College	Louisville, Kentucky	Associates
53.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
54.	Kansas State University	Manhattan, Kansas	Doctorate
55.	Keene State College	Keene, New Hampshire	Masters
56.	Kent State University - Kent Campus	Kent, OH	Doctorate
57.	Kent State University - Stark Campus	Canton, Ohio	Associates
58.	Kutztown University	Kutztown, Pennsylvania	Masters
59.	La Roche College	Pittsburgh, Pennsylvania	Masters
60.	LaGuardia Community College	Long Island City, New York	Associates
61.	Lakehead University	Thunder Bay, Ontario	Baccalaureate - General
62.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
63.	Langston University	Langston, Oklahoma	Masters
64.	Lincoln Memorial University	Harrogate, TN	Doctorate
65.	Lorain County Community College	Elyria, OH	Associates
66.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
67.	Mansfield University	Mansfield, Pennsylvania	Masters
68.	Marshall University	Huntington, West Virginia	Doctorate
69.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
70.	McMaster University	Hamilton, Ontario	Doctorate
71.	Memorial University of Newfoundland	St. John's, Newfoundland	Doctorate
72.	Miami University	Miami, Ohio	Doctorate
73.	Michigan, University of	Ann Arbor, MI	Doctorate
74.	Nebraska at Lincoln, University of	Lincoln, Nebraska	Doctorate
75.	New Brunswick, University of	Fredericton, New Brunswick	Doctorate
76.	North Carolina at Greensboro, University of	Greensboro, North Carolina	Doctorate
77.	North Georgia College & State University	Dahlonega, GA	Masters
78.	Northeastern State University	Tahlequah, Oklahoma	Masters
79.	Northwestern Oklahoma State University	Alva, OK	Masters
80.	Notre Dame, University of	Notre Dame, Indiana	Doctorate
81.	Oakland University	Rochester, MI	Doctorate
82.	Oakton Community College	Des Plaines, IL	Associates
83.	Oberlin College	Oberlin, Ohio	Baccalaureate - Liberal Arts
84.	Ohio University	Athens, Ohio	Doctorate
85.	Oklahoma Panhandle State University	Goodwell, OK	Baccalaureate - General

86.	Oregon State University	Corvallis, Oregon	Doctorate
87.	Pace University	Pleasantville, New York	Doctorate
88.	Palm Beach Community College	Lake Worth, Florida	Associates
89.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
90.	Peninsula College	Port Angeles, Washington	Associates
91.	Penn State University	University Park, PA, PA	Doctorate
92.	Phoenix, University of	Phoenix, AZ	Masters
93.	Phoenix College	Phoenix, Arizona	Associates
94.	Pittsburgh, University of	Pittsburgh, Pennsylvania	Doctorate
95.	Polk Community College	Winter Haven, Florida	Associates
96.	Ramapo College of New Jersey	Mahwah, New Jersey	Baccalaureate - Liberal Arts
97.	Rio Salado College	Tempe, Arizona	Associates
98.	River Parishes Community College	Sorrento, Louisiana	Associates
99.	Robert Morris University	Moon Township, Pennsylvania	Masters
100.	Rutgers University	New Brunswick, New Jersey	Doctorate
101.	Rutgers University School of Law	Newark, NJ	Doctorate
102.	Saint Mary's College	Notre Dame, Indiana	Baccalaureate - General
103.	Samford University	Birmingham, Alabama	Doctorate
104.	San Jose State University	San Jose, California	Masters
105.	School of Visual Arts	New York, New York	Masters
106.	Scottsdale Community College	Scottsdale, Arizona	Associates
107.	Seattle Pacific University	Seattle, Washington	Masters
108.	Shippensburg University	Shippensburg, Pennsylvania	Masters
109.	South Florida, University of	Tampa, Florida	Doctorate
110.	Southeastern Oklahoma State University	Durant, OK	Masters
111.	Southern California, University of	Los Angeles, California	Doctorate
112.	Springfield College	Springfield, MA	Masters
113.	St. Ambrose University	Davenport, Iowa	Masters
114.	St. Thomas Aquinas College	Sparkill, NY	Masters
115.	SUNY Geneseo	Geneseo, New York	Baccalaureate - Liberal Arts
116.	Tennessee, Knoxville, University of	Knoxville, Tennessee	Doctorate
117.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate
118.	Texas at Austin, University of	Austin, Texas	Doctorate
119.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
120.	Thomas College	Waterville, Maine	Masters
121.	Thomas Edison State College	Trenton, New Jersey	Masters
122.	Toronto Mississauga, University of	Mississauga, Ontario	Masters
123.	Touro College	New York, NY	Baccalaureate - General
124.	Trinity University	San Antonio, Texas	Masters
125.	Valencia Community College	Orlando, Florida	Associates
126.	Vanderbilt University	Nashville, TN	Doctorate
127.	Villanova University	Villanova, Pennsylvania	Masters
128.	Virgin Islands, University of	Kingshill, Virgin Islands	Masters
129.	Washburn University	Topeka, Kansas	Masters
130.	Washington State University	Pullman, Washington	Doctorate
131.	Wayne State University	Detroit, MI	Doctorate
132.	Western Ontario, University of	London, Ontario	Doctorate

133.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
134.	William Woods University	Fulton, Missouri	Masters
135.	Wisconsin, University of	Duluth, WI	Doctorate
136.	York University	Toronto, Ontario	Doctorate
137.	Youngstown State University	Youngstown, Ohio	Masters

APPENDIX C

Test-Taker Profiles for Each Administration

		Alberta Phase 3		Alberta Business 201		Alderson- Broaddus College First Year Fall 2008		Alfred University 2007 Fall First Year	
		Spring 2005		Fall 2008		Fall 2008		Fall 2007	
		(n=402)		(n=66)		(n=177)		(n=409)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	14	3.5	56	84.8	153	86.4	250	61.1
	Second Year	23	5.7	9	13.6	7	4.0	57	13.9
	Junior	330	82.1	1	1.5	7	4.0	25	6.1
	Senior	8	2.0	0	0.0	2	1.1	73	17.8
	Other	21	5.2	0	0.0	8	4.5	4	1.0
	Not Reported	6	1.5	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.2	0	0.0	1	0.6	4	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	40	60.6	10	5.6	83	20.3
	Communications/Journalism	0	0.0	0	0.0	0	0.0	4	1.0
	Education	348	86.6	0	0.0	23	13.0	22	5.4
	Engineering/Computer Science	22	5.5	0	0.0	4	2.3	50	12.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	94	53.1	4	1.0
	History	0	0.0	0	0.0	0	0.0	7	1.7
	Humanities	1	0.2	0	0.0	5	2.8	14	3.4
	Law/Paralegal Studies	3	0.7	0	0.0	0	0.0	8	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	18	4.5	26	39.4	0	0.0	32	7.8
	Science/Math	0	0.0	0	0.0	16	9.0	65	15.9
	Social Sciences/Psychology	0	0.0	0	0.0	13	7.3	26	6.4
	Other	3	0.7	0	0.0	6	3.4	34	8.3
	Undecided	0	0.0	0	0.0	5	2.8	56	13.7
Not Reported	6	1.5	0	0.0	0	0.0	0	0.0	

		American University Phase 3		Arizona Phase 3		Auburn University Phase 3		Auburn University Spring 2009	
		Spring 2005		Spring 2005		Spring 2005		Spring 2009	
		(n=148)		(n=298)		(n=509)		(n=355)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	70	47.3	209	70.1	193	37.9	64	18.0
	Second Year	59	39.9	58	19.5	114	22.4	82	23.1
	Junior	16	10.8	16	5.4	100	19.6	102	28.7
	Senior	3	2.0	7	2.3	100	19.6	107	30.1
	Other	0	0.0	7	2.3	2	0.4	0	0.0
	Not Reported	0	0.0	1	0.3	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	20	3.9	12	3.4
	Architecture	0	0.0	0	0.0	13	2.6	18	5.1
	Business	10	6.8	4	1.3	80	15.7	52	14.6
	Communications/Journalism	19	12.8	1	0.3	11	2.2	10	2.8
	Education	0	0.0	0	0.0	34	6.7	18	5.1
	Engineering/Computer Science	0	0.0	246	82.6	90	17.7	71	20.0
	General Studies	0	0.0	0	0.0	0	0.0	20	5.6
	Health Sciences	0	0.0	2	0.7	12	2.4	18	5.1
	History	4	2.7	0	0.0	10	2.0	0	0.0
	Humanities	6	4.1	3	1.0	129	25.3	19	5.4
	Law/Paralegal Studies	2	1.4	3	1.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	20	13.5	15	5.0	0	0.0	7	2.0
	Science/Math	4	2.7	0	0.0	18	3.5	15	4.2
	Social Sciences/Psychology	4	2.7	21	7.0	29	5.7	63	17.7
	Other	79	53.4	2	0.7	63	12.4	32	9.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	1	0.3	0	0.0	0	0.0	

		Berea College Phase 3 Spring 2005 (n=199)		Berkeley College Spring 2008 Freshmen Spring 2008 (n=286)		Berkeley College Fall 2008 Fall 2008 (n=447)		Berkeley College Summer 2008 Fall 2008 (n=358)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	82	41.2	275	96.2	432	96.6	353	98.6
	Second Year	45	22.6	0	0.0	0	0.0	0	0.0
	Junior	25	12.6	0	0.0	0	0.0	0	0.0
	Senior	45	22.6	11	3.8	15	3.4	5	1.4
	Other	2	1.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		24	12.1	66	23.1	93	20.8	76	21.2
Communications/Journalism		2	1.0	0	0.0	0	0.0	0	0.0
Education		2	1.0	0	0.0	0	0.0	0	0.0
Engineering/Computer Science		0	0.0	0	0.0	0	0.0	0	0.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		7	3.5	13	4.5	21	4.7	19	5.3
History		2	1.0	0	0.0	0	0.0	0	0.0
Humanities		8	4.0	0	0.0	0	0.0	0	0.0
Law/Paralegal Studies		1	0.5	45	15.7	77	17.2	80	22.3
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		5	2.5	158	55.2	231	51.7	180	50.3
Science/Math		1	0.5	4	1.4	25	5.6	3	0.8
Social Sciences/Psychology		2	1.0	0	0.0	0	0.0	0	0.0
Other		16	8.0	0	0.0	0	0.0	0	0.0
Undecided		129	64.8	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Berkeley College Winter 2009		Boston University Phase 3		Brigham Young University Phase 3		Brigham Young University 2007 Winter FYW	
		Spring 2009		Spring 2005		Spring 2005		Spring 2007	
		(n=60)		(n=963)		(n=113)		(n=221)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	57	95.0	963	100.0	47	41.6	140	63.3
	Second Year	0	0.0	0	0.0	17	15.0	58	26.2
	Junior	0	0.0	0	0.0	23	20.4	18	8.1
	Senior	3	5.0	0	0.0	26	23.0	4	1.8
	Other	0	0.0	0	0.0	0	0.0	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.1	0	0.0	3	1.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	18	30.0	67	7.0	8	7.1	15	6.8
	Communications/Journalism	0	0.0	72	7.5	2	1.8	7	3.2
	Education	0	0.0	25	2.6	9	8.0	21	9.5
	Engineering/Computer Science	0	0.0	161	16.7	9	8.0	16	7.2
	General Studies	0	0.0	0	0.0	0	0.0	1	0.5
	Health Sciences	3	5.0	36	3.7	4	3.5	16	7.2
	History	0	0.0	6	0.6	2	1.8	6	2.7
	Humanities	0	0.0	38	3.9	17	15.0	9	4.1
	Law/Paralegal Studies	13	21.7	8	0.8	1	0.9	1	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	26	43.3	167	17.3	15	13.3	23	10.4
	Science/Math	0	0.0	29	3.0	6	5.3	16	7.2
	Social Sciences/Psychology	0	0.0	182	18.9	13	11.5	19	8.6
	Other	0	0.0	161	16.7	27	23.9	17	7.7
	Undecided	0	0.0	0	0.0	0	0.0	51	23.1
Not Reported	0	0.0	10	1.0	0	0.0	0	0.0	

		Brigham Young University Hawaii Fall2007		Butler University Spring2008		Butler University Spring 2009		Carnegie Mellon University 2006-07 Undergrads	
		Fall 2007		Spring 2008		Spring 2009		Fall 2006	
		(n=76)		(n=161)		(n=213)		(n=362)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	7	9.2	114	70.8	106	49.8	123	34.0
	Second Year	28	36.8	0	0.0	6	2.8	96	26.5
	Junior	21	27.6	0	0.0	23	10.8	72	19.9
	Senior	19	25.0	47	29.2	77	36.2	71	19.6
	Other	1	1.3	0	0.0	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	10	4.7	0	0.0
	Architecture	0	0.0	0	0.0	12	5.6	13	3.6
	Business	26	34.2	38	23.6	35	16.4	25	6.9
	Communications/Journalism	3	3.9	17	10.6	20	9.4	0	0.0
	Education	9	11.8	6	3.7	12	5.6	0	0.0
	Engineering/Computer Science	3	3.9	5	3.1	3	1.4	142	39.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	2	2.6	15	9.3	26	12.2	0	0.0
	History	1	1.3	9	5.6	9	4.2	5	1.4
	Humanities	3	3.9	0	0.0	0	0.0	13	3.6
	Law/Paralegal Studies	1	1.3	1	0.6	2	0.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	13	17.1	21	13.0	17	8.0	20	5.5
	Science/Math	1	1.3	13	8.1	22	10.3	17	4.7
	Social Sciences/Psychology	4	5.3	10	6.2	26	12.2	83	22.9
	Other	8	10.5	13	8.1	11	5.2	27	7.5
	Undecided	2	2.6	13	8.1	8	3.8	17	4.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Case Western Reserve University Phase 3 Spring 2005 (n=108)		Central Florida nursing majors 2007 Spring 2007 (n=113)		Central Florida nursing ug's 7/07 Spring 2008 (n=113)		Chadron State College Director of Library Fall 2006 (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	3	2.8	0	0.0	0	0.0	16	32.0
	Second Year	22	20.4	0	0.0	0	0.0	17	34.0
	Junior	26	24.1	106	93.8	86	76.1	9	18.0
	Senior	42	38.9	7	6.2	6	5.3	7	14.0
	Other	15	13.9	0	0.0	21	18.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	2.0
	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		9	8.3	0	0.0	0	0.0	10	20.0
Communications/Journalism		0	0.0	0	0.0	0	0.0	0	0.0
Education		0	0.0	0	0.0	0	0.0	9	18.0
Engineering/Computer Science		32	29.6	0	0.0	0	0.0	1	2.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		4	3.7	113	100.0	111	98.2	3	6.0
History		0	0.0	0	0.0	0	0.0	5	10.0
Humanities		10	9.3	0	0.0	0	0.0	1	2.0
Law/Paralegal Studies		1	0.9	0	0.0	0	0.0	2	4.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		8	7.4	0	0.0	2	1.8	6	12.0
Science/Math		7	6.5	0	0.0	0	0.0	5	10.0
Social Sciences/Psychology		23	21.3	0	0.0	0	0.0	1	2.0
Other		14	13.0	0	0.0	0	0.0	3	6.0
Undecided		0	0.0	0	0.0	0	0.0	3	6.0
Not Reported	0	0.0	0	0.0	0	0.0	1	2.0	

		Chandler-Gilbert Community College Phase 3 Spring 2005 (n=453)		Chapman University Fall 2007 Freshmen Fall 2007 (n=130)		Chapman University 2008 Fall Freshmen Fall 2008 (n=165)		Coastal Carolina University Kimbel Library 2007 Fall 2007 (n=216)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	295	65.1	130	100.0	165	100.0	77	35.6
	Second Year	78	17.2	0	0.0	0	0.0	3	1.4
	Junior	15	3.3	0	0.0	0	0.0	26	12.0
	Senior	1	0.2	0	0.0	0	0.0	107	49.5
	Other	21	4.6	0	0.0	0	0.0	3	1.4
	Not Reported	43	9.5	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.4	0	0.0	0	0.0	1	0.5
	Architecture	3	0.7	0	0.0	0	0.0	0	0.0
	Business	53	11.7	0	0.0	23	13.9	32	14.8
	Communications/Journalism	14	3.1	0	0.0	6	3.6	37	17.1
	Education	60	13.2	0	0.0	2	1.2	4	1.9
	Engineering/Computer Science	38	8.4	0	0.0	2	1.2	1	0.5
	General Studies	0	0.0	0	0.0	0	0.0	1	0.5
	Health Sciences	1	0.2	0	0.0	1	0.6	0	0.0
	History	0	0.0	0	0.0	0	0.0	1	0.5
	Humanities	57	12.6	0	0.0	5	3.0	22	10.2
	Law/Paralegal Studies	18	4.0	0	0.0	0	0.0	1	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.5
	Performing & Fine Arts	167	36.9	0	0.0	21	12.7	15	6.9
	Science/Math	0	0.0	0	0.0	61	37.0	3	1.4
	Social Sciences/Psychology	0	0.0	0	0.0	10	6.1	18	8.3
	Other	3	0.7	0	0.0	7	4.2	63	29.2
	Undecided	1	0.2	130	100.0	27	16.4	16	7.4
Not Reported	36	7.9	0	0.0	0	0.0	0	0.0	

		Coastal Carolina University Kimbel Library F08		Coastal Carolina University CCU Spring 2009		College of Charleston Phase 3		Community College of Philadelphia ENGL 102 S109	
		Fall 2008		Spring 2009		Spring 2005		Spring 2009	
		(n=171)		(n=162)		(n=237)		(n=175)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	90	55.6	159	67.1	82	46.9
	Second Year	8	4.7	54	33.3	26	11.0	67	38.3
	Junior	72	42.1	10	6.2	15	6.3	0	0.0
	Senior	84	49.1	3	1.9	37	15.6	0	0.0
	Other	7	4.1	1	0.6	0	0.0	26	14.9
	Not Reported	0	0.0	4	2.5	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	1	0.6
	Business	65	38.0	49	30.2	50	21.1	27	15.4
	Communications/Journalism	1	0.6	6	3.7	12	5.1	1	0.6
	Education	2	1.2	11	6.8	9	3.8	13	7.4
	Engineering/Computer Science	0	0.0	3	1.9	1	0.4	8	4.6
	General Studies	0	0.0	0	0.0	0	0.0	1	0.6
	Health Sciences	39	22.8	17	10.5	0	0.0	62	35.4
	History	0	0.0	7	4.3	5	2.1	0	0.0
	Humanities	2	1.2	2	1.2	12	5.1	1	0.6
	Law/Paralegal Studies	3	1.8	1	0.6	12	5.1	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	6.4	9	5.6	104	43.9	31	17.7
	Science/Math	0	0.0	4	2.5	4	1.7	2	1.1
	Social Sciences/Psychology	10	5.8	24	14.8	14	5.9	10	5.7
	Other	36	21.1	14	8.6	14	5.9	7	4.0
	Undecided	1	0.6	10	6.2	0	0.0	8	4.6
Not Reported	1	0.6	5	3.1	0	0.0	0	0.0	

		Concordia College IOC 100 Con		Concordia College IOC 100 Exp		Concordia College- NY 2009 Spring Freshman		Concordia University 2007 Fall 1st Yr. UG	
		Fall 2008		Fall 2008		Spring 2009		Fall 2007	
		(n=56)		(n=86)		(n=59)		(n=198)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	55	98.2	84	97.7	55	93.2	198	100.0
	Second Year	1	1.8	2	2.3	2	3.4	0	0.0
	Junior	0	0.0	0	0.0	2	3.4	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	1	1.8	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	1	1.7	0	0.0
	Business	7	12.5	8	9.3	13	22.0	32	16.2
	Communications/Journalism	1	1.8	0	0.0	4	6.8	9	4.5
	Education	7	12.5	11	12.8	10	16.9	6	3.0
	Engineering/Computer Science	0	0.0	3	3.5	0	0.0	21	10.6
	General Studies	0	0.0	0	0.0	1	1.7	0	0.0
	Health Sciences	6	10.7	12	14.0	2	3.4	0	0.0
	History	1	1.8	0	0.0	2	3.4	3	1.5
	Humanities	0	0.0	0	0.0	1	1.7	9	4.5
	Law/Paralegal Studies	1	1.8	1	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	9	16.1	8	9.3	6	10.2	41	20.7
	Science/Math	2	3.6	9	10.5	3	5.1	29	14.6
	Social Sciences/Psychology	12	21.4	11	12.8	1	1.7	20	10.1
	Other	0	0.0	6	7.0	7	11.9	24	12.1
	Undecided	9	16.1	17	19.8	8	13.6	4	2.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Connecticut Fall 2007		Cotley College Assessment Day 2007		Cotley College Assessment Day 2009		Creighton University Fall 2007	
		Spring 2008		Spring 2007		Spring 2009		Fall 2007	
		(n=823)		(n=171)		(n=221)		(n=190)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	701	85.2	94	55.0	132	59.7	132	69.5
	Second Year	100	12.2	75	43.9	77	34.8	45	23.7
	Junior	20	2.4	0	0.0	0	0.0	8	4.2
	Senior	0	0.0	0	0.0	1	0.5	4	2.1
	Other	2	0.2	0	0.0	0	0.0	1	0.5
	Not Reported	0	0.0	2	1.2	11	5.0	0	0.0
Student Major	Agriculture/Environmental Studies	40	4.9	0	0.0	3	1.4	1	0.5
	Architecture	0	0.0	0	0.0	1	0.5	0	0.0
	Business	144	17.5	0	0.0	18	8.1	45	23.7
	Communications/Journalism	25	3.0	0	0.0	6	2.7	7	3.7
	Education	47	5.7	0	0.0	14	6.3	1	0.5
	Engineering/Computer Science	114	13.9	0	0.0	8	3.6	0	0.0
	General Studies	0	0.0	0	0.0	1	0.5	0	0.0
	Health Sciences	58	7.0	0	0.0	22	10.0	67	35.3
	History	6	0.7	0	0.0	6	2.7	4	2.1
	Humanities	21	2.6	0	0.0	8	3.6	0	0.0
	Law/Paralegal Studies	0	0.0	0	0.0	5	2.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	1	0.5	0	0.0
	Performing & Fine Arts	37	4.5	0	0.0	27	12.2	25	13.2
	Science/Math	28	3.4	0	0.0	23	10.4	0	0.0
	Social Sciences/Psychology	57	6.9	0	0.0	18	8.1	1	0.5
	Other	61	7.4	0	0.0	20	9.0	9	4.7
	Undecided	185	22.5	0	0.0	27	12.2	30	15.8
Not Reported	0	0.0	171	100.0	13	5.9	0	0.0	

		Denison University Phase 3		Duquesne University Phase 3		Duquesne University 2004 as 2007		East Central University ECU Freshman Fall 08	
		Spring 2005		Spring 2005		Spring 2008		Fall 2008	
		(n=254)		(n=910)		(n=144)		(n=293)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	250	98.4	837	92.0	0	0.0	290	99.0
	Second Year	4	1.6	58	6.4	0	0.0	2	0.7
	Junior	0	0.0	11	1.2	1	0.7	1	0.3
	Senior	0	0.0	1	0.1	141	97.9	0	0.0
	Other	0	0.0	2	0.2	2	1.4	0	0.0
	Not Reported	0	0.0	1	0.1	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	8	3.1	1	0.1	0	0.0	3	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	200	22.0	50	34.7	40	13.7
	Communications/Journalism	11	4.3	29	3.2	4	2.8	11	3.8
	Education	2	0.8	90	9.9	16	11.1	43	14.7
	Engineering/Computer Science	0	0.0	18	2.0	0	0.0	13	4.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	264	29.0	38	26.4	36	12.3
	History	10	3.9	16	1.8	2	1.4	6	2.0
	Humanities	100	39.4	105	11.5	1	0.7	0	0.0
	Law/Paralegal Studies	0	0.0	1	0.1	0	0.0	10	3.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	2.4	61	6.7	16	11.1	68	23.2
	Science/Math	13	5.1	41	4.5	5	3.5	8	2.7
	Social Sciences/Psychology	55	21.7	44	4.8	7	4.9	22	7.5
	Other	49	19.3	39	4.3	5	3.5	14	4.8
	Undecided	0	0.0	0	0.0	0	0.0	19	6.5
Not Reported	0	0.0	1	0.1	0	0.0	0	0.0	

		Eastern Kentucky University ENG 102 Spring 2008 Spring 2008 (n=308)		Eastern Shore Community College QEP Spring 2009 Grad Spring 2009 (n=61)		Emporia State University Phase 3 Spring 2005 (n=213)		Emporia State University Spring 2008 PIs Spring 2008 (n=145)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	254	82.5	0	0.0	157	73.7	113	77.9
	Second Year	43	14.0	36	59.0	26	12.2	23	15.9
	Junior	8	2.6	3	4.9	12	5.6	5	3.4
	Senior	2	0.6	19	31.1	14	6.6	3	2.1
	Other	1	0.3	3	4.9	4	1.9	1	0.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.3	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	24	7.8	11	18.0	29	13.6	27	18.6
	Communications/Journalism	12	3.9	1	1.6	0	0.0	4	2.8
	Education	45	14.6	15	24.6	44	20.7	40	27.6
	Engineering/Computer Science	6	1.9	1	1.6	2	0.9	5	3.4
	General Studies	1	0.3	14	23.0	0	0.0	0	0.0
	Health Sciences	59	19.2	0	0.0	13	6.1	11	7.6
	History	0	0.0	2	3.3	2	0.9	2	1.4
	Humanities	0	0.0	1	1.6	55	25.8	1	0.7
	Law/Paralegal Studies	0	0.0	0	0.0	1	0.5	1	0.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	75	24.4	4	6.6	1	0.5	12	8.3
	Science/Math	6	1.9	0	0.0	7	3.3	8	5.5
	Social Sciences/Psychology	19	6.2	8	13.1	25	11.7	8	5.5
	Other	14	4.5	1	1.6	34	16.0	14	9.7
	Undecided	43	14.0	3	4.9	0	0.0	12	8.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Fisher College 2006 Fall -- English		Fisher College Fall 2007		Fisher College Fall 2008		Florida International University Phase 3	
		Fall 2006		Fall 2007		Spring 2009		Spring 2005	
		(n=22)		(n=96)		(n=76)		(n=193)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	21	95.5	85	88.5	69	90.8	20	10.4
	Second Year	1	4.5	8	8.3	2	2.6	11	5.7
	Junior	0	0.0	0	0.0	0	0.0	52	26.9
	Senior	0	0.0	0	0.0	1	1.3	82	42.5
	Other	0	0.0	0	0.0	1	1.3	28	14.5
	Not Reported	0	0.0	3	3.1	3	3.9	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	1	1.3	2	1.0
	Business	7	31.8	49	51.0	45	59.2	12	6.2
	Communications/Journalism	0	0.0	0	0.0	0	0.0	37	19.2
	Education	1	4.5	3	3.1	6	7.9	15	7.8
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	16	8.3
	General Studies	1	4.5	3	3.1	3	3.9	0	0.0
	Health Sciences	1	4.5	11	11.5	1	1.3	46	23.8
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	5	22.7	10	10.4	13	17.1	21	10.9
	Law/Paralegal Studies	0	0.0	0	0.0	0	0.0	6	3.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	5	22.7	0	0.0	0	0.0	11	5.7
	Science/Math	0	0.0	10	10.4	1	1.3	3	1.6
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	3	1.6
	Other	2	9.1	5	5.2	3	3.9	21	10.9
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	5	5.2	3	3.9	0	0.0	

		Gadsden State Community College 2007 Fall ENG 101 Fall 2007 (n=174)		GateWay Community College 2008 Spring Spring 2008 (n=256)		Georgia Highlands College Spring 2009 Spring 2009 (n=149)		Gettysburg College Phase 3 Spring 2005 (n=411)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	155	89.1	107	41.8	36	24.2	406	98.8
	Second Year	11	6.3	73	28.5	86	57.7	3	0.7
	Junior	0	0.0	0	0.0	2	1.3	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	1	0.2
	Other	8	4.6	76	29.7	25	16.8	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.2
Student Major	Agriculture/Environmental Studies	3	1.7	3	1.2	0	0.0	1	0.2
	Architecture	1	0.6	1	0.4	1	0.7	0	0.0
	Business	16	9.2	26	10.2	72	48.3	1	0.2
	Communications/Journalism	0	0.0	5	2.0	0	0.0	0	0.0
	Education	17	9.8	8	3.1	17	11.4	5	1.2
	Engineering/Computer Science	14	8.0	5	2.0	6	4.0	0	0.0
	General Studies	12	6.9	18	7.0	4	2.7	0	0.0
	Health Sciences	36	20.7	130	50.8	3	2.0	0	0.0
	History	0	0.0	0	0.0	8	5.4	0	0.0
	Humanities	1	0.6	1	0.4	3	2.0	3	0.7
	Law/Paralegal Studies	1	0.6	0	0.0	2	1.3	4	1.0
	Military/Naval Science	1	0.6	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	37	21.3	29	11.3	8	5.4	35	8.5
	Science/Math	2	1.1	0	0.0	2	1.3	2	0.5
	Social Sciences/Psychology	8	4.6	7	2.7	4	2.7	1	0.2
	Other	3	1.7	7	2.7	6	4.0	1	0.2
	Undecided	22	12.6	16	6.3	12	8.1	357	86.9
Not Reported	0	0.0	0	0.0	1	0.7	1	0.2	

		Glendale Community College Phase 3 Spring 2005 (n=594)		Grand Valley State University GVSU 2006/07 Spring 2007 (n=440)		Grand View College 2006 Fall Faass Fall 2006 (n=18)		Grand View College 2006 Fall Freshmen Fall 2006 (n=83)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	499	84.0	304	69.1	18	100.0	75	90.4
	Second Year	71	12.0	24	5.5	0	0.0	4	4.8
	Junior	10	1.7	6	1.4	0	0.0	3	3.6
	Senior	4	0.7	102	23.2	0	0.0	1	1.2
	Other	10	1.7	4	0.9	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	1	0.2	0	0.0	0	0.0	0	0.0
	Architecture	12	2.0	0	0.0	1	5.6	6	7.2
	Business	70	11.8	66	15.0	4	22.2	14	16.9
	Communications/Journalism	10	1.7	26	5.9	3	16.7	6	7.2
	Education	67	11.3	42	9.5	0	0.0	7	8.4
	Engineering/Computer Science	35	5.9	7	1.6	1	5.6	2	2.4
	General Studies	0	0.0	1	0.2	0	0.0	0	0.0
	Health Sciences	56	9.4	73	16.6	6	33.3	23	27.7
	History	0	0.0	14	3.2	0	0.0	0	0.0
	Humanities	91	15.3	6	1.4	0	0.0	1	1.2
	Law/Paralegal Studies	4	0.7	7	1.6	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	116	19.5	57	13.0	1	5.6	3	3.6
	Science/Math	14	2.4	10	2.3	0	0.0	0	0.0
	Social Sciences/Psychology	18	3.0	23	5.2	2	11.1	6	7.2
	Other	27	4.5	27	6.1	0	0.0	8	9.6
	Undecided	73	12.3	81	18.4	0	0.0	7	8.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Grand View College 2006 Fall Seniors Fall 2006 (n=111)		Guelph, University of Guelph Winter 2007 Spring 2007 (n=126)		Guelph, University of Guelph Fall 2008 Fall 2008 (n=188)		H. Raymond Danforth Library- New England College 2007 Fall First Year Fall 2007 (n=187)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	1	0.9	96	76.2	126	67.0	185	98.9
	Second Year	1	0.9	5	4.0	11	5.9	0	0.0
	Junior	22	19.8	3	2.4	18	9.6	0	0.0
	Senior	87	78.4	22	17.5	28	14.9	0	0.0
	Other	0	0.0	0	0.0	5	2.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	2	1.1
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	32	17.0	3	1.6
	Architecture	12	10.8	0	0.0	1	0.5	0	0.0
	Business	15	13.5	1	0.8	13	6.9	38	20.3
	Communications/Journalism	6	5.4	0	0.0	0	0.0	2	1.1
	Education	15	13.5	0	0.0	0	0.0	24	12.8
	Engineering/Computer Science	2	1.8	0	0.0	6	3.2	1	0.5
	General Studies	5	4.5	93	73.8	11	5.9	0	0.0
	Health Sciences	21	18.9	0	0.0	4	2.1	15	8.0
	History	0	0.0	1	0.8	5	2.7	1	0.5
	Humanities	5	4.5	5	4.0	8	4.3	2	1.1
	Law/Paralegal Studies	1	0.9	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	3.6	5	4.0	16	8.5	20	10.7
	Science/Math	3	2.7	1	0.8	6	3.2	6	3.2
	Social Sciences/Psychology	7	6.3	2	1.6	54	28.7	12	6.4
	Other	15	13.5	6	4.8	23	12.2	17	9.1
	Undecided	0	0.0	12	9.5	9	4.8	25	13.4
Not Reported	0	0.0	0	0.0	0	0.0	21	11.2	

		H. Raymond Danforth Library- New England College Spring 2008		H. Raymond Danforth Library- New England College Fall 2008 First Year Fall 2008		H. Raymond Danforth Library- New England College Spring 2009		Hamline University Spring 2009	
		(n=175)		(n=220)		(n=158)		(n=65)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	120	68.6	203	92.3	114	72.2	23	35.4
	Second Year	31	17.7	14	6.4	19	12.0	11	16.9
	Junior	17	9.7	2	0.9	14	8.9	11	16.9
	Senior	7	4.0	1	0.5	11	7.0	20	30.8
	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	2	1.1	8	3.6	2	1.3	2	3.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	34	19.4	37	16.8	37	23.4	13	20.0
	Communications/Journalism	11	6.3	8	3.6	9	5.7	2	3.1
	Education	21	12.0	34	15.5	25	15.8	4	6.2
	Engineering/Computer Science	1	0.6	3	1.4	2	1.3	1	1.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	20	11.4	17	7.7	14	8.9	0	0.0
	History	1	0.6	4	1.8	6	3.8	4	6.2
	Humanities	3	1.7	3	1.4	4	2.5	9	13.8
	Law/Paralegal Studies	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	40	22.9	27	12.3	18	11.4	5	7.7
	Science/Math	8	4.6	11	5.0	5	3.2	1	1.5
	Social Sciences/Psychology	3	1.7	7	3.2	9	5.7	7	10.8
	Other	18	10.3	18	8.2	15	9.5	11	16.9
	Undecided	13	7.4	43	19.5	12	7.6	6	9.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Harold Washington College Phase 3		Harrisburg Area Community College Phase 3		Hollins University 2007 Fall FYS		Hollins University 2007 Fall FYS-2	
		Spring 2005		Spring 2005		Fall 2007		Fall 2007	
		(n=777)		(n=427)		(n=188)		(n=152)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	270	34.7	268	62.8	188	100.0	152	100.0
	Second Year	305	39.3	150	35.1	0	0.0	0	0.0
	Junior	90	11.6	3	0.7	0	0.0	0	0.0
	Senior	23	3.0	0	0.0	0	0.0	0	0.0
	Other	88	11.3	3	0.7	0	0.0	0	0.0
	Not Reported	1	0.1	3	0.7	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	16	2.1	0	0.0	0	0.0	0	0.0
	Business	110	14.2	0	0.0	0	0.0	0	0.0
	Communications/Journalism	6	0.8	4	0.9	0	0.0	0	0.0
	Education	126	16.2	3	0.7	0	0.0	0	0.0
	Engineering/Computer Science	70	9.0	46	10.8	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	1	0.1	51	11.9	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	80	10.3	53	12.4	0	0.0	0	0.0
	Law/Paralegal Studies	54	6.9	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	7	1.6	0	0.0	0	0.0
	Performing & Fine Arts	301	38.7	225	52.7	0	0.0	0	0.0
	Science/Math	0	0.0	11	2.6	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	11	2.6	0	0.0	0	0.0
	Other	5	0.6	10	2.3	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	8	1.0	6	1.4	188	100.0	152	100.0	

		Hunter College English 120		Hunter College Seniors		Hunter College Transfer Students		Indiana University of Pennsylvania Phase 3	
		Spring 2007		Spring 2007		Spring 2007		Spring 2005	
		(n=195)		(n=201)		(n=200)		(n=40)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	81	41.5	3	1.5	22	11.0	7	17.5
	Second Year	66	33.8	5	2.5	67	33.5	10	25.0
	Junior	45	23.1	16	8.0	83	41.5	7	17.5
	Senior	3	1.5	177	88.1	28	14.0	13	32.5
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	3	7.5
Student Major	Agriculture/Environmental Studies	2	1.0	2	1.0	5	2.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	11	5.6	18	9.0	12	6.0	6	15.0
	Communications/Journalism	6	3.1	13	6.5	14	7.0	5	12.5
	Education	0	0.0	0	0.0	0	0.0	5	12.5
	Engineering/Computer Science	2	1.0	5	2.5	2	1.0	5	12.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	35	17.9	19	9.5	36	18.0	1	2.5
	History	5	2.6	6	3.0	11	5.5	0	0.0
	Humanities	9	4.6	34	16.9	15	7.5	1	2.5
	Law/Paralegal Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	16	8.2	20	10.0	23	11.5	1	2.5
	Science/Math	4	2.1	10	5.0	12	6.0	1	2.5
	Social Sciences/Psychology	36	18.5	24	11.9	20	10.0	2	5.0
	Other	32	16.4	49	24.4	33	16.5	10	25.0
	Undecided	37	19.0	1	0.5	17	8.5	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	3	7.5	

		Jackson State University SAILS At JSU		Jackson State University SAILS At JSU		Jefferson Community & Technical College 2006-Fall Pilot		Jefferson Community & Technical College Spring 2007	
		Spring 2007		Spring 2008		Fall 2006		Spring 2007	
		(n=186)		(n=288)		(n=19)		(n=51)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	63	33.9	9	3.1	16	84.2	31	60.8
	Second Year	50	26.9	35	12.2	2	10.5	10	19.6
	Junior	37	19.9	93	32.3	1	5.3	4	7.8
	Senior	34	18.3	146	50.7	0	0.0	4	7.8
	Other	0	0.0	2	0.7	0	0.0	2	3.9
	Not Reported	2	1.1	3	1.0	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	29	15.6	78	27.1	3	15.8	7	13.7
	Communications/Journalism	11	5.9	4	1.4	0	0.0	0	0.0
	Education	50	26.9	68	23.6	1	5.3	1	2.0
	Engineering/Computer Science	3	1.6	11	3.8	0	0.0	1	2.0
	General Studies	6	3.2	0	0.0	0	0.0	3	5.9
	Health Sciences	8	4.3	4	1.4	3	15.8	14	27.5
	History	0	0.0	3	1.0	0	0.0	0	0.0
	Humanities	0	0.0	2	0.7	1	5.3	1	2.0
	Law/Paralegal Studies	8	4.3	5	1.7	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	8.1	36	12.5	5	26.3	9	17.6
	Science/Math	5	2.7	1	0.3	0	0.0	3	5.9
	Social Sciences/Psychology	12	6.5	22	7.6	0	0.0	4	7.8
	Other	34	18.3	50	17.4	1	5.3	0	0.0
	Undecided	4	2.2	1	0.3	5	26.3	8	15.7
Not Reported	1	0.5	3	1.0	0	0.0	0	0.0	

		Johnson & Wales University - Charlotte Fall 2007		Johnson & Wales University - Charlotte JWU CLT Fall 08 Fall 2008		Kansas State University Phase 3 Spring 2005		Kansas State University Fall 2006	
		(n=63)		(n=138)		(n=612)		(n=932)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	60	95.2	56	40.6	350	57.2	853	91.5
	Second Year	3	4.8	50	36.2	260	42.5	62	6.7
	Junior	0	0.0	9	6.5	0	0.0	10	1.1
	Senior	0	0.0	22	15.9	0	0.0	4	0.4
	Other	0	0.0	1	0.7	1	0.2	3	0.3
	Not Reported	0	0.0	0	0.0	1	0.2	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	44	7.2	70
Architecture		0	0.0	0	0.0	18	2.9	10	1.1
Business		29	46.0	102	73.9	110	18.0	163	17.5
Communications/Journalism		0	0.0	0	0.0	15	2.5	27	2.9
Education		0	0.0	0	0.0	55	9.0	93	10.0
Engineering/Computer Science		0	0.0	0	0.0	88	14.4	158	17.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	0	0.0	45	7.4	60	6.4
History		0	0.0	0	0.0	4	0.7	5	0.5
Humanities		0	0.0	0	0.0	100	16.3	6	0.6
Law/Paralegal Studies		0	0.0	0	0.0	0	0.0	7	0.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		34	54.0	36	26.1	57	9.3	68	7.3
Science/Math		0	0.0	0	0.0	16	2.6	21	2.3
Social Sciences/Psychology		0	0.0	0	0.0	11	1.8	45	4.8
Other		0	0.0	0	0.0	48	7.8	67	7.2
Undecided		0	0.0	0	0.0	0	0.0	132	14.2
Not Reported	0	0.0	0	0.0	1	0.2	0	0.0	

		Keene State College 2008 Fall Freshmen Fall 2008 (n=292)		Kent State University - Kent Campus Senior Testing 07 Spring 2007 (n=111)		Kent State University - Kent Campus Ed Orientation Fall 2007 (n=185)		Kent State University - Kent Campus KSU FYS Spring 2008 (n=66)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	268	91.8	0	0.0	182	98.4	65	98.5
	Second Year	16	5.5	0	0.0	3	1.6	1	1.5
	Junior	3	1.0	5	4.5	0	0.0	0	0.0
	Senior	0	0.0	106	95.5	0	0.0	0	0.0
	Other	4	1.4	0	0.0	0	0.0	0	0.0
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.4	0	0.0	0	0.0	0	0.0
	Architecture	10	3.4	1	0.9	0	0.0	1	1.5
	Business	22	7.5	4	3.6	0	0.0	4	6.1
	Communications/Journalism	11	3.8	50	45.0	0	0.0	6	9.1
	Education	66	22.6	8	7.2	157	84.9	4	6.1
	Engineering/Computer Science	3	1.0	0	0.0	0	0.0	0	0.0
	General Studies	8	2.7	0	0.0	0	0.0	1	1.5
	Health Sciences	12	4.1	2	1.8	9	4.9	5	7.6
	History	6	2.1	1	0.9	1	0.5	1	1.5
	Humanities	16	5.5	4	3.6	0	0.0	0	0.0
	Law/Paralegal Studies	0	0.0	0	0.0	0	0.0	1	1.5
	Military/Naval Science	4	1.4	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	14	4.8	8	7.2	12	6.5	23	34.8
	Science/Math	4	1.4	3	2.7	0	0.0	0	0.0
	Social Sciences/Psychology	7	2.4	8	7.2	1	0.5	0	0.0
	Other	15	5.1	22	19.8	1	0.5	4	6.1
	Undecided	77	26.4	0	0.0	4	2.2	16	24.2
Not Reported	13	4.5	0	0.0	0	0.0	0	0.0	

		Kent State University - Kent Campus ED Orientation F2008 Fall 2008 (n=85)		Kent State University - Stark Campus Phase 3 Spring 2005 (n=113)		Kutztown University Phase 3 Spring 2005 (n=169)		La Roche College 2008 Fall Freshman Fall 2008 (n=148)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	84	98.8	47	41.6	169	100.0	115	77.7
	Second Year	1	1.2	17	15.0	0	0.0	20	13.5
	Junior	0	0.0	23	20.4	0	0.0	8	5.4
	Senior	0	0.0	26	23.0	0	0.0	2	1.4
	Other	0	0.0	0	0.0	0	0.0	3	2.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	1.2	0
Architecture		0	0.0	0	0.0	0	0.0	12	8.1
Business		0	0.0	8	7.1	24	14.2	20	13.5
Communications/Journalism		0	0.0	2	1.8	4	2.4	7	4.7
Education		79	92.9	9	8.0	43	25.4	15	10.1
Engineering/Computer Science		0	0.0	9	8.0	9	5.3	4	2.7
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		2	2.4	4	3.5	1	0.6	12	8.1
History		0	0.0	2	1.8	1	0.6	2	1.4
Humanities		1	1.2	17	15.0	10	5.9	1	0.7
Law/Paralegal Studies		0	0.0	1	0.9	3	1.8	2	1.4
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		2	2.4	15	13.3	30	17.8	27	18.2
Science/Math		0	0.0	6	5.3	7	4.1	5	3.4
Social Sciences/Psychology		0	0.0	13	11.5	13	7.7	4	2.7
Other		0	0.0	27	23.9	20	11.8	12	8.1
Undecided		1	1.2	0	0.0	0	0.0	25	16.9
Not Reported		0	0.0	0	0.0	2	1.2	0	0.0

	LaGuardia Community College 2008 Spr BILD Post Spring 2008 (n=169)		LaGuardia Community College 2008 Spr BILD Pre Spring 2008 (n=203)		Lakehead University Alexander 2008 Fall Fall 2008 (n=72)		Lancaster Bible College LA 102 SAILS Spring 2008 (n=51)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
First Year	89	52.7	116	57.1	12	16.7	38	74.5
Second Year	79	46.7	86	42.4	19	26.4	10	19.6
Junior	0	0.0	0	0.0	17	23.6	2	3.9
Senior	0	0.0	0	0.0	22	30.6	1	2.0
Other	1	0.6	1	0.5	2	2.8	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	21	12.4	13	6.4	66	91.7	0	0.0
Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
Education	2	1.2	3	1.5	0	0.0	0	0.0
Engineering/Computer Science	9	5.3	7	3.4	1	1.4	0	0.0
General Studies	55	32.5	62	30.5	1	1.4	0	0.0
Health Sciences	67	39.6	75	36.9	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/Paralegal Studies	3	1.8	2	1.0	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	19	9.4	2	2.8	29	56.9
Science/Math	3	1.8	2	1.0	0	0.0	0	0.0
Social Sciences/Psychology	9	5.3	20	9.9	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0
Undecided	0	0.0	0	0.0	2	2.8	22	43.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Langston University OK Success 2008 Fall 2008 (n=157)		Lincoln Memorial University SP09 INFL/EDUC A0 Spring 2009 (n=51)		Lorain County Community College 2007 Entry Fall 2007 (n=117)		Lorain County Community College ILAD post Spring 2008 (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	85	54.1	17	33.3	109	93.2	5	10.0
	Second Year	2	1.3	16	31.4	7	6.0	21	42.0
	Junior	3	1.9	12	23.5	1	0.9	24	48.0
	Senior	0	0.0	6	11.8	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	67	42.7	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	2	3.9	26	22.2	14	28.0
	Communications/Journalism	0	0.0	2	3.9	2	1.7	1	2.0
	Education	0	0.0	11	21.6	1	0.9	9	18.0
	Engineering/Computer Science	0	0.0	0	0.0	5	4.3	1	2.0
	General Studies	0	0.0	0	0.0	1	0.9	0	0.0
	Health Sciences	0	0.0	16	31.4	32	27.4	8	16.0
	History	0	0.0	1	2.0	0	0.0	0	0.0
	Humanities	0	0.0	1	2.0	0	0.0	1	2.0
	Law/Paralegal Studies	0	0.0	1	2.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	85	54.1	12	23.5	17	14.5	3	6.0
	Science/Math	0	0.0	0	0.0	4	3.4	0	0.0
	Social Sciences/Psychology	0	0.0	2	3.9	5	4.3	5	10.0
	Other	0	0.0	2	3.9	2	1.7	5	10.0
	Undecided	13	8.3	1	2.0	22	18.8	3	6.0
Not Reported	59	37.6	0	0.0	0	0.0	0	0.0	

	Lorain County Community College ILAD pre Spring 2008 (n=174)		Manhattanville College Fall 2007 Info Lit Spring 2008 (n=780)		Manhattanville College Fall2008-Spring 2009 Spring 2009 (n=701)		Mansfield University Phase 3 Spring 2005 (n=275)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
First Year	20	11.5	171	21.9	93	13.3	4	1.5
Second Year	67	38.5	268	34.4	270	38.5	32	11.6
Junior	87	50.0	203	26.0	200	28.5	104	37.8
Senior	0	0.0	133	17.1	136	19.4	129	46.9
Other	0	0.0	5	0.6	2	0.3	6	2.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	3	1.7	0	0.0	2	0.3	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	18	10.3	150	19.2	141	20.1	18	6.5
Communications/Journalism	0	0.0	73	9.4	69	9.8	14	5.1
Education	29	16.7	85	10.9	77	11.0	42	15.3
Engineering/Computer Science	1	0.6	7	0.9	0	0.0	9	3.3
General Studies	0	0.0	1	0.1	1	0.1	0	0.0
Health Sciences	88	50.6	0	0.0	7	1.0	4	1.5
History	1	0.6	42	5.4	33	4.7	26	9.5
Humanities	0	0.0	26	3.3	24	3.4	30	10.9
Law/Paralegal Studies	0	0.0	27	3.5	17	2.4	1	0.4
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	17	9.8	103	13.2	93	13.3	22	8.0
Science/Math	0	0.0	47	6.0	66	9.4	18	6.5
Social Sciences/Psychology	9	5.2	35	4.5	26	3.7	35	12.7
Other	5	2.9	110	14.1	99	14.1	56	20.4
Undecided	3	1.7	74	9.5	46	6.6	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Marshall University Phase 3 Spring 2005 (n=233)		Marygrove College Library Winter 2009 Spring 2009 (n=90)		McMaster University Bus1Win2007 Spring 2007 (n=468)		McMaster University Comm1E03Win ter2008 Spring 2008 (n=949)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	232	99.6	17	18.9	384	82.1	514	54.2
	Second Year	1	0.4	17	18.9	73	15.6	404	42.6
	Junior	0	0.0	32	35.6	10	2.1	24	2.5
	Senior	0	0.0	23	25.6	1	0.2	6	0.6
	Other	0	0.0	1	1.1	0	0.0	1	0.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.4	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	6	2.6	7	7.8	428	91.5	842	88.7
	Communications/Journalism	49	21.0	1	1.1	1	0.2	2	0.2
	Education	30	12.9	12	13.3	0	0.0	0	0.0
	Engineering/Computer Science	6	2.6	5	5.6	31	6.6	73	7.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	9	3.9	4	4.4	0	0.0	1	0.1
	History	3	1.3	1	1.1	0	0.0	0	0.0
	Humanities	23	9.9	0	0.0	0	0.0	0	0.0
	Law/Paralegal Studies	2	0.9	2	2.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	64	27.5	23	25.6	0	0.0	7	0.7
	Science/Math	12	5.2	5	5.6	0	0.0	0	0.0
	Social Sciences/Psychology	10	4.3	10	11.1	4	0.9	4	0.4
	Other	17	7.3	17	18.9	0	0.0	0	0.0
	Undecided	0	0.0	3	3.3	4	0.9	20	2.1
Not Reported	1	0.4	0	0.0	0	0.0	0	0.0	

		Memorial University of Newfoundland 2006 Fall First Year		Miami University Phase 3		Michigan Fall 2006		Nebraska at Lincoln Phase 3	
		Fall 2006		Spring 2005		Fall 2006		Spring 2005	
		(n=204)		(n=481)		(n=102)		(n=116)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	187	91.7	73	15.2	0	0.0	4	3.4
	Second Year	2	1.0	106	22.0	0	0.0	24	20.7
	Junior	1	0.5	148	30.8	4	3.9	31	26.7
	Senior	0	0.0	148	30.8	97	95.1	55	47.4
	Other	14	6.9	6	1.2	1	1.0	2	1.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	10	2.1	0	0.0	1	0.9
	Architecture	0	0.0	12	2.5	0	0.0	1	0.9
	Business	15	7.4	128	26.6	0	0.0	12	10.3
	Communications/Journalism	0	0.0	32	6.7	0	0.0	66	56.9
	Education	12	5.9	35	7.3	0	0.0	2	1.7
	Engineering/Computer Science	26	12.7	59	12.3	0	0.0	2	1.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	8	3.9	3	0.6	0	0.0	4	3.4
	History	4	2.0	15	3.1	3	2.9	1	0.9
	Humanities	29	14.2	43	8.9	20	19.6	7	6.0
	Law/Paralegal Studies	0	0.0	1	0.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	22	10.8	3	0.6	6	5.9	9	7.8
	Science/Math	0	0.0	5	1.0	0	0.0	4	3.4
	Social Sciences/Psychology	40	19.6	79	16.4	37	36.3	3	2.6
	Other	3	1.5	56	11.6	36	35.3	4	3.4
	Undecided	44	21.6	0	0.0	0	0.0	0	0.0
Not Reported	1	0.5	0	0.0	0	0.0	0	0.0	

		New Brunswick Phase 3 Spring 2005 (n=154)		North Carolina at Greensboro Phase 3 Spring 2005 (n=198)		North Georgia College & State University Fall 2007 Pilot Fall 2007 (n=78)		North Georgia College & State University Spring 2008 Pilot Spring 2008 (n=79)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	122	79.2	27	13.6	71	91.0	48	60.8
	Second Year	19	12.3	27	13.6	4	5.1	26	32.9
	Junior	3	1.9	78	39.4	1	1.3	4	5.1
	Senior	3	1.9	60	30.3	0	0.0	0	0.0
	Other	1	0.6	5	2.5	2	2.6	1	1.3
	Not Reported	6	3.9	1	0.5	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	60	30.3	12	15.4	13	16.5
	Communications/Journalism	0	0.0	5	2.5	0	0.0	0	0.0
	Education	3	1.9	35	17.7	16	20.5	7	8.9
	Engineering/Computer Science	2	1.3	10	5.1	4	5.1	3	3.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	5	2.5	5	6.4	9	11.4
	History	0	0.0	5	2.5	1	1.3	6	7.6
	Humanities	18	11.7	15	7.6	0	0.0	1	1.3
	Law/Paralegal Studies	1	0.6	0	0.0	1	1.3	3	3.8
	Military/Naval Science	0	0.0	0	0.0	1	1.3	1	1.3
	Performing & Fine Arts	125	81.2	8	4.0	10	12.8	12	15.2
	Science/Math	0	0.0	10	5.1	1	1.3	6	7.6
	Social Sciences/Psychology	1	0.6	7	3.5	11	14.1	8	10.1
	Other	2	1.3	37	18.7	2	2.6	2	2.5
	Undecided	0	0.0	0	0.0	14	17.9	8	10.1
Not Reported	2	1.3	1	0.5	0	0.0	0	0.0	

		North Georgia College & State University Fall 2008		North Georgia College & State University Spring 2009		Northeastern State University NSU Fall 2008 Fresh.		Northwestern Oklahoma State University OK Success 2008	
		Fall 2008		Spring 2009		Fall 2008		Fall 2008	
		(n=64)		(n=182)		(n=69)		(n=148)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	17	26.6	129	70.9	64	92.8	145	98.0
	Second Year	33	51.6	39	21.4	0	0.0	2	1.4
	Junior	12	18.8	11	6.0	2	2.9	0	0.0
	Senior	2	3.1	3	1.6	2	2.9	1	0.7
	Other	0	0.0	0	0.0	1	1.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	2.9	2	1.4
	Architecture	0	0.0	4	2.2	0	0.0	0	0.0
	Business	10	15.6	27	14.8	6	8.7	14	9.5
	Communications/Journalism	0	0.0	0	0.0	5	7.2	2	1.4
	Education	11	17.2	26	14.3	12	17.4	18	12.2
	Engineering/Computer Science	2	3.1	13	7.1	2	2.9	7	4.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	13	20.3	21	11.5	2	2.9	27	18.2
	History	4	6.3	6	3.3	1	1.4	2	1.4
	Humanities	0	0.0	3	1.6	0	0.0	0	0.0
	Law/Paralegal Studies	1	1.6	6	3.3	0	0.0	5	3.4
	Military/Naval Science	1	1.6	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	14.1	33	18.1	9	13.0	22	14.9
	Science/Math	2	3.1	4	2.2	1	1.4	2	1.4
	Social Sciences/Psychology	2	3.1	19	10.4	1	1.4	4	2.7
	Other	4	6.3	6	3.3	5	7.2	5	3.4
	Undecided	5	7.8	14	7.7	23	33.3	38	25.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Notre Dame Phase 3 Spring 2005 (n=341)		Oakland University 2008 Winter RHT 160s Spring 2008 (n=290)		Oakton Community College 2007 Spring Gen Ed Spring 2007 (n=497)		Oberlin College Phase 3 Spring 2005 (n=299)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	237	69.5	239	82.4	270	54.3	294	98.3
	Second Year	0	0.0	28	9.7	227	45.7	5	1.7
	Junior	0	0.0	18	6.2	0	0.0	0	0.0
	Senior	103	30.2	5	1.7	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.2	6	2.0
	Architecture	1	0.3	0	0.0	4	0.8	0	0.0
	Business	109	32.0	49	16.9	78	15.7	1	0.3
	Communications/Journalism	1	0.3	12	4.1	5	1.0	1	0.3
	Education	1	0.3	28	9.7	24	4.8	2	0.7
	Engineering/Computer Science	13	3.8	13	4.5	10	2.0	5	1.7
	General Studies	0	0.0	2	0.7	16	3.2	0	0.0
	Health Sciences	0	0.0	62	21.4	187	37.6	0	0.0
	History	0	0.0	4	1.4	9	1.8	0	0.0
	Humanities	4	1.2	3	1.0	1	0.2	26	8.7
	Law/Paralegal Studies	2	0.6	0	0.0	6	1.2	22	7.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	22	6.5	29	10.0	30	6.0	202	67.6
	Science/Math	0	0.0	8	2.8	10	2.0	7	2.3
	Social Sciences/Psychology	0	0.0	18	6.2	21	4.2	0	0.0
	Other	0	0.0	23	7.9	17	3.4	4	1.3
	Undecided	187	54.8	39	13.4	74	14.9	0	0.0
Not Reported	1	0.3	0	0.0	4	0.8	23	7.7	

		Ohio University Phase 3 Spring 2005 (n=60)		Ohio University 2007 Spring Seniors Spring 2007 (n=50)		Ohio University Fall 2007 Freshmen Fall 2007 (n=241)		Ohio University Spring 2008 Seniors Spring 2008 (n=99)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	12	20.0	0	0.0	225	93.4	0	0.0
	Second Year	8	13.3	0	0.0	14	5.8	0	0.0
	Junior	15	25.0	0	0.0	2	0.8	2	2.0
	Senior	24	40.0	50	100.0	0	0.0	97	98.0
	Other	1	1.7	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	6.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	1	0.4	0	0.0
	Business	5	8.3	24	48.0	16	6.6	32	32.3
	Communications/Journalism	12	20.0	15	30.0	19	7.9	7	7.1
	Education	5	8.3	0	0.0	14	5.8	1	1.0
	Engineering/Computer Science	2	3.3	6	12.0	4	1.7	1	1.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	1	1.7	0	0.0	20	8.3	4	4.0
	History	2	3.3	0	0.0	3	1.2	1	1.0
	Humanities	12	20.0	0	0.0	3	1.2	3	3.0
	Law/Paralegal Studies	0	0.0	0	0.0	4	1.7	2	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	5.0	1	2.0	22	9.1	33	33.3
	Science/Math	1	1.7	0	0.0	15	6.2	13	13.1
	Social Sciences/Psychology	6	10.0	1	2.0	7	2.9	0	0.0
	Other	11	18.3	0	0.0	10	4.1	2	2.0
	Undecided	0	0.0	0	0.0	103	42.7	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ohio University Fall 2008 Freshmen		Ohio University Spring 2009 Seniors		Oklahoma Panhandle State University OPSurkdFall20 08		Oregon State University Phase 3	
		Fall 2008		Spring 2009		Fall 2008		Spring 2005	
		(n=186)		(n=134)		(n=52)		(n=1,196)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	176	94.6	0	0.0	52	100.0	551	46.1
	Second Year	8	4.3	0	0.0	0	0.0	439	36.7
	Junior	2	1.1	1	0.7	0	0.0	31	2.6
	Senior	0	0.0	131	97.8	0	0.0	159	13.3
	Other	0	0.0	2	1.5	0	0.0	6	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	9	0.8
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	1.9	72
Architecture		1	0.5	0	0.0	0	0.0	0	0.0
Business		11	5.9	36	26.9	9	17.3	208	17.4
Communications/Journalism		10	5.4	11	8.2	0	0.0	2	0.2
Education		10	5.4	1	0.7	13	25.0	4	0.3
Engineering/Computer Science		0	0.0	0	0.0	0	0.0	191	16.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		4	2.2	17	12.7	6	11.5	12	1.0
History		2	1.1	3	2.2	0	0.0	15	1.3
Humanities		0	0.0	4	3.0	0	0.0	61	5.1
Law/Paralegal Studies		0	0.0	0	0.0	0	0.0	22	1.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		7	3.8	52	38.8	7	13.5	194	16.2
Science/Math		4	2.2	0	0.0	2	3.8	28	2.3
Social Sciences/Psychology		6	3.2	4	3.0	2	3.8	72	6.0
Other		10	5.4	6	4.5	2	3.8	302	25.3
Undecided		121	65.1	0	0.0	10	19.2	0	0.0
Not Reported		0	0.0	0	0.0	0	0.0	13	1.1

		Pace University Phase 3 Spring 2005 (n=122)		Pace University Spring 2007 Spring 2007 (n=139)		Palm Beach Community College Phase 3 Spring 2005 (n=290)		Patrick Henry College Freshman Fall 2008 Fall 2008 (n=57)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	3	2.5	4	2.9	203	70.0	52	91.2
	Second Year	18	14.8	90	64.7	81	27.9	4	7.0
	Junior	6	4.9	34	24.5	1	0.3	0	0.0
	Senior	91	74.6	11	7.9	2	0.7	0	0.0
	Other	3	2.5	0	0.0	3	1.0	1	1.8
	Not Reported	1	0.8	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.8	2	1.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	1	0.3	0	0.0
	Business	54	44.3	77	55.4	8	2.8	0	0.0
	Communications/Journalism	7	5.7	7	5.0	2	0.7	4	7.0
	Education	12	9.8	3	2.2	2	0.7	0	0.0
	Engineering/Computer Science	1	0.8	3	2.2	3	1.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	6	4.9	5	3.6	2	0.7	0	0.0
	History	0	0.0	0	0.0	0	0.0	3	5.3
	Humanities	6	4.9	3	2.2	231	79.7	7	12.3
	Law/Paralegal Studies	2	1.6	2	1.4	4	1.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	7.4	8	5.8	34	11.7	2	3.5
	Science/Math	4	3.3	3	2.2	1	0.3	0	0.0
	Social Sciences/Psychology	5	4.1	3	2.2	1	0.3	0	0.0
	Other	14	11.5	18	12.9	0	0.0	20	35.1
	Undecided	0	0.0	5	3.6	0	0.0	21	36.8
Not Reported	1	0.8	0	0.0	1	0.3	0	0.0	

		Patrick Henry College 2009 Spring		Peninsula College 2008 Fall		Penn State University Fall 2008		Phoenix SAILS_NOV07	
		Spring 2009		Fall 2008		Fall 2008		Spring 2008	
		(n=84)		(n=61)		(n=854)		(n=2,428)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	2	2.4	26	42.6	773	90.5	642	26.4
	Second Year	12	14.3	13	21.3	50	5.9	746	30.7
	Junior	15	17.9	11	18.0	13	1.5	540	22.2
	Senior	55	65.5	0	0.0	3	0.4	500	20.6
	Other	0	0.0	8	13.1	6	0.7	0	0.0
	Not Reported	0	0.0	3	4.9	9	1.1	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	42	4.9	0	0.0
	Architecture	0	0.0	0	0.0	8	0.9	0	0.0
	Business	0	0.0	15	24.6	73	8.5	1,161	47.8
	Communications/Journalism	13	15.5	0	0.0	24	2.8	0	0.0
	Education	4	4.8	1	1.6	67	7.8	49	2.0
	Engineering/Computer Science	0	0.0	1	1.6	134	15.7	268	11.0
	General Studies	0	0.0	3	4.9	88	10.3	221	9.1
	Health Sciences	0	0.0	7	11.5	88	10.3	208	8.6
	History	1	1.2	0	0.0	13	1.5	0	0.0
	Humanities	8	9.5	0	0.0	3	0.4	0	0.0
	Law/Paralegal Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	1	1.2	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	52	61.9	6	9.8	76	8.9	496	20.4
	Science/Math	1	1.2	1	1.6	2	0.2	0	0.0
	Social Sciences/Psychology	0	0.0	5	8.2	39	4.6	0	0.0
	Other	4	4.8	0	0.0	45	5.3	0	0.0
	Undecided	0	0.0	16	26.2	140	16.4	25	1.0
Not Reported	0	0.0	6	9.8	12	1.4	0	0.0	

		Phoenix SAILS_Apr09		Phoenix College Phase 3		Pittsburgh Phase 3		Pittsburgh Engineering 11 2006	
		Spring 2009		Spring 2005		Spring 2005		Fall 2006	
		(n=1,365)		(n=166)		(n=187)		(n=373)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	413	30.3	119	71.7	87	46.5	371	99.5
	Second Year	395	28.9	29	17.5	48	25.7	2	0.5
	Junior	299	21.9	3	1.8	31	16.6	0	0.0
	Senior	258	18.9	1	0.6	17	9.1	0	0.0
	Other	0	0.0	12	7.2	3	1.6	0	0.0
	Not Reported	0	0.0	2	1.2	1	0.5	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.5	0	0.0
	Architecture	0	0.0	3	1.8	0	0.0	0	0.0
	Business	559	41.0	10	6.0	9	4.8	0	0.0
	Communications/Journalism	0	0.0	0	0.0	8	4.3	0	0.0
	Education	60	4.4	4	2.4	3	1.6	0	0.0
	Engineering/Computer Science	129	9.5	5	3.0	89	47.6	372	99.7
	General Studies	92	6.7	0	0.0	0	0.0	0	0.0
	Health Sciences	126	9.2	26	15.7	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	62	37.3	16	8.6	0	0.0
	Law/Paralegal Studies	0	0.0	17	10.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	383	28.1	32	19.3	53	28.3	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	1	0.6	0	0.0	0	0.0
	Other	0	0.0	0	0.0	7	3.7	0	0.0
	Undecided	16	1.2	0	0.0	0	0.0	1	0.3
Not Reported	0	0.0	6	3.6	1	0.5	0	0.0	

		Pittsburgh Fall06 CGS PubSpking		Pittsburgh IAS Fall 2006		Pittsburgh Master the Univ 2006		Pittsburgh CGS Spring 2007	
		Fall 2006		Fall 2006		Fall 2006		Spring 2007	
		(n=20)		(n=583)		(n=23)		(n=143)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	4	20.0	582	99.8	12	52.2	21	14.7
	Second Year	3	15.0	0	0.0	2	8.7	34	23.8
	Junior	7	35.0	0	0.0	4	17.4	31	21.7
	Senior	5	25.0	0	0.0	0	0.0	34	23.8
	Other	1	5.0	1	0.2	5	21.7	23	16.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	4	0.7	0	0.0	1	0.7
	Architecture	0	0.0	5	0.9	0	0.0	0	0.0
	Business	0	0.0	14	2.4	0	0.0	7	4.9
	Communications/Journalism	4	20.0	18	3.1	0	0.0	11	7.7
	Education	0	0.0	16	2.7	0	0.0	3	2.1
	Engineering/Computer Science	0	0.0	11	1.9	0	0.0	4	2.8
	General Studies	3	15.0	1	0.2	4	17.4	18	12.6
	Health Sciences	4	20.0	79	13.6	1	4.3	11	7.7
	History	0	0.0	15	2.6	0	0.0	0	0.0
	Humanities	0	0.0	19	3.3	3	13.0	10	7.0
	Law/Paralegal Studies	1	5.0	7	1.2	1	4.3	7	4.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	10.0	69	11.8	5	21.7	33	23.1
	Science/Math	0	0.0	4	0.7	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	101	17.3	1	4.3	11	7.7
	Other	5	25.0	42	7.2	2	8.7	16	11.2
	Undecided	1	5.0	178	30.5	6	26.1	11	7.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh Comm 2007 post-test		Pittsburgh Comm Sp2007 pre-test		Pittsburgh CommWarnick Fall2007		Pittsburgh Eng Fresh 07	
		Spring 2007		Spring 2007		Fall 2007		Fall 2007	
		(n=50)		(n=201)		(n=58)		(n=391)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	19	38.0	74	36.8	5	8.6	389	99.5
	Second Year	18	36.0	81	40.3	24	41.4	1	0.3
	Junior	8	16.0	34	16.9	19	32.8	1	0.3
	Senior	4	8.0	11	5.5	10	17.2	0	0.0
	Other	1	2.0	1	0.5	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	2.0	0	0.0	0	0.0	0	0.0
	Architecture	1	2.0	1	0.5	0	0.0	0	0.0
	Business	0	0.0	12	6.0	2	3.4	0	0.0
	Communications/Journalism	29	58.0	102	50.7	42	72.4	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	2	4.0	6	3.0	0	0.0	389	99.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	7	3.5	0	0.0	0	0.0
	History	2	4.0	5	2.5	3	5.2	0	0.0
	Humanities	3	6.0	4	2.0	1	1.7	1	0.3
	Law/Paralegal Studies	1	2.0	3	1.5	2	3.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	2.0	13	6.5	4	6.9	0	0.0
	Science/Math	0	0.0	1	0.5	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	1	0.5	0	0.0	0	0.0
	Other	2	4.0	10	5.0	1	1.7	0	0.0
	Undecided	8	16.0	36	17.9	3	5.2	1	0.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh Gbg FSeminar 2007		Pittsburgh IAS Post Fall2007		Pittsburgh IAS Pretest Fall2007		Pittsburgh Johnstown Fall 2007	
		Fall 2007		Fall 2007		Fall 2007		Fall 2007	
		(n=155)		(n=721)		(n=1,327)		(n=142)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	155	100.0	718	99.6	1,324	99.8	115	81.0
	Second Year	0	0.0	2	0.3	3	0.2	4	2.8
	Junior	0	0.0	1	0.1	0	0.0	9	6.3
	Senior	0	0.0	0	0.0	0	0.0	14	9.9
	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	0.1	6	0.5	0	0.0
	Architecture	0	0.0	2	0.3	6	0.5	0	0.0
	Business	27	17.4	28	3.9	37	2.8	1	0.7
	Communications/Journalism	2	1.3	16	2.2	37	2.8	0	0.0
	Education	6	3.9	7	1.0	24	1.8	0	0.0
	Engineering/Computer Science	26	16.8	3	0.4	16	1.2	116	81.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	20	12.9	93	12.9	188	14.2	0	0.0
	History	0	0.0	20	2.8	26	2.0	0	0.0
	Humanities	2	1.3	38	5.3	60	4.5	1	0.7
	Law/Paralegal Studies	1	0.6	7	1.0	13	1.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	1	0.1	0	0.0
	Performing & Fine Arts	18	11.6	102	14.1	154	11.6	0	0.0
	Science/Math	0	0.0	3	0.4	6	0.5	0	0.0
	Social Sciences/Psychology	11	7.1	126	17.5	234	17.6	0	0.0
	Other	13	8.4	63	8.7	104	7.8	23	16.2
	Undecided	29	18.7	212	29.4	415	31.3	1	0.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh RelStudies Fall2007		Pittsburgh UPBFRESHMA NFALL08		Pittsburgh UPFRESHMAN FALL08		Pittsburgh UPGFRESHMA NFALL08	
		Fall 2007		Fall 2008		Fall 2008		Fall 2008	
		(n=51)		(n=180)		(n=1,635)		(n=259)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	2	3.9	178	98.9	1,634	99.9	257	99.2
	Second Year	18	35.3	2	1.1	1	0.1	0	0.0
	Junior	17	33.3	0	0.0	0	0.0	0	0.0
	Senior	13	25.5	0	0.0	0	0.0	0	0.0
	Other	1	2.0	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	1	2.0	2	1.1	9	0.6	0	0.0
	Architecture	0	0.0	0	0.0	4	0.2	0	0.0
	Business	3	5.9	3	1.7	300	18.3	38	14.7
	Communications/Journalism	3	5.9	11	6.1	29	1.8	9	3.5
	Education	1	2.0	6	3.3	25	1.5	11	4.2
	Engineering/Computer Science	0	0.0	4	2.2	84	5.1	38	14.7
	General Studies	0	0.0	0	0.0	2	0.1	0	0.0
	Health Sciences	2	3.9	37	20.6	205	12.5	30	11.6
	History	6	11.8	8	4.4	33	2.0	5	1.9
	Humanities	2	3.9	0	0.0	44	2.7	4	1.5
	Law/Paralegal Studies	0	0.0	4	2.2	9	0.6	5	1.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	15.7	53	29.4	168	10.3	36	13.9
	Science/Math	1	2.0	1	0.6	9	0.6	1	0.4
	Social Sciences/Psychology	10	19.6	17	9.4	212	13.0	27	10.4
	Other	9	17.6	16	8.9	113	6.9	28	10.8
	Undecided	5	9.8	18	10.0	389	23.8	27	10.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPJFRESHMA NFALL08		Pittsburgh UPTFRESHMA NFALL08		Pittsburgh UPGSENIORS R09		Pittsburgh UPJSENIORS R09	
		Fall 2008		Fall 2008		Spring 2009		Spring 2009	
		(n=651)		(n=74)		(n=85)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	646	99.2	68	91.9	0	0.0	0	0.0
	Second Year	4	0.6	3	4.1	1	1.2	0	0.0
	Junior	0	0.0	1	1.4	25	29.4	0	0.0
	Senior	0	0.0	0	0.0	59	69.4	52	100.0
	Other	1	0.2	2	2.7	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	3	0.5	0	0.0	2	2.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	95	14.6	1	1.4	21	24.7	1	1.9
	Communications/Journalism	18	2.8	0	0.0	3	3.5	2	3.8
	Education	94	14.4	1	1.4	2	2.4	2	3.8
	Engineering/Computer Science	105	16.1	2	2.7	4	4.7	44	84.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	71	10.9	46	62.2	14	16.5	1	1.9
	History	6	0.9	0	0.0	3	3.5	0	0.0
	Humanities	8	1.2	2	2.7	1	1.2	2	3.8
	Law/Paralegal Studies	3	0.5	0	0.0	3	3.5	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	37	5.7	19	25.7	2	2.4	0	0.0
	Science/Math	1	0.2	0	0.0	1	1.2	0	0.0
	Social Sciences/Psychology	47	7.2	1	1.4	20	23.5	0	0.0
	Other	56	8.6	1	1.4	9	10.6	0	0.0
	Undecided	107	16.4	1	1.4	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPSENIORS 09 Spring 2009 (n=160)		Polk Community College Nursing 1 2006 Fall 2006 (n=87)		Polk Community College Phase 2, Nursing I Spring 2008 (n=65)		Ramapo College of New Jersey 2006 Fall Freshmen Spring 2007 (n=232)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	0	0.0	0	0.0	230	99.1
	Second Year	0	0.0	0	0.0	0	0.0	2	0.9
	Junior	5	3.1	0	0.0	0	0.0	0	0.0
	Senior	155	96.9	0	0.0	0	0.0	0	0.0
	Other	0	0.0	87	100.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	65	100.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	2	1.3	0	0.0	0	0.0	0	0.0
	Business	22	13.8	0	0.0	0	0.0	57	24.6
	Communications/Journalism	7	4.4	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	8	3.4
	Engineering/Computer Science	8	5.0	0	0.0	0	0.0	7	3.0
	General Studies	2	1.3	0	0.0	0	0.0	0	0.0
	Health Sciences	29	18.1	87	100.0	65	100.0	18	7.8
	History	10	6.3	0	0.0	0	0.0	15	6.5
	Humanities	9	5.6	0	0.0	0	0.0	1	0.4
	Law/Paralegal Studies	0	0.0	0	0.0	0	0.0	5	2.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	35	21.9	0	0.0	0	0.0	27	11.6
	Science/Math	3	1.9	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	22	13.8	0	0.0	0	0.0	22	9.5
	Other	11	6.9	0	0.0	0	0.0	13	5.6
	Undecided	0	0.0	0	0.0	0	0.0	59	25.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Rio Salado College Phase 3 Spring 2005 (n=521)		River Parishes Community College 2008 Fall Freshmen Fall 2008 (n=140)		River Parishes Community College Spring '09 30 Hours Spring 2009 (n=112)		Robert Morris University Phase 3 Spring 2005 (n=394)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	128	24.6	108	77.1	2	1.8	41	10.4
	Second Year	139	26.7	10	7.1	68	60.7	196	49.7
	Junior	60	11.5	6	4.3	25	22.3	115	29.2
	Senior	37	7.1	4	2.9	9	8.0	38	9.6
	Other	157	30.1	12	8.6	8	7.1	2	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	2	0.5
Student Major	Agriculture/Environmental Studies	1	0.2	0	0.0	0	0.0	4	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	83	15.9	15	10.7	20	17.9	206	52.3
	Communications/Journalism	4	0.8	3	2.1	0	0.0	39	9.9
	Education	105	20.2	19	13.6	17	15.2	32	8.1
	Engineering/Computer Science	51	9.8	2	1.4	5	4.5	18	4.6
	General Studies	0	0.0	13	9.3	8	7.1	0	0.0
	Health Sciences	1	0.2	33	23.6	25	22.3	24	6.1
	History	0	0.0	0	0.0	3	2.7	0	0.0
	Humanities	105	20.2	0	0.0	3	2.7	10	2.5
	Law/Paralegal Studies	21	4.0	1	0.7	1	0.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	143	27.4	24	17.1	17	15.2	0	0.0
	Science/Math	0	0.0	0	0.0	3	2.7	19	4.8
	Social Sciences/Psychology	0	0.0	10	7.1	2	1.8	6	1.5
	Other	2	0.4	2	1.4	4	3.6	34	8.6
	Undecided	0	0.0	17	12.1	4	3.6	0	0.0
Not Reported	5	1.0	1	0.7	0	0.0	2	0.5	

		Rutgers University Phase 3		Rutgers University School of Law Law Library		Saint Mary's College Phase 3		Samford University Phase 3	
		Spring 2005		Spring 2008		Spring 2005		Spring 2005	
		(n=100)		(n=59)		(n=285)		(n=385)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	99	99.0	30	50.8	284	99.6	328	85.2
	Second Year	1	1.0	0	0.0	1	0.4	18	4.7
	Junior	0	0.0	29	49.2	0	0.0	16	4.2
	Senior	0	0.0	0	0.0	0	0.0	20	5.2
	Other	0	0.0	0	0.0	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	2	0.5
Student Major	Agriculture/Environmental Studies	2	2.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	2	0.7	0	0.0
	Business	11	11.0	0	0.0	33	11.6	34	8.8
	Communications/Journalism	5	5.0	0	0.0	16	5.6	45	11.7
	Education	2	2.0	0	0.0	24	8.4	34	8.8
	Engineering/Computer Science	0	0.0	0	0.0	5	1.8	5	1.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	1	0.4	53	13.8
	History	0	0.0	0	0.0	0	0.0	9	2.3
	Humanities	5	5.0	0	0.0	47	16.5	26	6.8
	Law/Paralegal Studies	2	2.0	59	100.0	25	8.8	5	1.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	70	70.0	0	0.0	124	43.5	99	25.7
	Science/Math	0	0.0	0	0.0	0	0.0	24	6.2
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	18	4.7
	Other	0	0.0	0	0.0	5	1.8	30	7.8
	Undecided	3	3.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	3	1.1	3	0.8	

		San Jose State University Phase 3 Spring 2005 (n=195)		School of Visual Arts Phase 3 Spring 2005 (n=161)		Scottsdale Community College Spring 2007 Sample Spring 2007 (n=250)		Scottsdale Community College SCC Fall 2007 Fall 2007 (n=314)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	27	13.8	140	87.0	60	24.0	84	26.8
	Second Year	1	0.5	16	9.9	109	43.6	177	56.4
	Junior	102	52.3	0	0.0	37	14.8	37	11.8
	Senior	42	21.5	1	0.6	18	7.2	5	1.6
	Other	23	11.8	4	2.5	26	10.4	11	3.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.5	0	0.0	0	0.0	1	0.3
	Architecture	0	0.0	0	0.0	5	2.0	4	1.3
	Business	134	68.7	0	0.0	29	11.6	58	18.5
	Communications/Journalism	1	0.5	0	0.0	18	7.2	18	5.7
	Education	0	0.0	0	0.0	17	6.8	21	6.7
	Engineering/Computer Science	1	0.5	0	0.0	4	1.6	12	3.8
	General Studies	0	0.0	0	0.0	5	2.0	5	1.6
	Health Sciences	4	2.1	0	0.0	14	5.6	38	12.1
	History	8	4.1	0	0.0	2	0.8	5	1.6
	Humanities	8	4.1	0	0.0	4	1.6	1	0.3
	Law/Paralegal Studies	0	0.0	0	0.0	4	1.6	5	1.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	21	10.8	21	13.0	85	34.0	60	19.1
	Science/Math	4	2.1	140	87.0	8	3.2	13	4.1
	Social Sciences/Psychology	2	1.0	0	0.0	10	4.0	17	5.4
	Other	11	5.6	0	0.0	15	6.0	9	2.9
	Undecided	0	0.0	0	0.0	30	12.0	47	15.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Seattle Pacific University Phase 3 Spring 2005 (n=324)		Shippensburg University Fall 2007 FYStu Fall 2007 (n=198)		Shippensburg University SPRING2008 Spring 2008 (n=173)		Shippensburg University Spring2009 Spring 2009 (n=93)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	184	92.9	170	98.3	84	90.3
	Second Year	1	0.3	11	5.6	2	1.2	9	9.7
	Junior	12	3.7	3	1.5	1	0.6	0	0.0
	Senior	285	88.0	0	0.0	0	0.0	0	0.0
	Other	25	7.7	0	0.0	0	0.0	0	0.0
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	1.0	2	1.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	74	22.8	27	13.6	43	24.9	14	15.1
	Communications/Journalism	8	2.5	17	8.6	3	1.7	2	2.2
	Education	36	11.1	25	12.6	20	11.6	16	17.2
	Engineering/Computer Science	2	0.6	5	2.5	3	1.7	2	2.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	5	2.5	7	4.0	4	4.3
	History	22	6.8	10	5.1	1	0.6	4	4.3
	Humanities	72	22.2	2	1.0	4	2.3	1	1.1
	Law/Paralegal Studies	1	0.3	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	0.9	13	6.6	21	12.1	14	15.1
	Science/Math	9	2.8	4	2.0	0	0.0	2	2.2
	Social Sciences/Psychology	8	2.5	19	9.6	8	4.6	7	7.5
	Other	88	27.2	25	12.6	17	9.8	4	4.3
	Undecided	0	0.0	44	22.2	44	25.4	23	24.7
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0

		South Florida Phase 3 Spring 2005 (n=401)		Southeastern Oklahoma State University SOSUClay12Fal 12008 Fall 2008 (n=225)		Southern California Phase 3 Spring 2005 (n=232)		Springfield College Fall 2007 Science - Post Spring 2008 (n=118)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	33	8.2	203	90.2	64	27.6	0	0.0
	Second Year	135	33.7	16	7.1	142	61.2	54	45.8
	Junior	133	33.2	4	1.8	20	8.6	46	39.0
	Senior	83	20.7	2	0.9	5	2.2	16	13.6
	Other	8	2.0	0	0.0	0	0.0	2	1.7
	Not Reported	9	2.2	0	0.0	1	0.4	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	0.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	39	9.7	8	3.6	25	10.8	0	0.0
	Communications/Journalism	180	44.9	6	2.7	24	10.3	1	0.8
	Education	9	2.2	33	14.7	0	0.0	18	15.3
	Engineering/Computer Science	4	1.0	9	4.0	27	11.6	0	0.0
	General Studies	0	0.0	3	1.3	0	0.0	0	0.0
	Health Sciences	0	0.0	11	4.9	2	0.9	72	61.0
	History	0	0.0	1	0.4	5	2.2	0	0.0
	Humanities	10	2.5	1	0.4	11	4.7	0	0.0
	Law/Paralegal Studies	31	7.7	5	2.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	106	26.4	67	29.8	42	18.1	19	16.1
	Science/Math	0	0.0	2	0.9	38	16.4	0	0.0
	Social Sciences/Psychology	0	0.0	12	5.3	18	7.8	7	5.9
	Other	13	3.2	13	5.8	36	15.5	0	0.0
	Undecided	0	0.0	54	24.0	0	0.0	1	0.8
Not Reported	9	2.2	0	0.0	2	0.9	0	0.0	

		Springfield College Fall 2007 Science - Pre Spring 2008		Springfield College Spring 2008 Post Spring 2008		Springfield College Spring 2008 Pre Spring 2008		St. Ambrose University Phase 3 Spring 2005	
		(n=130)		(n=84)		(n=88)		(n=197)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	2	1.5	0	0.0	0	0.0	139	70.6
	Second Year	56	43.1	3	3.6	3	3.4	21	10.7
	Junior	51	39.2	32	38.1	36	40.9	24	12.2
	Senior	19	14.6	27	32.1	26	29.5	13	6.6
	Other	2	1.5	22	26.2	23	26.1	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	0	0.0	0	0.0	0	0.0	27	13.7
	Communications/Journalism	0	0.0	0	0.0	0	0.0	14	7.1
	Education	9	6.9	0	0.0	0	0.0	40	20.3
	Engineering/Computer Science	0	0.0	2	2.4	3	3.4	5	2.5
	General Studies	0	0.0	1	1.2	0	0.0	0	0.0
	Health Sciences	87	66.9	52	61.9	52	59.1	25	12.7
	History	0	0.0	1	1.2	0	0.0	0	0.0
	Humanities	0	0.0	1	1.2	1	1.1	3	1.5
	Law/Paralegal Studies	0	0.0	0	0.0	0	0.0	3	1.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	18	13.8	17	20.2	21	23.9	22	11.2
	Science/Math	0	0.0	0	0.0	0	0.0	4	2.0
	Social Sciences/Psychology	13	10.0	4	4.8	4	4.5	24	12.2
	Other	0	0.0	6	7.1	7	8.0	30	15.2
	Undecided	3	2.3	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		St. Thomas Aquinas College 2008 Fall Freshmen		SUNY Geneseo February/March		SUNY Geneseo Spring 2007 INTD 105		Tennessee, Knoxville Phase 3	
		Fall 2008		Spring 2007		Spring 2007		Spring 2005	
		(n=258)		(n=199)		(n=261)		(n=543)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	23	8.9	47	23.6	242	92.7	327	60.2
	Second Year	0	0.0	52	26.1	17	6.5	126	23.2
	Junior	0	0.0	57	28.6	2	0.8	53	9.8
	Senior	0	0.0	41	20.6	0	0.0	31	5.7
	Other	0	0.0	2	1.0	0	0.0	4	0.7
	Not Reported	235	91.1	0	0.0	0	0.0	2	0.4
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.4	20
Architecture		0	0.0	0	0.0	0	0.0	9	1.7
Business		2	0.8	18	9.0	39	14.9	27	5.0
Communications/Journalism		3	1.2	8	4.0	16	6.1	9	1.7
Education		2	0.8	48	24.1	24	9.2	5	0.9
Engineering/Computer Science		0	0.0	2	1.0	1	0.4	19	3.5
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	3	1.5	6	2.3	0	0.0
History		0	0.0	6	3.0	15	5.7	0	0.0
Humanities		1	0.4	8	4.0	1	0.4	10	1.8
Law/Paralegal Studies		0	0.0	2	1.0	0	0.0	1	0.2
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		3	1.2	27	13.6	30	11.5	20	3.7
Science/Math		0	0.0	1	0.5	6	2.3	1	0.2
Social Sciences/Psychology		1	0.4	43	21.6	68	26.1	5	0.9
Other		5	1.9	22	11.1	24	9.2	26	4.8
Undecided		6	2.3	11	5.5	30	11.5	389	71.6
Not Reported		235	91.1	0	0.0	0	0.0	2	0.4

		Texas A&M University - Kingsville Phase 3 Spring 2005 (n=432)		Texas A&M University - Kingsville Spring 2007 Spring 2007 (n=110)		Texas A&M University - Kingsville Fall 2007 Spring 2008 (n=114)		Texas A&M University - Kingsville Fall 2008 Spring 2009 (n=228)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	214	49.5	28	25.5	39	34.2	89	39.0
	Second Year	42	9.7	17	15.5	15	13.2	24	10.5
	Junior	75	17.4	27	24.5	18	15.8	20	8.8
	Senior	97	22.5	38	34.5	42	36.8	44	19.3
	Other	4	0.9	0	0.0	0	0.0	51	22.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	87	20.1	24	21.8	5	4.4	25	11.0
	Architecture	0	0.0	0	0.0	2	1.8	1	0.4
	Business	44	10.2	0	0.0	21	18.4	6	2.6
	Communications/Journalism	6	1.4	25	22.7	0	0.0	6	2.6
	Education	0	0.0	1	0.9	27	23.7	10	4.4
	Engineering/Computer Science	51	11.8	25	22.7	16	14.0	6	2.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	44	10.2	10	9.1	7	6.1	50	21.9
	History	9	2.1	0	0.0	0	0.0	3	1.3
	Humanities	26	6.0	4	3.6	0	0.0	0	0.0
	Law/Paralegal Studies	0	0.0	0	0.0	0	0.0	4	1.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	0.5	10	9.1	1	0.9	70	30.7
	Science/Math	17	3.9	0	0.0	0	0.0	2	0.9
	Social Sciences/Psychology	49	11.3	10	9.1	12	10.5	36	15.8
	Other	97	22.5	0	0.0	23	20.2	7	3.1
	Undecided	0	0.0	1	0.9	0	0.0	2	0.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Texas at Austin Phase 3 Spring 2005 (n=980)		The Art Institute of Washington 2008 Fall Freshmen Fall 2008 (n=217)		The Art Institute of Washington 2008 Fall Graduates Fall 2008 (n=83)		Thomas College Fall2006 Fall 2006 (n=189)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	97	9.9	213	98.2	23	27.7	124	65.6
	Second Year	207	21.1	3	1.4	6	7.2	8	4.2
	Junior	246	25.1	0	0.0	8	9.6	13	6.9
	Senior	430	43.9	0	0.0	41	49.4	43	22.8
	Other	0	0.0	1	0.5	5	6.0	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.5
	Architecture	0	0.0	0	0.0	0	0.0	1	0.5
	Business	82	8.4	0	0.0	0	0.0	46	24.3
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	34	3.5	0	0.0	0	0.0	11	5.8
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	14	7.4
	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	58	5.9	0	0.0	0	0.0	0	0.0
	Humanities	347	35.4	0	0.0	0	0.0	0	0.0
	Law/Paralegal Studies	1	0.1	0	0.0	0	0.0	1	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	1.1	0	0.0	0	0.0	95	50.3
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	1	0.5
	Other	447	45.6	0	0.0	0	0.0	14	7.4
	Undecided	0	0.0	0	0.0	0	0.0	4	2.1
Not Reported	0	0.0	217	100.0	83	100.0	1	0.5	

		Thomas College EH112 Spring2007		Thomas College Fall2007Firstyears		Thomas College EH112Spring2008		Thomas College FS110_Fall2008	
		Spring 2007		Fall 2007		Spring 2008		Fall 2008	
		(n=91)		(n=116)		(n=130)		(n=175)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	78	85.7	112	96.6	111	85.4	173	98.9
	Second Year	7	7.7	2	1.7	11	8.5	1	0.6
	Junior	1	1.1	2	1.7	7	5.4	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	5	5.5	0	0.0	1	0.8	1	0.6
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	15	16.5	20	17.2	23	17.7	22	12.6
	Communications/Journalism	0	0.0	3	2.6	3	2.3	2	1.1
	Education	8	8.8	11	9.5	15	11.5	26	14.9
	Engineering/Computer Science	6	6.6	6	5.2	4	3.1	5	2.9
	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	1	0.8	0	0.0
	Humanities	0	0.0	0	0.0	2	1.5	0	0.0
	Law/Paralegal Studies	3	3.3	3	2.6	3	2.3	9	5.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	45	49.5	57	49.1	58	44.6	90	51.4
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	1	1.1	0	0.0	0	0.0	0	0.0
	Other	6	6.6	9	7.8	15	11.5	8	4.6
	Undecided	2	2.2	6	5.2	4	3.1	11	6.3
Not Reported	5	5.5	1	0.9	2	1.5	2	1.1	

		Thomas College EH112 Spring 2009		Thomas Edison State College AY2008-09, Second		Toronto Mississauga SAILS First-Years		Toronto Mississauga Head Start	
		Spring 2009		Spring 2009		Fall 2007		Fall 2008	
		(n=98)		(n=111)		(n=60)		(n=262)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	89	90.8	32	28.8	60	100.0	155	59.2
	Second Year	7	7.1	28	25.2	0	0.0	39	14.9
	Junior	2	2.0	31	27.9	0	0.0	36	13.7
	Senior	0	0.0	20	18.0	0	0.0	21	8.0
	Other	0	0.0	0	0.0	0	0.0	11	4.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	19	19.4	8	7.2	40	66.7	34	13.0
	Communications/Journalism	0	0.0	0	0.0	1	1.7	23	8.8
	Education	18	18.4	0	0.0	0	0.0	2	0.8
	Engineering/Computer Science	4	4.1	11	9.9	0	0.0	3	1.1
	General Studies	0	0.0	4	3.6	0	0.0	0	0.0
	Health Sciences	0	0.0	59	53.2	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	13	5.0
	Humanities	0	0.0	1	0.9	4	6.7	36	13.7
	Law/Paralegal Studies	7	7.1	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	32	32.7	18	16.2	5	8.3	27	10.3
	Science/Math	0	0.0	0	0.0	0	0.0	2	0.8
	Social Sciences/Psychology	1	1.0	6	5.4	6	10.0	53	20.2
	Other	9	9.2	4	3.6	3	5.0	47	17.9
	Undecided	6	6.1	0	0.0	1	1.7	22	8.4
	Not Reported	2	2.0	0	0.0	0	0.0	0	0.0

		Touro College fall orientation 08		Trinity University Phase 3		Valencia Community College Phase 3		Vanderbilt University 2007 Spring Pilot	
		Fall 2008		Spring 2005		Spring 2005		Spring 2007	
		(n=91)		(n=100)		(n=946)		(n=102)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	23	25.3	24	24.0	762	80.5	31	30.4
	Second Year	42	46.2	24	24.0	154	16.3	29	28.4
	Junior	8	8.8	32	32.0	5	0.5	21	20.6
	Senior	0	0.0	20	20.0	1	0.1	21	20.6
	Other	0	0.0	0	0.0	16	1.7	0	0.0
	Not Reported	18	19.8	0	0.0	8	0.8	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	1.0	1	0.1	1	1.0
	Architecture	0	0.0	0	0.0	1	0.1	0	0.0
	Business	7	7.7	42	42.0	128	13.5	2	2.0
	Communications/Journalism	0	0.0	11	11.0	19	2.0	2	2.0
	Education	0	0.0	3	3.0	50	5.3	9	8.8
	Engineering/Computer Science	6	6.6	5	5.0	105	11.1	13	12.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	11	12.1	0	0.0	110	11.6	3	2.9
	History	0	0.0	5	5.0	0	0.0	3	2.9
	Humanities	0	0.0	5	5.0	295	31.2	7	6.9
	Law/Paralegal Studies	2	2.2	0	0.0	42	4.4	1	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	8.8	15	15.0	129	13.6	21	20.6
	Science/Math	1	1.1	0	0.0	17	1.8	10	9.8
	Social Sciences/Psychology	4	4.4	4	4.0	21	2.2	11	10.8
	Other	12	13.2	9	9.0	2	0.2	14	13.7
	Undecided	17	18.7	0	0.0	0	0.0	5	4.9
Not Reported	23	25.3	0	0.0	26	2.7	0	0.0	

		Villanova University Phase 3		Virgin Islands Phase 3		Washburn University Phase 3		Washington State University Phase 3	
		Spring 2005		Spring 2005		Spring 2005		Spring 2005	
		(n=285)		(n=207)		(n=43)		(n=148)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	98	34.4	176	85.0	1	2.3	0	0.0
	Second Year	23	8.1	14	6.8	4	9.3	0	0.0
	Junior	19	6.7	8	3.9	17	39.5	11	7.4
	Senior	145	50.9	4	1.9	19	44.2	97	65.5
	Other	0	0.0	4	1.9	2	4.7	40	27.0
	Not Reported	0	0.0	1	0.5	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	55	19.3	57	27.5	2	4.7	0	0.0
	Communications/Journalism	0	0.0	1	0.5	8	18.6	0	0.0
	Education	2	0.7	27	13.0	10	23.3	0	0.0
	Engineering/Computer Science	55	19.3	21	10.1	1	2.3	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	24	8.4	18	8.7	4	9.3	147	99.3
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	39	13.7	6	2.9	3	7.0	0	0.0
	Law/Paralegal Studies	6	2.1	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	5.3	40	19.3	6	14.0	0	0.0
	Science/Math	0	0.0	4	1.9	0	0.0	0	0.0
	Social Sciences/Psychology	21	7.4	24	11.6	1	2.3	1	0.7
	Other	68	23.9	6	2.9	8	18.6	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	3	1.4	0	0.0	0	0.0

		Wayne State University WSU 2006-2007		Western Ontario Phase 3		Westmont College Fall07fy		William Woods University FALL07freshmen	
		Spring 2007		Spring 2005		Fall 2007		Fall 2007	
		(n=190)		(n=1,727)		(n=95)		(n=172)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	109	57.4	402	23.3	94	98.9	155	90.1
	Second Year	45	23.7	579	33.5	1	1.1	6	3.5
	Junior	20	10.5	394	22.8	0	0.0	9	5.2
	Senior	16	8.4	348	20.2	0	0.0	0	0.0
	Other	0	0.0	4	0.2	0	0.0	2	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	5	0.3	0	0.0	39	22.7
	Architecture	0	0.0	2	0.1	0	0.0	0	0.0
	Business	32	16.8	202	11.7	6	6.3	25	14.5
	Communications/Journalism	11	5.8	49	2.8	8	8.4	9	5.2
	Education	16	8.4	33	1.9	3	3.2	19	11.0
	Engineering/Computer Science	5	2.6	69	4.0	0	0.0	1	0.6
	General Studies	2	1.1	0	0.0	2	2.1	0	0.0
	Health Sciences	37	19.5	386	22.4	7	7.4	3	1.7
	History	1	0.5	0	0.0	3	3.2	1	0.6
	Humanities	0	0.0	120	6.9	2	2.1	0	0.0
	Law/Paralegal Studies	8	4.2	1	0.1	3	3.2	8	4.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	17	8.9	18	1.0	7	7.4	24	14.0
	Science/Math	15	7.9	115	6.7	3	3.2	9	5.2
	Social Sciences/Psychology	13	6.8	198	11.5	13	13.7	8	4.7
	Other	13	6.8	529	30.6	7	7.4	7	4.1
Undecided	20	10.5	0	0.0	31	32.6	19	11.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Wisconsin Comm-A Inventory		Wisconsin SummerSOAR Inventory		York University Phase 3		Youngstown State University Phase 3	
		Fall 2006		Fall 2007		Spring 2005		Spring 2005	
		(n=29)		(n=72)		(n=281)		(n=281)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	27	93.1	71	98.6	64	22.8	160	56.9
	Second Year	2	6.9	0	0.0	106	37.7	87	31.0
	Junior	0	0.0	0	0.0	54	19.2	26	9.3
	Senior	0	0.0	0	0.0	53	18.9	8	2.8
	Other	0	0.0	0	0.0	4	1.4	0	0.0
	Not Reported	0	0.0	1	1.4	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	13.8	4	5.6	4	1.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	5	17.2	2	2.8	67	23.8	85	30.2
	Communications/Journalism	0	0.0	6	8.3	0	0.0	4	1.4
	Education	3	10.3	1	1.4	0	0.0	23	8.2
	Engineering/Computer Science	2	6.9	4	5.6	13	4.6	31	11.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	3	10.3	6	8.3	14	5.0	30	10.7
	History	0	0.0	1	1.4	10	3.6	0	0.0
	Humanities	1	3.4	2	2.8	29	10.3	39	13.9
	Law/Paralegal Studies	0	0.0	0	0.0	3	1.1	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	6.9	12	16.7	20	7.1	9	3.2
	Science/Math	0	0.0	1	1.4	11	3.9	11	3.9
	Social Sciences/Psychology	1	3.4	12	16.7	16	5.7	19	6.8
	Other	1	3.4	7	9.7	91	32.4	30	10.7
	Undecided	7	24.1	14	19.4	3	1.1	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

APPENDIX D

Project SAILS Test Items

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

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

CHOOSE ONE ANSWER

- Page through journals.
 Use a research database.
 Use a Web search engine.
 Use the library catalog.

Objective: 2.1.3.5 Skill Set: Selecting Finding Tools

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, Standard I

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

CHOOSE ONE ANSWER

- Keyword: raising children
 Subject heading: child rearing

Objective: 2.2.3.2 Skill Set: Searching, Standard II

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, Standard II

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

What type of publication is this?



CHOOSE ONE ANSWER

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

Objective: 1.2.4.1 Skill Set: Evaluating Sources, Standard I

21. If you wanted to find books about the American poet Maya Angelou, which search is the most effective?

CHOOSE ONE ANSWER

- Author: Angelou
 Subject: Angelou
 Title: Angelou

Objective: 2.2.4.1 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

- Bibliography
 Keyword
 Library catalog
 Research database
 Subject heading

Objective: 2.3.2.2 Skill Set: Selecting Finding Tools, Standard II

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

Which search strategy would be the most effective for finding relevant information?

CHOOSE ONE ANSWER

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

Objective: 2.2.4.2 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.1 Skill Set: Retrieving Sources, Standard II

27. Who is the intended audience for this article?

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

CHOOSE ONE ANSWER

- Banking professionals
 General public
 Scholar

Objective: 1.2.4.1 Skill Set: Evaluating Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.4.5.2 Skill Set: Searching, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.1 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.3.1.2 Skill Set: Retrieving Sources, Standard I

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

CHOOSE ONE ANSWER

- Adj
- And
- Near
- Not
- Or

Objective: 2.2.4.2 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.2.6.4 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 1.1.5.1 Skill Set: Searching, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

53. In the citation below, which term demonstrates the use of controlled vocabulary?

Authors:	Anonymous
Title:	Europe: The chagrin and the belated pity
Journal Name:	<u>Economist</u>
Date:	May 12, 2001
Pages:	57
Abstract:	General Paul Aussaresses, a bemedalled, eye-patched hero of the French army, last week launched at the age of 83 his unexpurgated memoirs as a member of the Special Forces from 1955 to 1957 during Algeria's war of independence. The outrage has been immediate, universal—and predictable.
Subjects:	War crimes Torture Autobiographies France Algeria
ISSN	0013-0613

CHOOSE ONE ANSWER

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

Objective: 2.2.3.4 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.4 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

- Bibliography
- Footnotes
- Index
- Preface
- Title page

Objective: 2.2.6.4 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 1.2.2.4 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 1.1.3.2 Skill Set: Selecting Finding Tools, Standard I

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

CHOOSE ONE ANSWER

- Request the book you want from another library for use next week.
- Search the Web.
- Select another book that is available today.

Objective: 1.3.3.3 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.2.5.2 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 1.2.2.2 Skill Set: Searching, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.5 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

- Bias
- Fact
- Opinion

Objective: 3.2.3.2 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

- Foltz-Gray, Dorothy. "The latest in AIDS treatments." American Public Health Journal. 46 January 2004 424-439.
- McSpirtt, Elizabeth. "Developing new treatments for AIDS." American Journal of Public Health. 91 August 9, 2007 375-390.
- O'Connor, Frederic. "Trends in AIDS treatment." Journal of Community Health. 22 Winter 1994 212-227.
- Rhodes, Phillip. "New treatments for AIDS." Community Health Journal. 44 Summer 2004 90-105.
- Rosch, Leah. "AIDS: What we know about treating AIDS." The Journal for American Public Health. 17 Fall 2005 18-33.

Objective: 2.4.1.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.3 Skill Set: Evaluating Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.3 Skill Set: Evaluating Sources, Standard III

93. If the book you want is checked out to someone else and you need the information today, what is the best thing to do?

CHOOSE ONE ANSWER

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

Objective: 1.3.3.2 Skill Set: Retrieving Sources

95. You are assigned a research topic for geometry class on the history of Pascal's triangle, (5-10 pages). Which source is the best one for background information on this topic?

CHOOSE ONE ANSWER

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

Objective: 1.1.4.5 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

- Art
- English
- History
- Social Sciences

Objective: 1.2.5.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- Art
- English
- History
- Social Sciences

Objective: 1.2.5.1 Skill Set: Developing a Research Strategy

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

Title:	New Guide to Business Planning.	
Publisher Info:	New York: Acme Business Press, 2000.	
Authors:	Smith, Robert	
Subjects:	Business plans Corporate strategy	
LOCATION	CALL #	STATUS
Main Library	HB 4567 .A67 2000	Available

CHOOSE ONE ANSWER

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

Objective: 1.3.1.1 Skill Set: Retrieving Sources, Standard I

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

The screenshot shows a database record for an article. At the top, there are navigation links: 'New Search', 'View Folder', 'Preferences', and 'Help'. Below these are buttons for 'Basic Search', 'Advanced Search', 'Choose Database', and 'Select another EBSCO service'. There is also a link to 'Ask A Librarian'. The record itself includes the following information:

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

CHOOSE ONE ANSWER

- No
- Record does not indicate availability.
- Yes

Objective: 1.3.1.1 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

- Associated
- Boolean
- Coupled
- Phrase
- Proximity

Objective: 2.2.4.3 Skill Set: Searching, Standard II

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

<p>Diane Ravitch</p> <p style="text-align: center;">LEFT BACK <i>A Century of Battles Over School Reform</i></p> <p>A TOUCHSTONE BOOK PUBLISHED BY SIMON & SCHUSTER</p> <p>New York * London Toronto * Sydney * Singapore</p>	<p>TOUCHSTONE Rockefeller Center 1230 Avenue of the Americas New York, NY 10020</p> <p>Copyright 2000 by Diane Ravitch All rights reserved</p> <p>LA216.R28 2002 370.973 - dc21</p> <p>ISBN: 0-684-84417-6 0-7432-0326-7 (Pbk)</p>	<p style="text-align: center;">Contents</p> <table> <tr><td>1. The Educational Ladder</td><td style="text-align: right;">19</td></tr> <tr><td>2. A Fork in the Road</td><td style="text-align: right;">51</td></tr> <tr><td>3. The Age of the Experts</td><td style="text-align: right;">88</td></tr> <tr><td>4. IQ Testing</td><td style="text-align: right;">130</td></tr> <tr><td>5. Instead of the Academic Curriculum</td><td style="text-align: right;">162</td></tr> <tr><td>6. On the Social Frontier</td><td style="text-align: right;">202</td></tr> <tr><td>7. Public Schools Respond</td><td style="text-align: right;">238</td></tr> <tr><td>8. Dissidents and Critics</td><td style="text-align: right;">284</td></tr> <tr><td>9. The Great Meltdown</td><td style="text-align: right;">322</td></tr> <tr><td>10. The Sixties</td><td style="text-align: right;">366</td></tr> <tr><td>11. In Search of Standards</td><td style="text-align: right;">408</td></tr> </table>	1. The Educational Ladder	19	2. A Fork in the Road	51	3. The Age of the Experts	88	4. IQ Testing	130	5. Instead of the Academic Curriculum	162	6. On the Social Frontier	202	7. Public Schools Respond	238	8. Dissidents and Critics	284	9. The Great Meltdown	322	10. The Sixties	366	11. In Search of Standards	408
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9. The Great Meltdown	322																							
10. The Sixties	366																							
11. In Search of Standards	408																							

CHOOSE ONE ANSWER

- Ravitch, Diane. "Instead of the Academic Curriculum." In Left Back: A Century of Battles Over School Reform. New York: Simon & Schuster, 2000.
- Ravitch, Diane. "Instead of the Academic Curriculum." Left Back: A Century of Battles Over School Reform. (2000): 162 - 210.
- Ravitch, Diane. Instead of the Academic Curriculum. New York: Simon & Schuster, 2000.
- Ravitch, Diane. "Left Back: A Century of Battles Over School Reform." In Instead of the Academic Curriculum. New York: Simon & Schuster, 2000.
- Ravitch, Diane. Left Back: A Century of Battles Over School Reform. New York: Simon & Schuster, 2000.

Objective: 5.3.1.2 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.8 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.8 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

- Primary source
 Secondary source
 Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- Primary source
 Secondary source
 Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

- Primary source
 Secondary source
 Tertiary source

Objective: 2.1.4.1 Skill Set: Evaluating Sources

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

Authors:	Gittes, Katharine S
Title:	Chaucer and the medieval frame narrative.
Journal:	<u>Speculum</u>
Appears In:	v. 69 (Apr. '94) p. 481-2
Abstract:	Gittes contends that the literary frame narrative began in the Near East with the Panchatantra in the eighth century and declined in the West soon after Chaucer's time. During its adaptation by European writers, and under the pressure of Western cultural preferences for order, unity, closure, and developed characterization, the genre lost its natural Arabic features and eventually disappeared.

CHOOSE ONE ANSWER

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

Objective: 2.3.1.3 Skill Set: Documenting Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.2 Skill Set: Retrieving Sources

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

Title:	Richard Nixon: Crisis in the White House.
Authors:	Smith, Mary
Source:	<u>American History</u> ; Dec 2003, Vol. 27 Issue 5, p767, 6p.
ISSN:	0145-2096
Accession Number:	13002552

CHOOSE ONE ANSWER

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

Objective: 2.5.3.1 Skill Set: Documenting Sources

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

Authors:	Lawrence, Jerome, 1915-						
Title:	Inherit the wind / by Jerome Lawrence and Robert E. Lee						
Publisher Info:	New York : Dramatists Play Service, 1958						
<table border="1"> <thead> <tr> <th>LOCATION</th> <th>CALL #</th> <th>STATUS</th> </tr> </thead> <tbody> <tr> <td>Main Library</td> <td>PS3523.A934 I6 1958</td> <td>Available</td> </tr> </tbody> </table>		LOCATION	CALL #	STATUS	Main Library	PS3523.A934 I6 1958	Available
LOCATION	CALL #	STATUS					
Main Library	PS3523.A934 I6 1958	Available					
Description:	104, [2] p. : ill ; 20 cm						
OCLC#:	1601421						
LCCN:	58000893						

CHOOSE ONE ANSWER

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

Objective: 2.3.3.1 Skill Set: Retrieving Sources, Standard II

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

Authors:	United States. Congress. Senate. Committee on Commerce, Science, and Transportation. Subcommittee on Aviation
Title:	International aviation relations
Publisher Info:	Washington : U.S. G.P.O. : For sale by the U.S. G.P.O., Supt. of Docs., Congressional Sales Office, 1996
Description:	iii, 103p. : ill. ; 23 cm
Series:	<u>United States. Congress. Senate. S. hrg. ; 104-637</u>
Note:	Distributed to some depository libraries in microfiche
Shipping list no.:	97-0097-P
Includes bibliographical references	
Sudoc # :	Y 4.C 73/7:S.HRG.104-637
OCLC # :	36324337
ISBN:	0160538629
LCCN:	gp 97057621

CHOOSE ONE ANSWER

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

Objective: 2.3.2.1 Skill Set: Retrieving Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.1 Skill Set: Searching, Standard II

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

Title:	Richard Nixon: Crisis in the White House.
Authors:	Smith, Mary
Source:	<u>American History</u> , 1988, pp. 429-38.
Publisher Info:	Fairfax, Va.: George Mason University Press; distributed by University Publishing Associates, Lanham, Md. and London
Publication Date:	1988
Editor:	Jones, John, ed.
ISBN:	1-32000-604-1
Accession Number:	0034880

CHOOSE ONE ANSWER

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

Objective: 2.5.3.1 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.4.1.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.5.3.3 Skill Set: Documenting Sources, Standard II

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.5 Skill Set: Developing a Research Strategy, Standard II

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

CHOOSE ONE ANSWER

- Digital camera
- Microform reader
- Personal digital assistant (PDA)
- Photocopier
- Scanner

Outcome: 2.5.1 Skill Set: Using Finding Tool Features

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

CHOOSE ONE ANSWER

- Change your topic to another condition or disease.
- Consult a medical dictionary for the formal name of the disease.
- Repeat the search in a Web search engine.
- Select a general research database to search.
- Select another medical research database to search.

Objective: 1.1.5.2 Skill Set: Searching, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.2 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.8 Skill Set: Evaluating Sources, Standard III

214. If you need an article or book that is not available online or in your library, what course of action would most likely help you obtain the source expediently?

CHOOSE ONE ANSWER

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

Objective: 2.3.3.4 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.4.1.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.1 Skill Set: Retrieving Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 3.7.2.1 Skill Set: Searching, Standard III

221. When sending a message via email, particularly to a discussion list, it is important to:

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

- Digital camera
- Microform reader
- Personal digital assistant (PDA)
- Photocopier
- Scanner

Outcome: 2.5.1 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 3.4.7.2 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.1 Skill Set: Searching

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

Title:	Pennsylvania public-private partnership formed to curtail pregnant women smoking
Source:	Health & Medicine Week ; 8/16/2004, p1214, 3p
Document Type:	Article
Formats:	Citation PDF Full Text (209K)

CHOOSE ONE ANSWER

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

Objective: 2.3.3.1 Skill Set: Retrieving Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.2.5.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

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

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

CHOOSE ONE ANSWER

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

Objective: 1.2.2.3 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.2 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 1.1.5.3 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.4 Skill Set: Selecting Finding Tools, Standard II

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

CHOOSE ONE ANSWER

- Look at the database search help screen.
- Type in different symbols until good results are received.
- Work through the database tutorial on searching.

Objective: 2.2.5.1 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.5 Skill Set: Using Finding Tool Features

262. A search for HIV in a research database returns almost 140,000 results. How would you reduce your results to articles which were published from 2004 onwards in English?

CHOOSE ONE ANSWER

- Because the articles are presented chronologically, page through until the last 2003 article appears and then manually go through the rest to eliminate the foreign language ones.
- Repeat the search with the terms "HIV AND >=2004"
- Repeat the search with the terms "HIV AND 2004 AND 2005"
- There is no way to set these limits, so one must go through each retrieved record.
- Use the Limits option in the research database to set the publication dates and languages.

Objective: 2.2.5.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 3.7.3.1 Skill Set: Searching, Standard III

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy, Standard II

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

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

CHOOSE ONE ANSWER

- Bias
- Fact
- Opinion

Objective: 3.2.3.2 Skill Set: Evaluating Sources

449. What is the "invisible college?"

CHOOSE ONE ANSWER

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

Objective: 1.2.1.2 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

- Primary source
- Secondary source
- Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- Primary source
 Secondary source
 Tertiary Source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

What type of source is that television news report?

CHOOSE ONE ANSWER

- Primary Source
 Secondary Source
 Tertiary Source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 1.1.4.3 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.5 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.7 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Outcome: 1.1.1 Skill Set: Developing a Research Strategy, Standard I

518. What time period does this source cover?

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.8 Skill Set: Selecting Finding Tools, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.3 Skill Set: Selecting Finding Tools, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.6 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.9 Skill Set: Selecting Finding Tools, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.2 Skill Set: Selecting Finding Tools, Standard II

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

CHOOSE ONE ANSWER

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

Outcome: 1.2.6 Skill Set: Standard I, Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.2 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.1 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.3 Skill Set: Using Finding Tool Features, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.3 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.1.4.4 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

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

Outcome: 2.5.5 Skill Set: Developing a Research Strategy, Standard II

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

Article 1

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

Article 2

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

Article 3

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

Which article best meets your information need?

CHOOSE ONE ANSWER

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

Outcome: 3.4.1 Skill Set: Developing a Research Strategy, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.2 Skill Set: Evaluating Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.4 Skill Set: Evaluating Sources, Standard II

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

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.3 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 1.4.2.3 Skill Set: Evaluating Sources, Standard I

539. Books in the library are arranged primarily by:

CHOOSE ONE ANSWER

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

Objective: 2.2.6.3 Skill Set: Standard II, Retrieving Sources

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

CHOOSE ONE ANSWER

- Fast adj food
- Fast near food
- Fast or food

Objective: 2.2.4.2 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.2.2.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.2 Skill Set: Selecting Finding Tools, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.3 Skill Set: Developing a Research Strategy

549. What do most research databases have in common?

CHOOSE ONE ANSWER

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

Objective: 2.3.1.5 Skill Set: Using Finding Tool Features

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

CHOOSE ONE ANSWER

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

Objective: 2.2.1.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 3.4.5.3 Skill Set: Selecting Finding Tools, Standard III

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

- Yes, it is always legal if you get it through a peer-to-peer file sharing service, such as Kazaa or Morpheus.
- Yes, if the copyright owner has made it available or the copyright has expired.
- Yes, if you cannot afford to purchase the CD.
- No, it is never legal to download a song from the Internet.

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Outcome: 3.6.3 Skill Set: Selecting Finding Tools, Standard III

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.2 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.1 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Outcome: 3.6.3 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.2 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.6 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 1.1.4.6 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.2 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 1.2.3.1 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

- Art history
- English
- Philosophy
- Sociology

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- Chemistry
- Economics
- Genetics
- Physics

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- Anthropology
- Medicine
- Psychology
- Sociology

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

572. What are the major disciplines of knowledge?

CHOOSE ONE ANSWER

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

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

- Consult the appropriate style manual.
- Consult the library's Web site for guides to using documentation styles.
- Consult your professor about how to apply that style.
- Use the bibliography in one of your articles for examples.

Objective: 5.3.1.7 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.2 Skill Set: Evaluating Sources, Standard III

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

Title: The Politics of Ecological Citizenship.
 Authors: Schmidt, Teresa
 Source: Environmental Politics; June 2007, Vol. 27 Issue 3, p117-129, 12p
 Document Type: Article
 Subject Terms:
 CITIZENSHIP
 ENVIRONMENTALISM
 ENVIRONMENTAL justice
 POLITICAL systems
 POLITICAL organizations

Abstract:

Ecological (or environmental) citizenship has recently experienced a coming of age. To date, ecological citizenship has largely been taken up as an instrument for theorizing about how to promote and structure 'greener' forms of political organization. This focus has come at the expense of not appreciating how the turn toward citizenship might revitalize a concern for democratic politics in ecological thought. This article demonstrates the connections between research in ecological citizenship and environmental justice.

CHOOSE ONE ANSWER

- Ecological citizenship
- Ecology
- Environmental citizenship
- Environmental politics
- Environmentalism

Objective: 2.2.3.4 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.7 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.1.4.2 Skill Set: Using Finding Tool Features

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

Skill Set: Developing a Research Strategy

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

Skill Set: Selecting Finding Tools

17 items: 3, 19, 22, 64, 139, 142, 141, 257, 140, 518, 519, 521, 523, 545, 551, 555, 559

Skill Set: Searching

27 items: 14, 21, 24, 28, 39, 43, 53, 59, 73, 88, 90, 108, 196, 205, 218, 228, 230, 242, 247, 262, 263, 515, 541, 543, 561, 577, 578

Skill Set: Using Finding Tool Features

13 items: 42, 62, 71, 224, 259, 260, 525, 526, 527, 204, 549, 520, 579

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

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

Skill Set: Understanding Economic, Legal, and Social Issues

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently

73 items: 3, 14, 19, 21, 22, 24, 25, 29, 39, 40, 42, 44, 49, 53, 59, 60, 62, 71, 88, 90, 108, 139, 140, 141, 142, 150, 156, 192, 193, 194, 195, 196, 197, 199, 203, 204, 214, 216, 224, 228, 229, 230, 237, 239, 247, 257, 259, 260, 262, 444, 515, 518, 519, 520, 521, 523, 525, 526, 527, 532, 534, 535, 539, 541, 543, 545, 548, 549, 550, 561, 577, 578, 579

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

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

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

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

APPENDIX F

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

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

Standard 1

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

Performance Indicators

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

Outcomes

- 1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need
517
- 1.1.2 Develops a thesis statement and formulates questions based on the information need
- 1.1.3 Explores general information sources to increase familiarity with the topic.

Objectives

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

Items

64

- 1.1.4 Defines or modifies the information need to achieve a manageable focus
- 1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.
- 1.1.4.2 Explains his/her reasoning regarding the manageability of a topic with reference to available information sources.
- 1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
511
- 1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.
529
- 1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.
95
- 1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.
562
- 1.1.5 Identifies key concepts and terms that describe the information need

- 1.1.5.1 Lists terms that may be useful for locating information on a topic.
43
- 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
205
- 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
255
- 1.1.5.4 Identifies more specific concepts that comprise a research topic.
- 1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.2 The information literate student identifies a variety of types and formats of potential sources for information.
 - 1.2.1 Knows how information is formally and informally produced, organized, and disseminated
 - 1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.
 - 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
449
 - 1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
 - 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
569, 570, 571, 572
 - 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.
73
 - 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.
242
 - 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
63
 - 1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
 - 1.2.3.1 Identifies various formats in which information is available.
568
 - 1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.
 - 1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
 - 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
9, 20, 27
 - 1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
 - 1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
 - 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
99, 101

- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
147, 148, 451, 452, 453
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources
524
- 1.3 The information literate student considers the costs and benefits of acquiring the needed information.
 - 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
 - 1.3.1.1 Determines if material is available immediately.
104, 106
 - 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
30
 - 1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
 - 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information
 - 1.3.3.1 Searches for and gathers information based on an informal, flexible plan.
 - 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
93
 - 1.3.3.3 Acts appropriately to obtain information within the time frame required.
68
- 1.4 The information literate student reevaluates the nature and extent of the information need.
 - 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
 - 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).
198
 - 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.
215
 - 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
 - 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.
3
 - 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.
 - 2.1.3.8 Determines the period of time covered by a particular source.
518
 - 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
521
 - 2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
 - 2.1.3.11 Distinguishes between full-text and bibliographic databases.
- 2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
 - 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
150
 - 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
579
 - 2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.
- 2.2 The information literate student constructs and implements effectively-designed search strategies.
 - 2.2.1 Develops a research plan appropriate to the investigative method

- 2.2.1.1 Describes a general process for searching for information.
550
- 2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
- 2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.
- 2.2.2 Identifies keywords, synonyms and related terms for the information needed
 - 2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
 - 2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
 - 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
543
 - 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
237, 239, 444
- 2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source
 - 2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
 - 2.2.3.2 Explains what controlled vocabulary is and why it is used.
14
 - 2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
 - 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
53, 577
- 2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
 - 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
21
 - 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
24, 39, 247, 541
 - 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
108
 - 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
59
 - 2.2.4.5 Demonstrates 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, 262
 - 2.2.5.4 Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.
 - 2.2.5.5 Formulates and executes search strategies to match information needs with available resources.
 - 2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.
- 2.2.6 Implements the search using investigative protocols appropriate to the discipline
 - 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
 - 2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
 - 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
539
 - 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
42, 62
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
 - 2.3.1 Uses various search systems to retrieve information in a variety of formats
 - 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
29
 - 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
523
 - 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
156
 - 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
257
 - 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
260, 549

- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.
520
- 2.3.2 Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
 - 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
25, 195, 216
 - 2.3.2.2 Explains the difference between the library catalog and a periodical index.
22, 545
 - 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
519
 - 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
40, 44, 49, 60
- 2.3.3 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
 - 2.3.3.1 Retrieves a document in print or electronic form.
194, 229
 - 2.3.3.2 Describes various retrieval methods for information not available locally.
192
 - 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
548
 - 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.
214
 - 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
203
- 2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- 2.4 The information literate student refines the search strategy if necessary.
 - 2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
 - 2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
196, 228
 - 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
534
 - 2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
88, 90
 - 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
535

- 2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 2.4.3 Repeats the search using the revised strategy as necessary
- 2.5 The information literate student extracts, records, and manages the information and its sources.
 - 2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
204, 224
 - 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.
 - 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
87, 446, 563
 - 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
91, 92
 - 3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).
 - 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
83
- 3.2.4 Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
 - 3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.
 - 3.2.4.2 Describes how the purpose for which information was created affects its usefulness.
 - 3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.
- 3.3 The information literate student synthesizes main ideas to construct new concepts.
 - 3.3.1 Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
 - 3.3.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
 - 3.3.3 Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
- 3.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
 - 3.4.1 Determines whether information satisfies the research or other information need
533

- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
 - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
 - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
28
 - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
551
 - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
 - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
 - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
227
 - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.
- 3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
 - 3.5.1 Investigates differing viewpoints encountered in the literature
 - 3.5.2 Determines whether to incorporate or reject viewpoints encountered
- 3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
 - 3.6.1 Participates in classroom and other discussions
 - 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
 - 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
555, 559
- 3.7 The information literate student determines whether the initial query should be revised.
 - 3.7.1 Determines if original information need has been satisfied or if additional information is needed
 - 3.7.2 Reviews search strategy and incorporates additional concepts as necessary
 - 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
218

- 3.7.3 Reviews information retrieval sources used and expands to include others as needed
 - 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.
263
 - 3.7.3.2 Follows, retrieves and evaluates relevant online links to additional sources.
 - 3.7.3.3 Incorporates new knowledge as elements of revised search strategy to gather additional information.

Standard 5

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

- 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
 - 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments
136
 - 5.1.2 Identifies and discusses issues related to free vs. fee-based access to information
 - 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
200
 - 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
556
 - 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
222
 - 5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).
 - 5.1.3 Identifies and discusses issues related to censorship and freedom of speech
122, 133, 134
 - 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
117, 132, 271, 516, 554
- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
 - 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")
221
 - 5.2.2 Uses approved passwords and other forms of ID for access to information resources
 - 5.2.3 Complies with institutional policies on access to information resources
 - 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
 - 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
112, 118, 552, 553
 - 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
119, 573

- 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research
120
- 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.
 - 5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources
 - 5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
 - 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
111, 557, 560
 - 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
528
 - 5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
 - 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
512
 - 5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.
 - 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
574
 - 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
123
 - 5.3.2 Posts permission granted notices, as needed, for copyrighted material

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