



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

for

University of Central Oklahoma

Administration: Spring 2010

Report Date: June 2010

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1. THE TEST AND HOW IT IS SCORED

The Test

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

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

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

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

Figure 1.1 Number of Items in Each Subscale

SAILS Skill Sets	Number of Items	ACRL Standards	Number of Items
Developing a Research Strategy	32	Standard 1: Determines the nature and extent of the information needed	39
Selecting Finding Tools	17	Standard 2: Accesses needed information effectively and efficiently	71
Searching	26	Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	21
Using Finding Tool Features	12	Standard 4: NOT USED	0
Retrieving Sources	15	Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	27
Evaluating Sources	21		
Documenting Sources	15		
Understanding Economic, Legal, and Social Issues	20		

Scoring

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

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

2. TEST-TAKER PROFILE

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

Figure 2.1

Characteristics	UCO (n=175)		Institution Type: Masters (n=16,821)		All Institutions (n=47,784)	
	n	%	n	%	n	%
Class Standing						
Freshman	40	22.9	8,494	50.5	29,989	62.8
Sophomore	34	19.4	3,082	18.3	7,146	15.0
Junior	12	6.9	2,259	13.4	4,178	8.7
Senior	36	20.6	2,374	14.1	5,130	10.7
Other	53	30.3	302	1.8	899	1.9
Not reported	0	0.0	310	1.8	442	0.9
Student Major						
Agriculture/Environmental Studies	0	0.0	128	0.8	460	1.0
Architecture	0	0.0	51	0.3	128	0.3
Business	22	12.6	4,062	24.1	9,095	19.0
Communications/Journalism	4	2.3	438	2.6	1,420	3.0
Education	30	17.1	1,118	6.6	3,134	6.6
Engineering/Physics	6	3.4	1,047	6.2	3,353	7.0
General Studies	4	2.3	473	2.8	1,003	2.1
Health Sciences	15	8.6	1,532	9.1	5,453	11.4
History	0	0.0	193	1.1	640	1.3
Humanities	3	1.7	251	1.5	894	1.9
Law	0	0.0	176	1.0	854	1.8
Military/Navel Science	0	0.0	55	0.3	62	0.1
Performing and Fine Arts	2	1.1	486	2.9	1,251	2.6
Science/Math	6	3.4	747	4.4	2,942	6.2
Social Sciences/Psychology	22	12.6	1,151	6.8	3,217	6.7
Other	50	28.6	3,217	19.1	7,757	16.2
Undecided	11	6.3	1,294	7.7	4,973	10.4
Not reported	0	0.0	402	2.4	1,148	2.4

UCO (N=175)		
Custom Demographics	n	%
Have you received Information Literacy training in the past?		
yes	62	35.4
no	76	43.4
Unsure	37	21.1
Not reported	0	0.0
Is this your pre or post test?		
Pre	85	48.6
Post	79	45.1
Unsure	11	6.3
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 University of Central Oklahoma performed about the same as the institution-type benchmark on the following SAILS Skill Sets:

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

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

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

Detailed Results - Data Table

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

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

To determine whether two groups are 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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
SAILS Skill Sets			
Developing a Research Strategy	553 ± 16	553 ± 2	552 ± 1
Selecting Finding Tools	565 ± 24	545 ± 2	543 ± 1
Searching	541 ± 18	532 ± 2	530 ± 1
Using Finding Tool Features	576 ± 27	555 ± 2	552 ± 1
Retrieving Sources	583 ± 29	558 ± 3	555 ± 2
Evaluating Sources	566 ± 18	571 ± 2	566 ± 1
Documenting Sources	569 ± 24	558 ± 2	559 ± 1
Understanding Economic, Legal, and Social Issues	533 ± 18	531 ± 2	529 ± 1

B. Within Skill Sets

This section reports in detail the performance of University of Central Oklahoma 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

University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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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 3.2 Data Table for Skill Set: Developing a Research Strategy

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	553 ± 16	553 ± 2	552 ± 1
Class Standing			
Freshman	528 ± 42	542 ± 2	545 ± 1
Sophomore	547 ± 33	559 ± 3	556 ± 2
Junior	603 ± 55	565 ± 4	565 ± 3
Senior	540 ± 33	576 ± 4	577 ± 3
Other	575 ± 26	590 ± 11	565 ± 7
Majors			
Business	547 ± 37	556 ± 3	548 ± 2
Education	573 ± 46	546 ± 6	545 ± 3
Health Sciences	519 ± 83	565 ± 5	552 ± 3
Social Sciences / Psychology	567 ± 38	555 ± 6	560 ± 3
Other	551 ± 28	545 ± 3	547 ± 2
Undecided	544 ± 119	540 ± 6	546 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	553 ±34
no	554 ±21
Unsure	554 ±34
Is this your pre or post test?	
Pre	556 ±22
Post	551 ±27
Unsure	554 ±53

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,

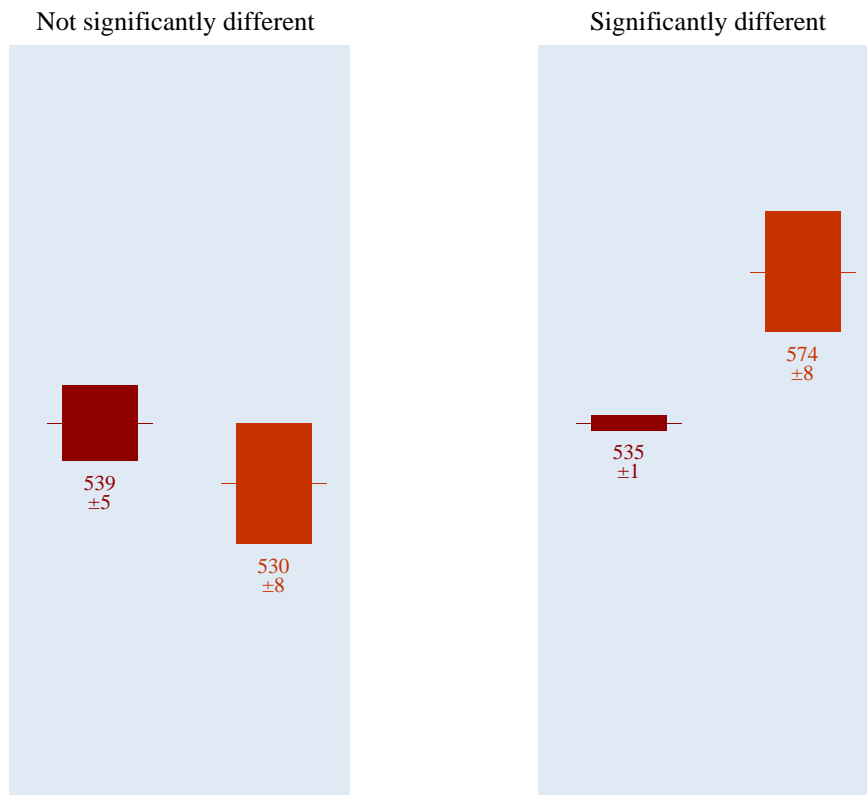


Figure 3.3 Chart for Skill Set: Developing a Research Strategy



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



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

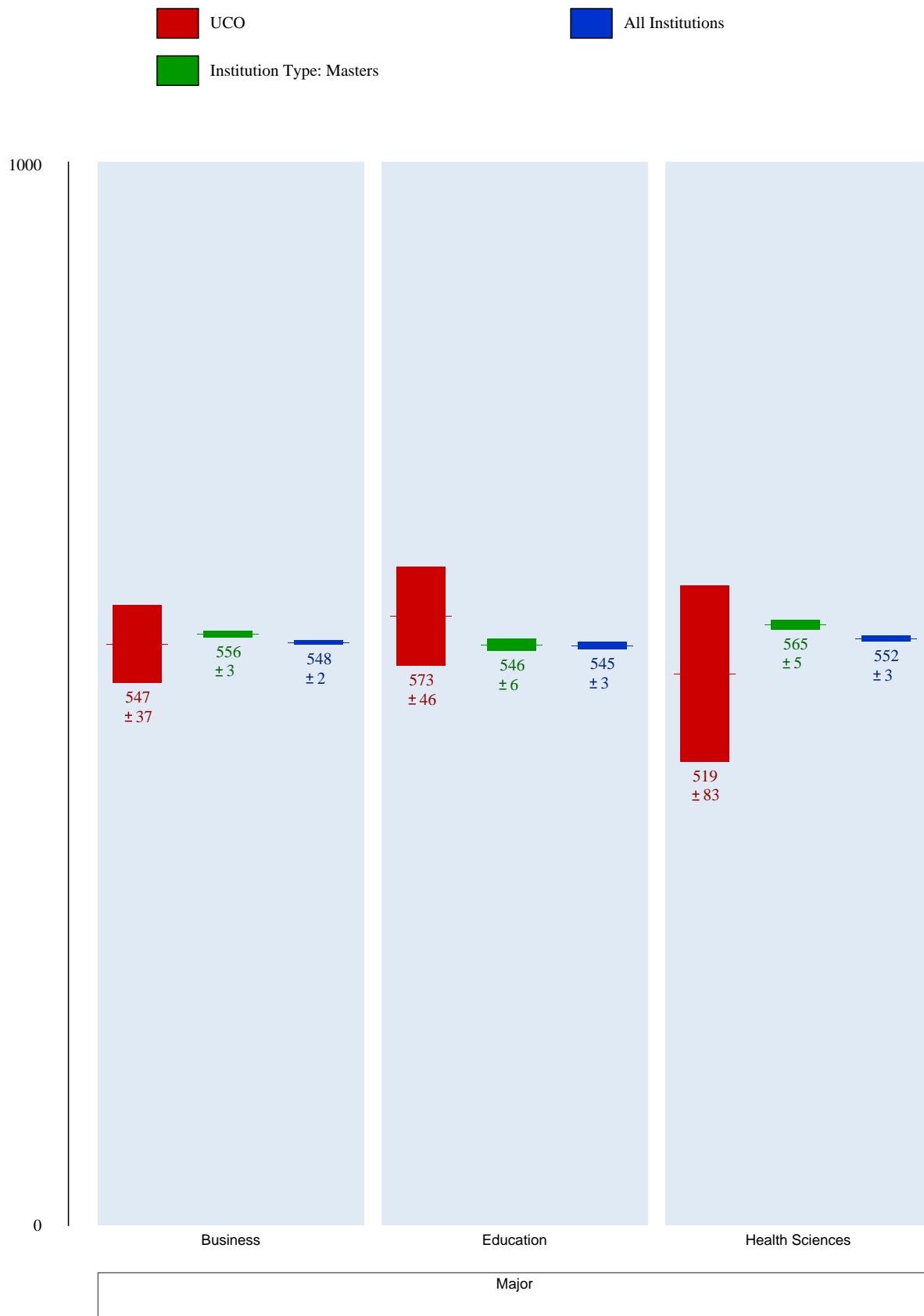


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

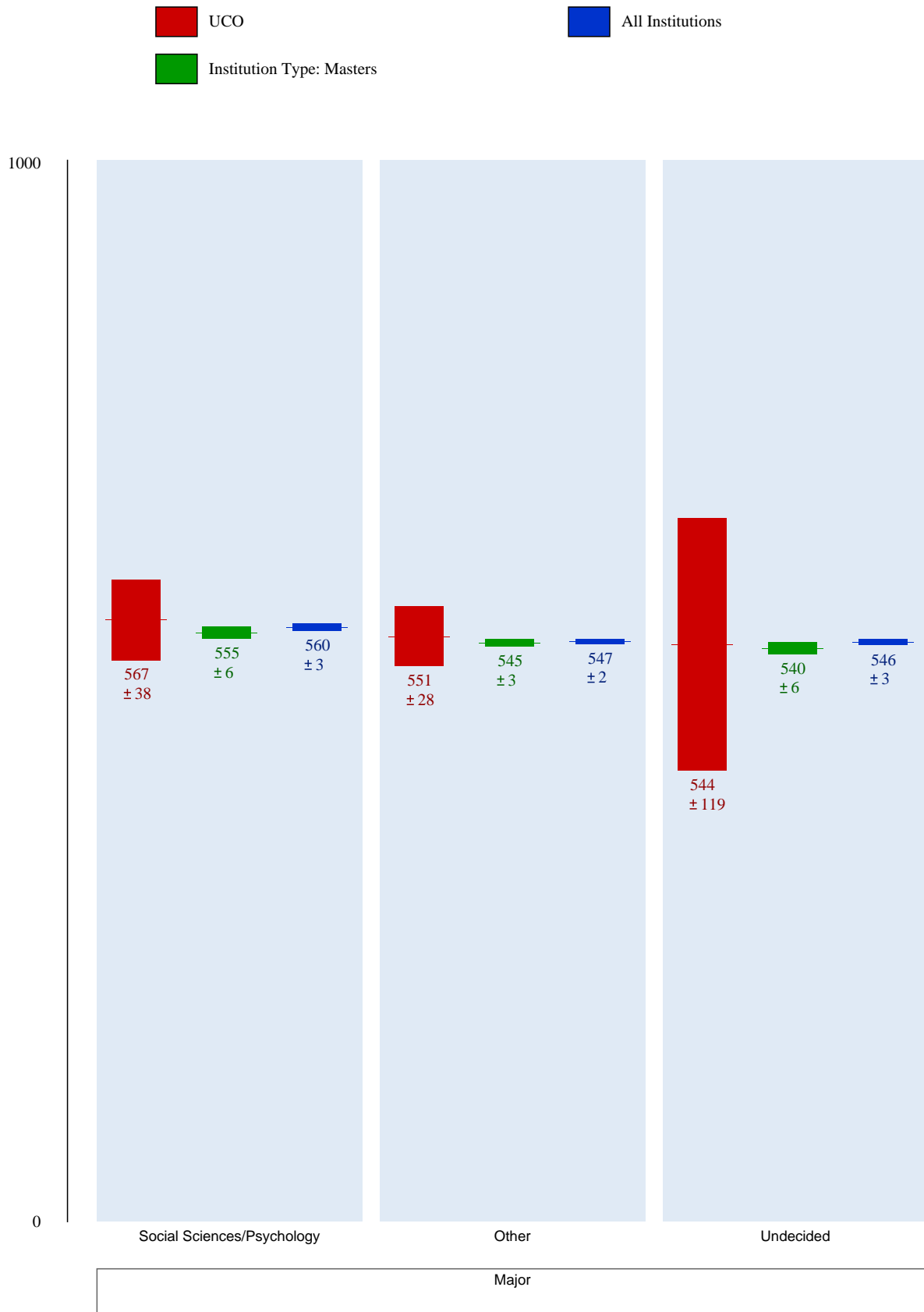


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

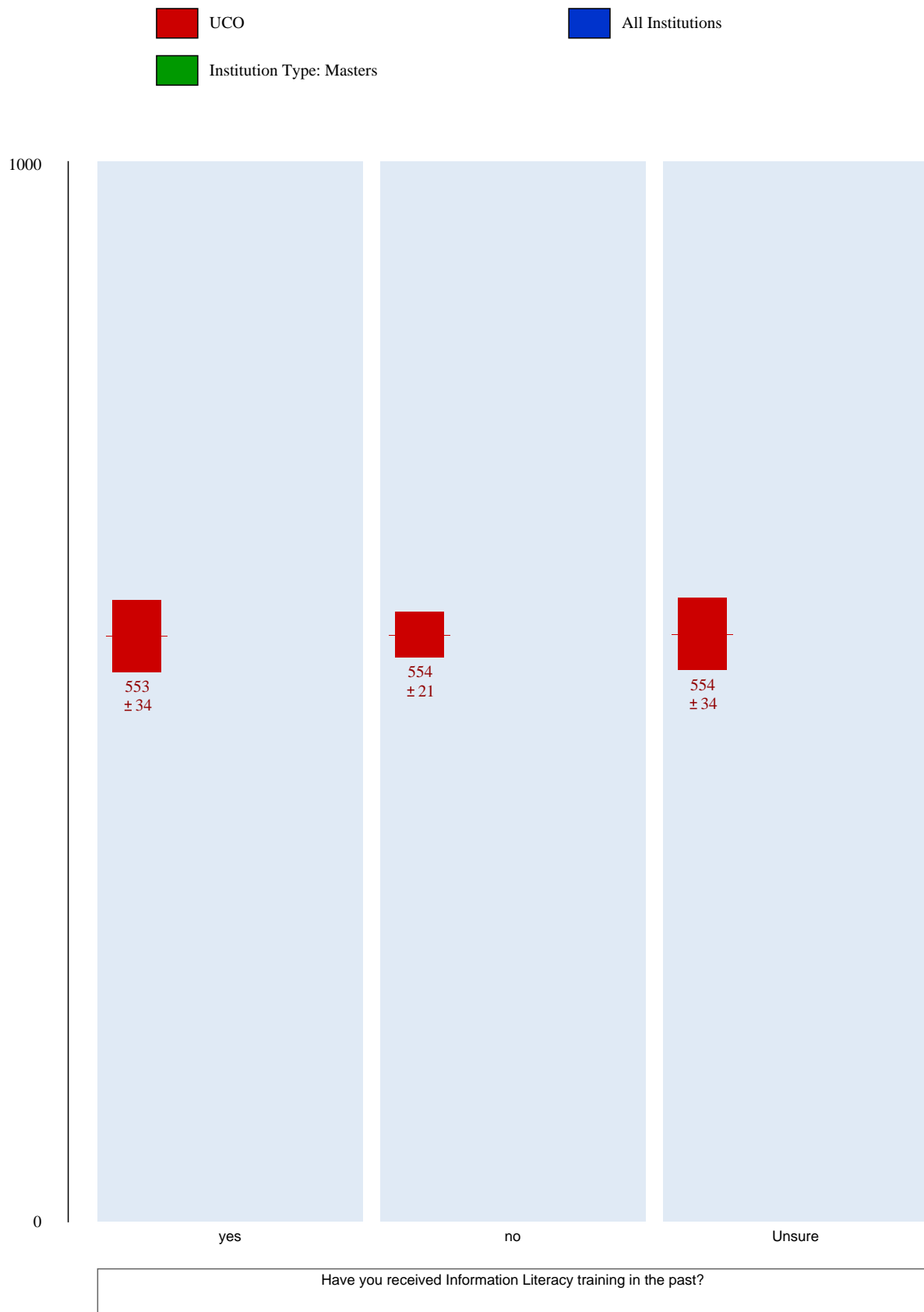


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



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

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

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

2. SAILS Skill Set: Selecting Finding Tools**Summary of Results**University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Major: Education

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

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Health Sciences, Social Sciences/Psychology, Other, Undecided

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	565 ± 24	545 ± 2	543 ± 1
Class Standing			
Freshman	522 ± 38	533 ± 3	536 ± 2
Sophomore	549 ± 46	549 ± 4	546 ± 3
Junior	619 ± 118	564 ± 5	560 ± 4
Senior	564 ± 58	570 ± 5	569 ± 4
Other	603 ± 47	597 ± 15	557 ± 9
Majors			
Business	564 ± 67	547 ± 4	537 ± 3
Education	592 ± 50	527 ± 8	532 ± 5
Health Sciences	535 ± 64	559 ± 6	542 ± 3
Social Sciences / Psychology	561 ± 68	546 ± 8	549 ± 5
Other	563 ± 63	535 ± 5	537 ± 3
Undecided	555 ± 114	535 ± 7	540 ± 4

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	561 ±44
no	554 ±33
Unsure	594 ±48
Is this your pre or post test?	
Pre	561 ±32
Post	573 ±39
Unsure	537 ±75

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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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,

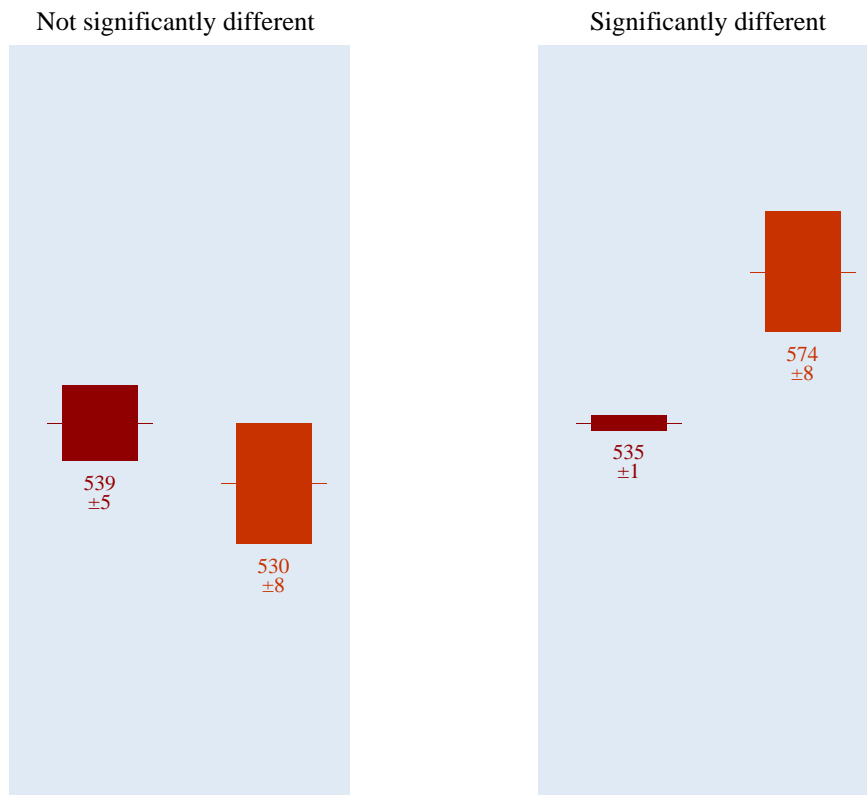


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



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



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

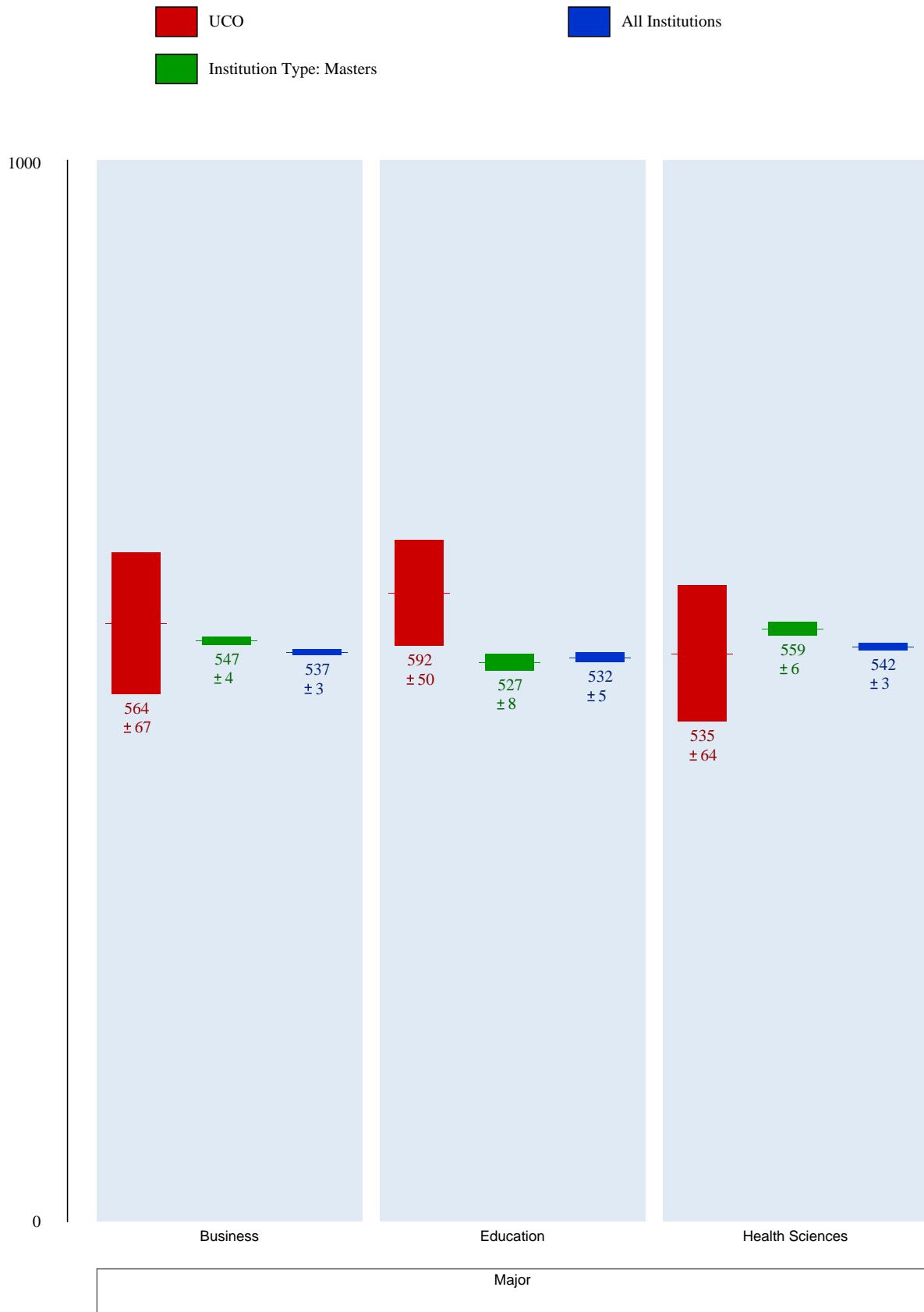


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

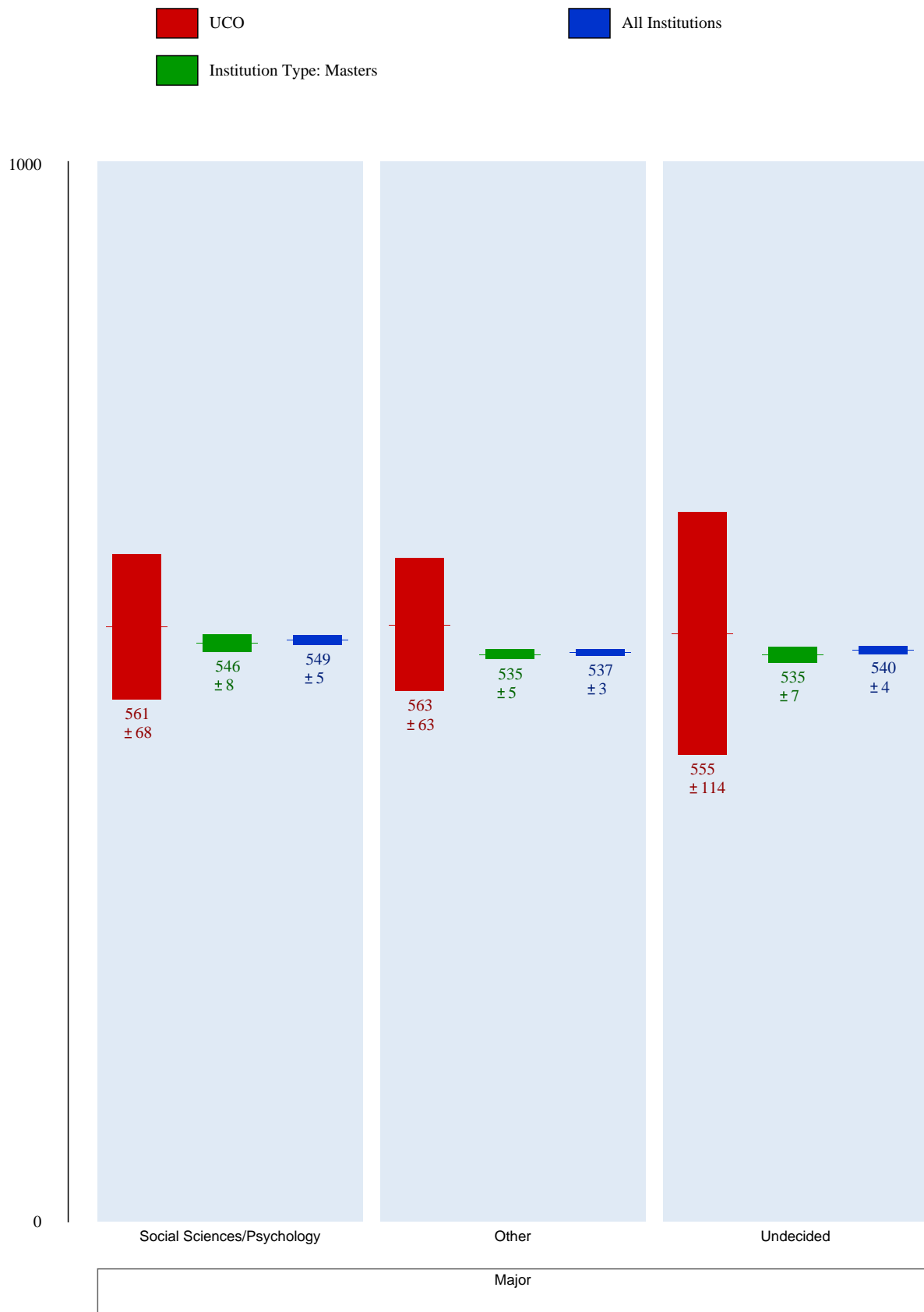


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

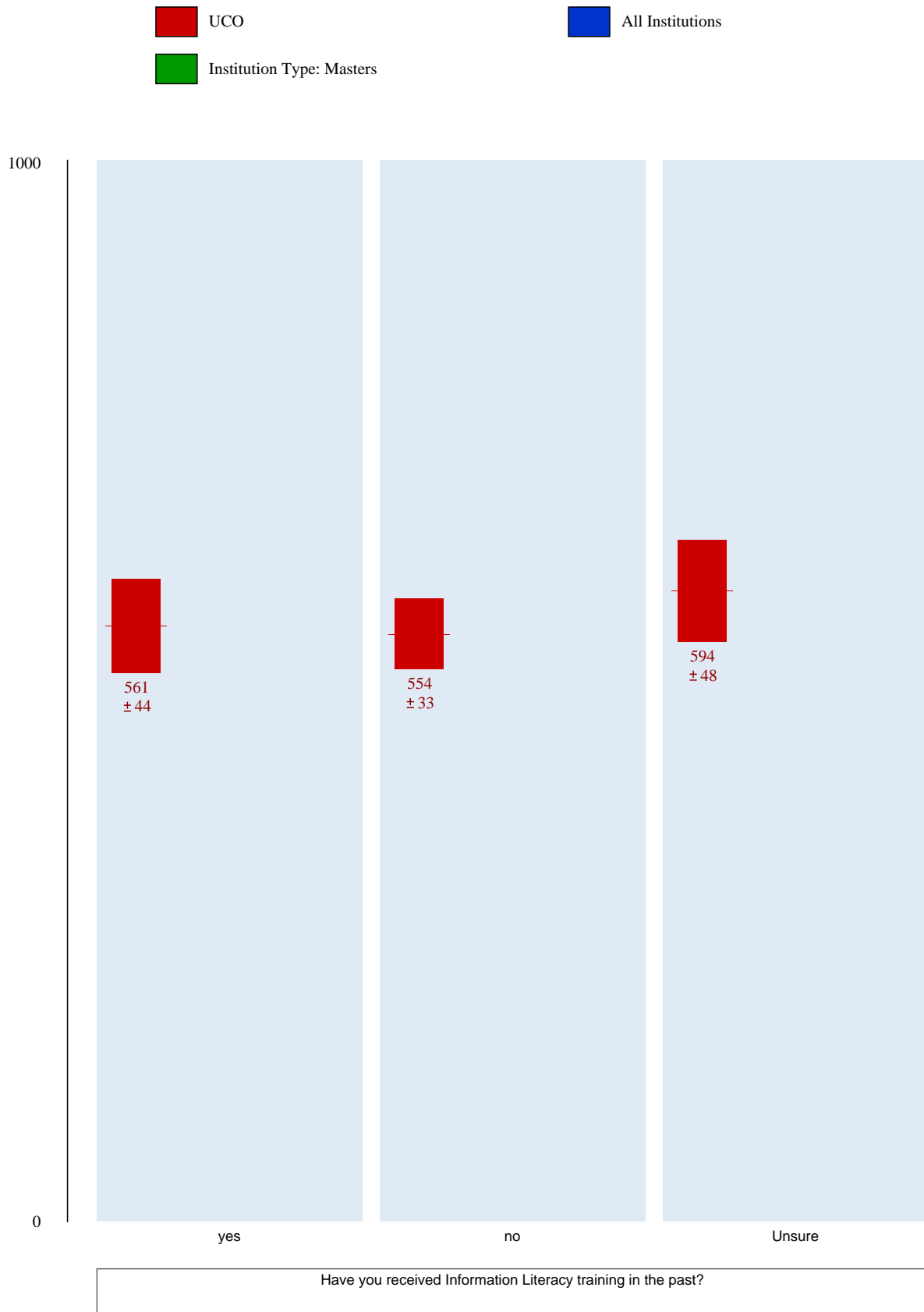


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

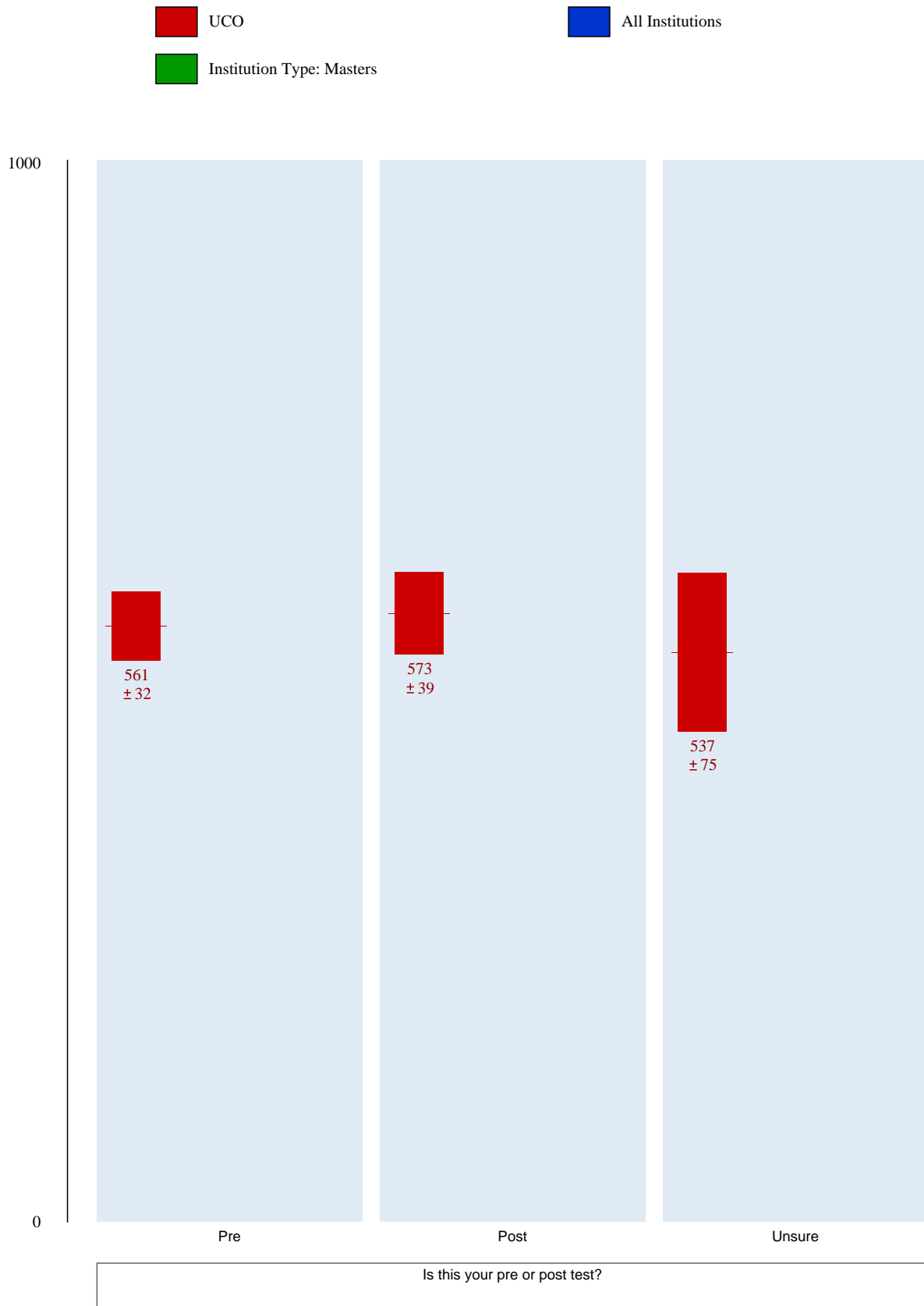


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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

- 1.1.3.2 Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology).
- 2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.
- 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
- 2.1.3.8 Determines the period of time covered by a particular source.
- 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
- 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
- 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
- 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
- 2.3.2.2 Explains the difference between the library catalog and a periodical index.
- 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
- 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
- 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

3. SAILS Skill Set: Searching**Summary of Results**University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Major: Social Sciences/Psychology

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

Class Standing: Freshman, Sophomore, Junior, Other

Major: Business, Education, Health Sciences, Other, Undecided

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

Class Standing: Senior

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	541 ± 18	532 ± 2	530 ± 1
Class Standing			
Freshman	524 ± 37	520 ± 2	523 ± 1
Sophomore	530 ± 38	538 ± 4	534 ± 2
Junior	575 ± 56	549 ± 4	546 ± 3
Senior	512 ± 34	558 ± 4	558 ± 3
Other	574 ± 38	573 ± 14	546 ± 8
Majors			
Business	521 ± 60	534 ± 3	526 ± 2
Education	550 ± 52	517 ± 7	519 ± 4
Health Sciences	540 ± 62	546 ± 5	531 ± 3
Social Sciences / Psychology	585 ± 42	533 ± 7	537 ± 4
Other	521 ± 31	525 ± 4	526 ± 2
Undecided	565 ± 103	518 ± 6	523 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	544 ±36
no	545 ±26
Unsure	531 ±32
Is this your pre or post test?	
Pre	537 ±25
Post	550 ±29
Unsure	506 ±56

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

For example,

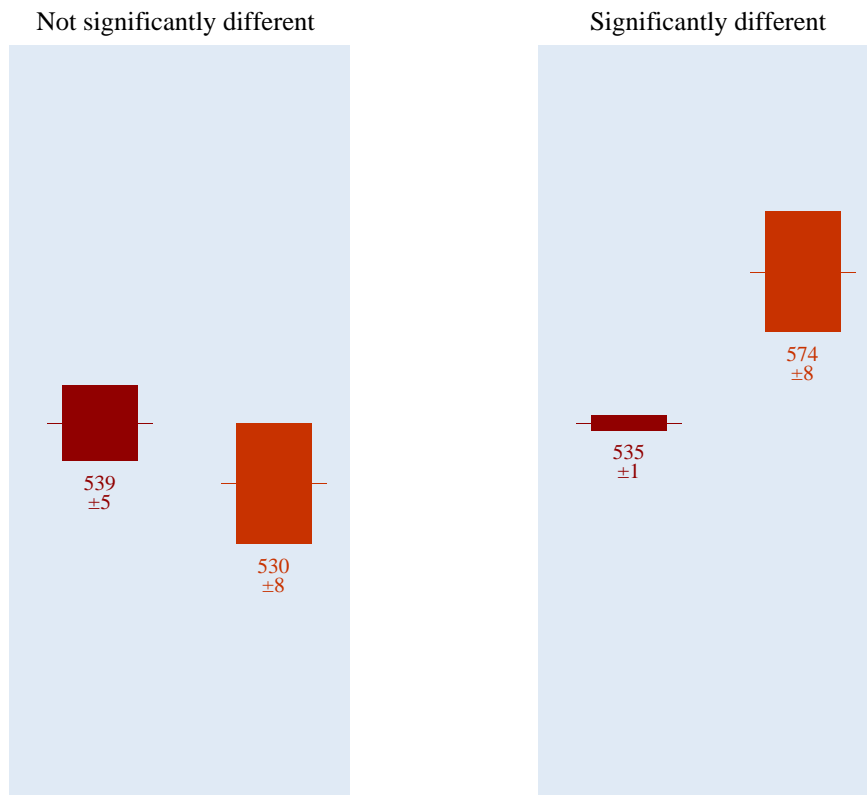


Figure 3.9 Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching

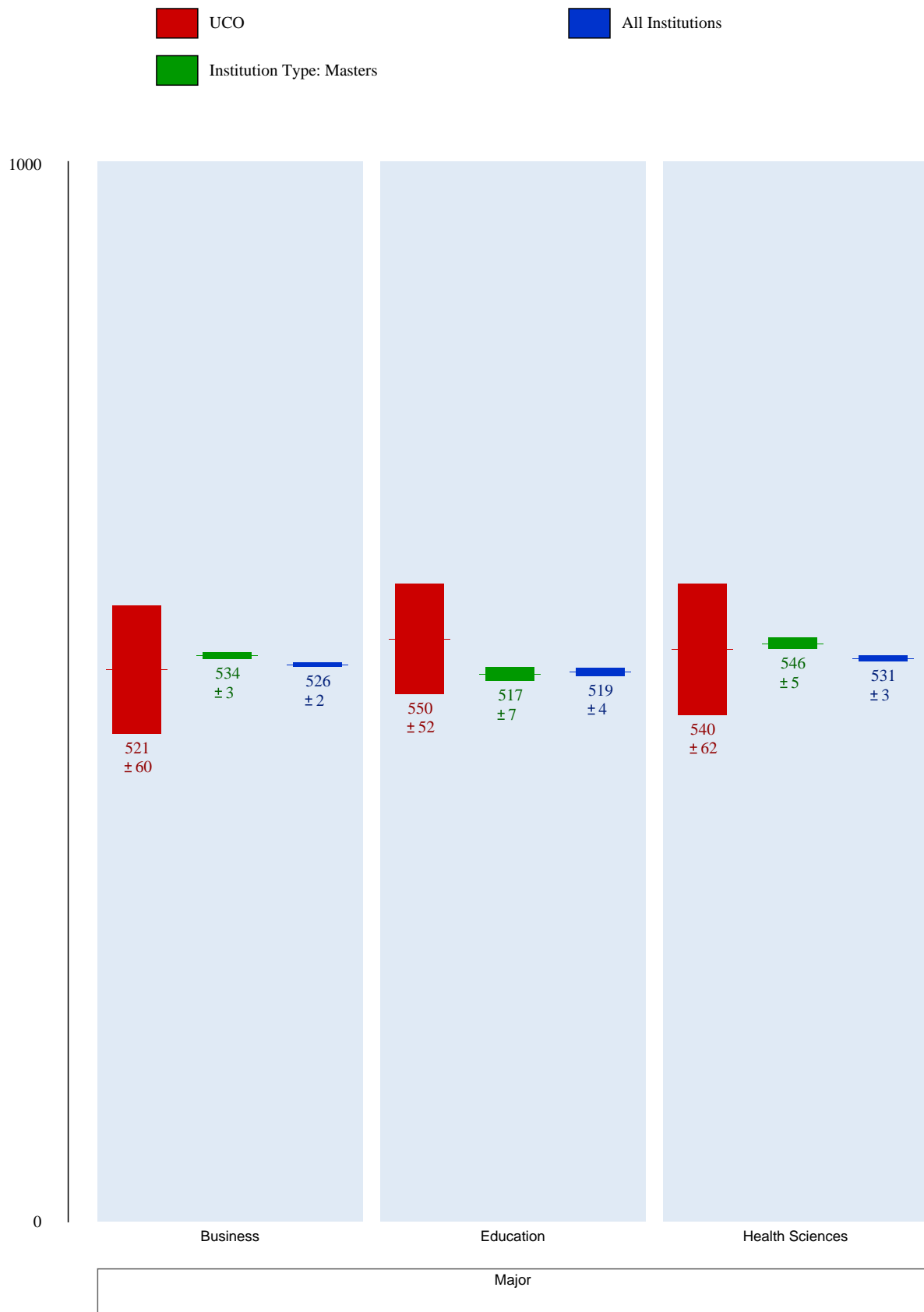


Figure 3.9 (continued) Chart for Skill Set: Searching

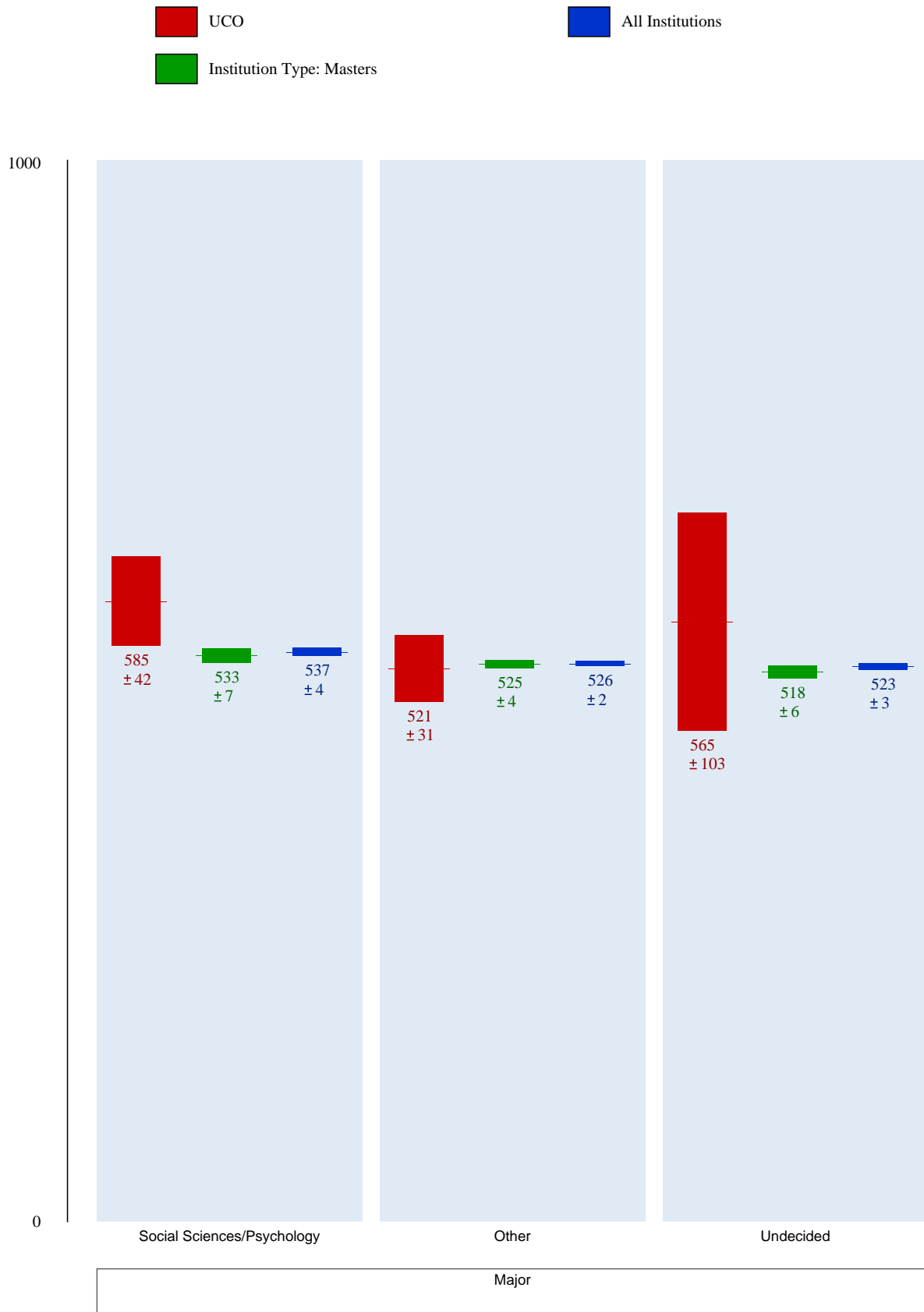


Figure 3.9 (continued) Chart for Skill Set: Searching

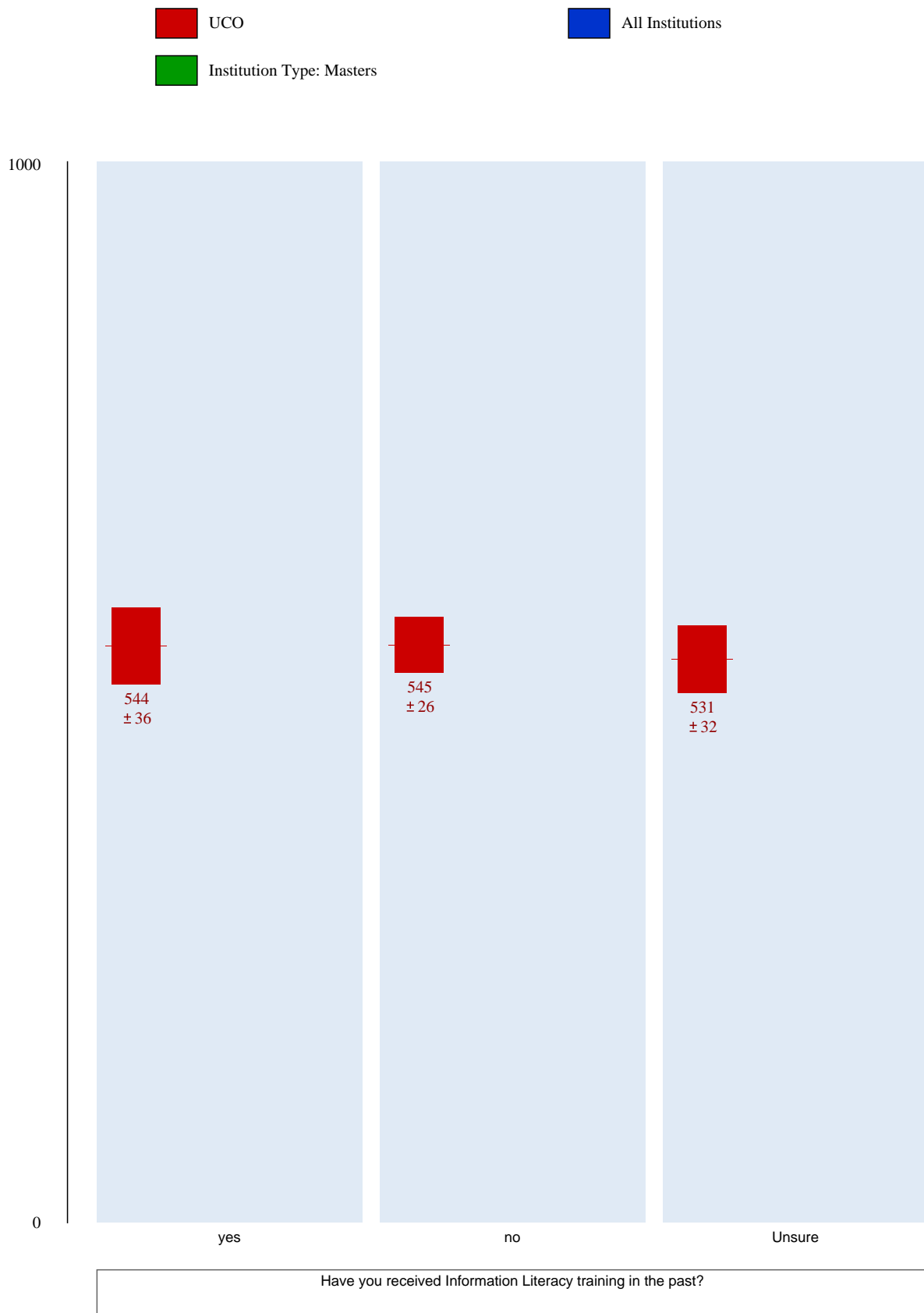


Figure 3.9 (continued) Chart for Skill Set: Searching



Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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

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

4. SAILS Skill Set: Using Finding Tool Features**Summary of Results**University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	576 ± 27	555 ± 2	552 ± 1
Class Standing			
Freshman	587 ± 65	544 ± 3	544 ± 2
Sophomore	522 ± 62	558 ± 5	558 ± 4
Junior	581 ± 112	571 ± 6	568 ± 5
Senior	561 ± 52	581 ± 6	582 ± 4
Other	613 ± 45	604 ± 19	566 ± 11
Majors			
Business	558 ± 87	557 ± 5	548 ± 3
Education	611 ± 65	543 ± 9	549 ± 6
Health Sciences	546 ± 77	569 ± 7	554 ± 4
Social Sciences / Psychology	578 ± 113	566 ± 10	560 ± 6
Other	564 ± 42	548 ± 6	550 ± 4
Undecided	591 ± 134	541 ± 9	545 ± 5

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	586 ±49
no	585 ±36
Unsure	544 ±67
Is this your pre or post test?	
Pre	565 ±33
Post	595 ±50
Unsure	544 ±93

Detailed Results - Chart

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

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

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

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

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

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

For example,

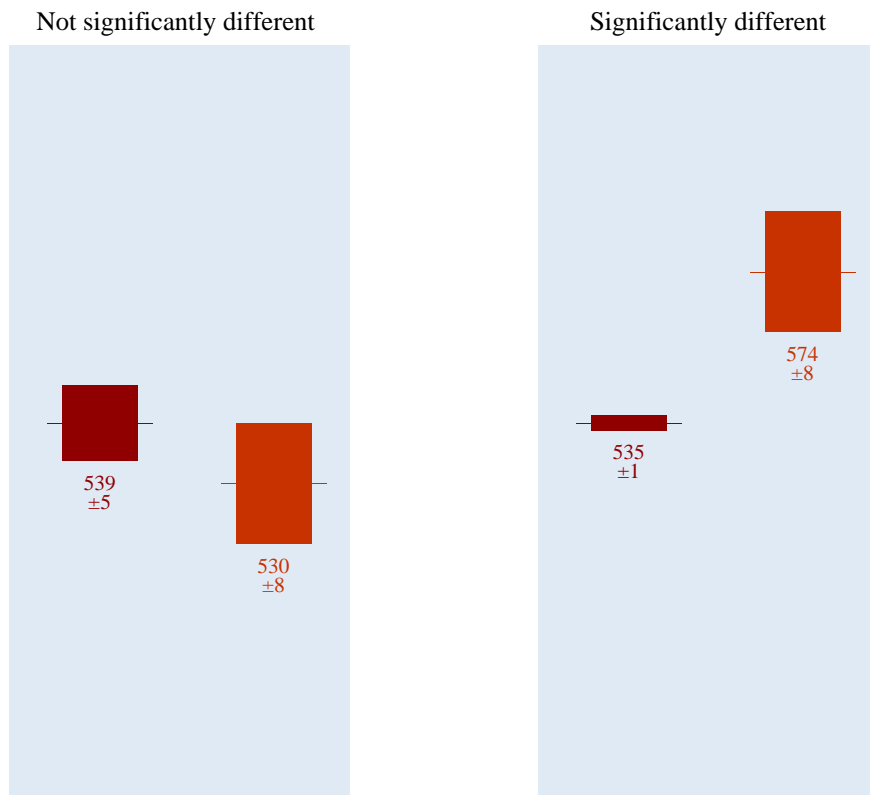


Figure 3.12 Chart for Skill Set: Using Finding Tool Features

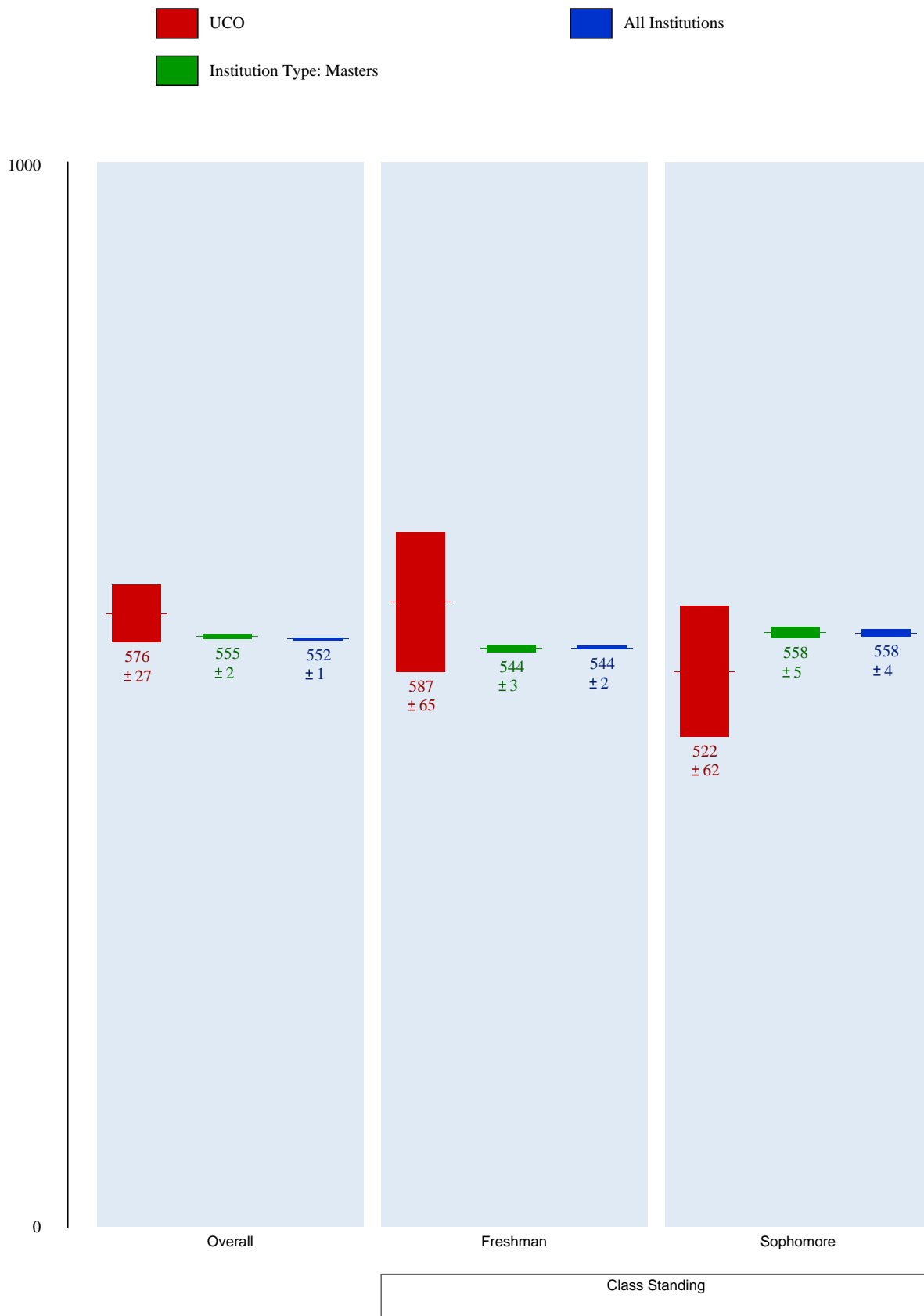


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



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



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

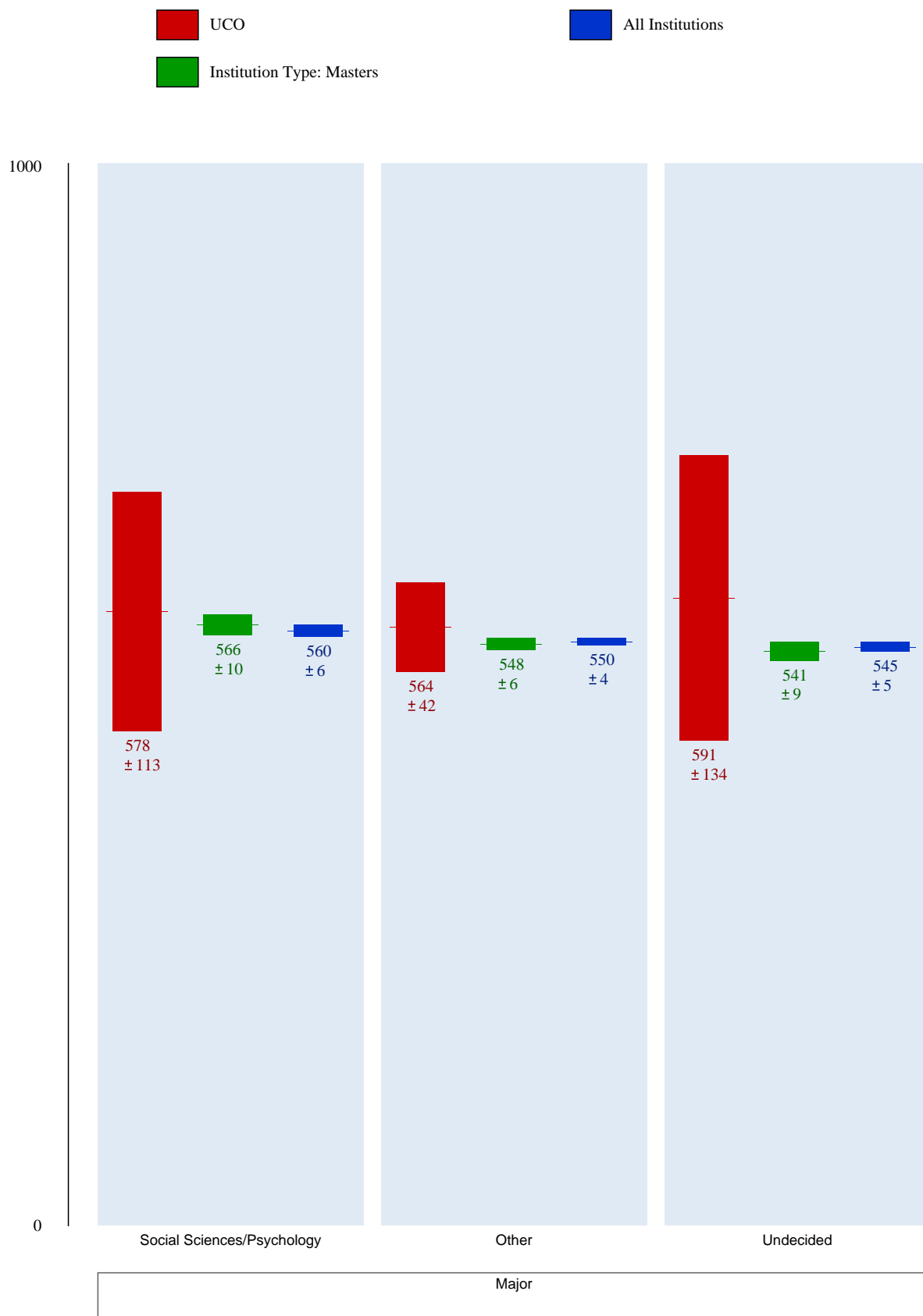


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



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



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

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

- 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
- 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.
- 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).
- 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.
- 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
- 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
- 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
- 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
- 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.

5. SAILS Skill Set: Retrieving Sources**Summary of Results**University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Major: Education

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

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Health Sciences, Social Sciences/Psychology, Other, Undecided

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	583 ± 29	558 ± 3	555 ± 2
Class Standing			
Freshman	544 ± 48	539 ± 4	542 ± 2
Sophomore	571 ± 64	565 ± 6	564 ± 4
Junior	588 ± 91	584 ± 7	582 ± 5
Senior	575 ± 67	594 ± 7	598 ± 5
Other	624 ± 56	636 ± 21	588 ± 12
Majors			
Business	539 ± 65	560 ± 5	550 ± 3
Education	660 ± 77	556 ± 10	549 ± 6
Health Sciences	508 ± 80	584 ± 8	563 ± 5
Social Sciences / Psychology	594 ± 71	568 ± 10	567 ± 6
Other	593 ± 45	547 ± 6	551 ± 4
Undecided	519 ± 188	537 ± 10	543 ± 5

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	599 ±54
no	572 ±39
Unsure	579 ±63
Is this your pre or post test?	
Pre	570 ±42
Post	596 ±44
Unsure	593 ±86

Detailed Results - Chart

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

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

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

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

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

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

For example,

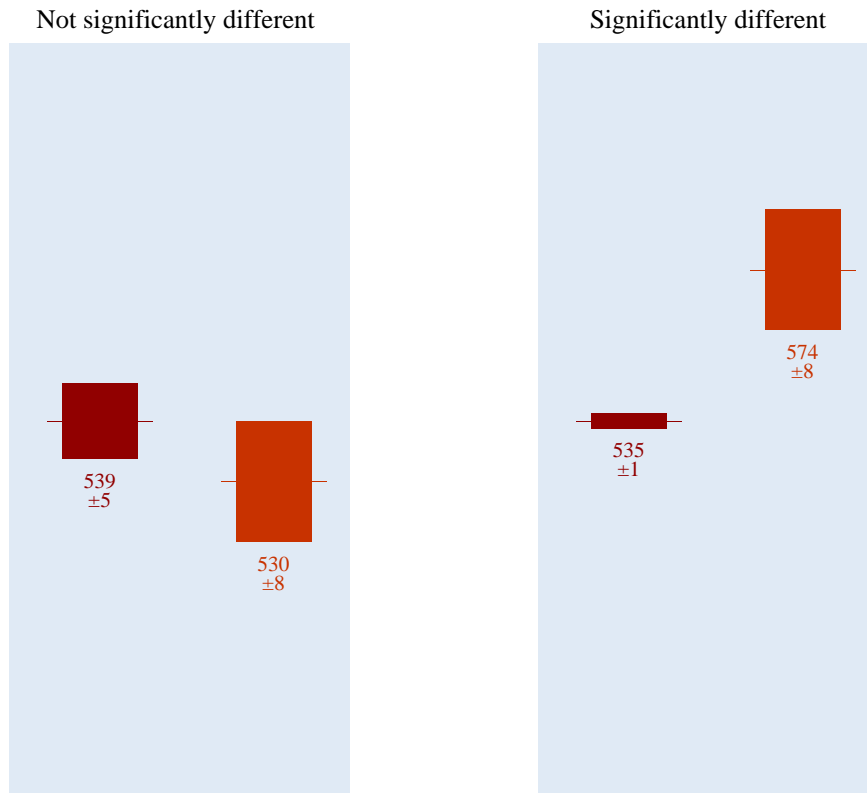


Figure 3.15 Chart for Skill Set: Retrieving Sources



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



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

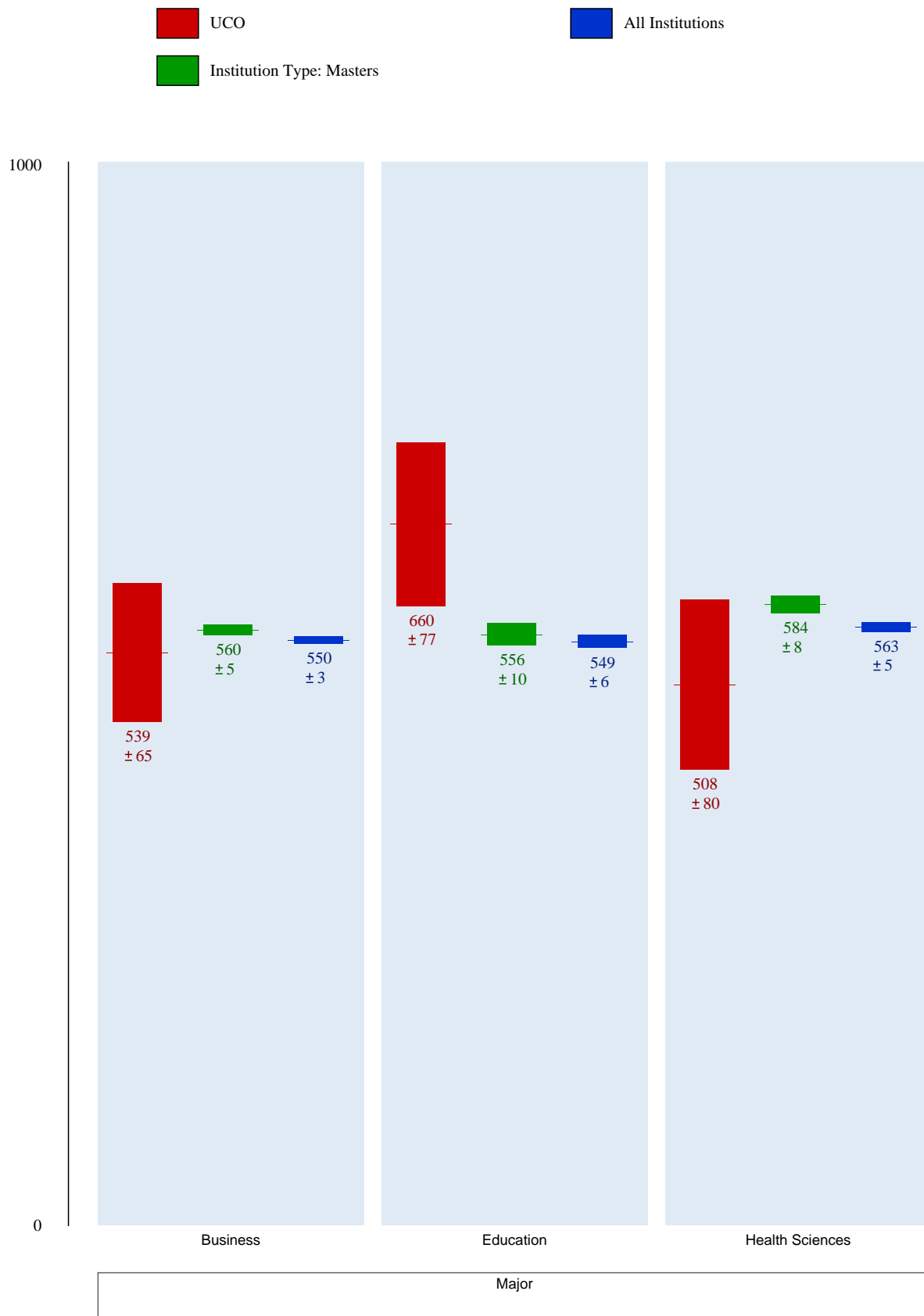


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

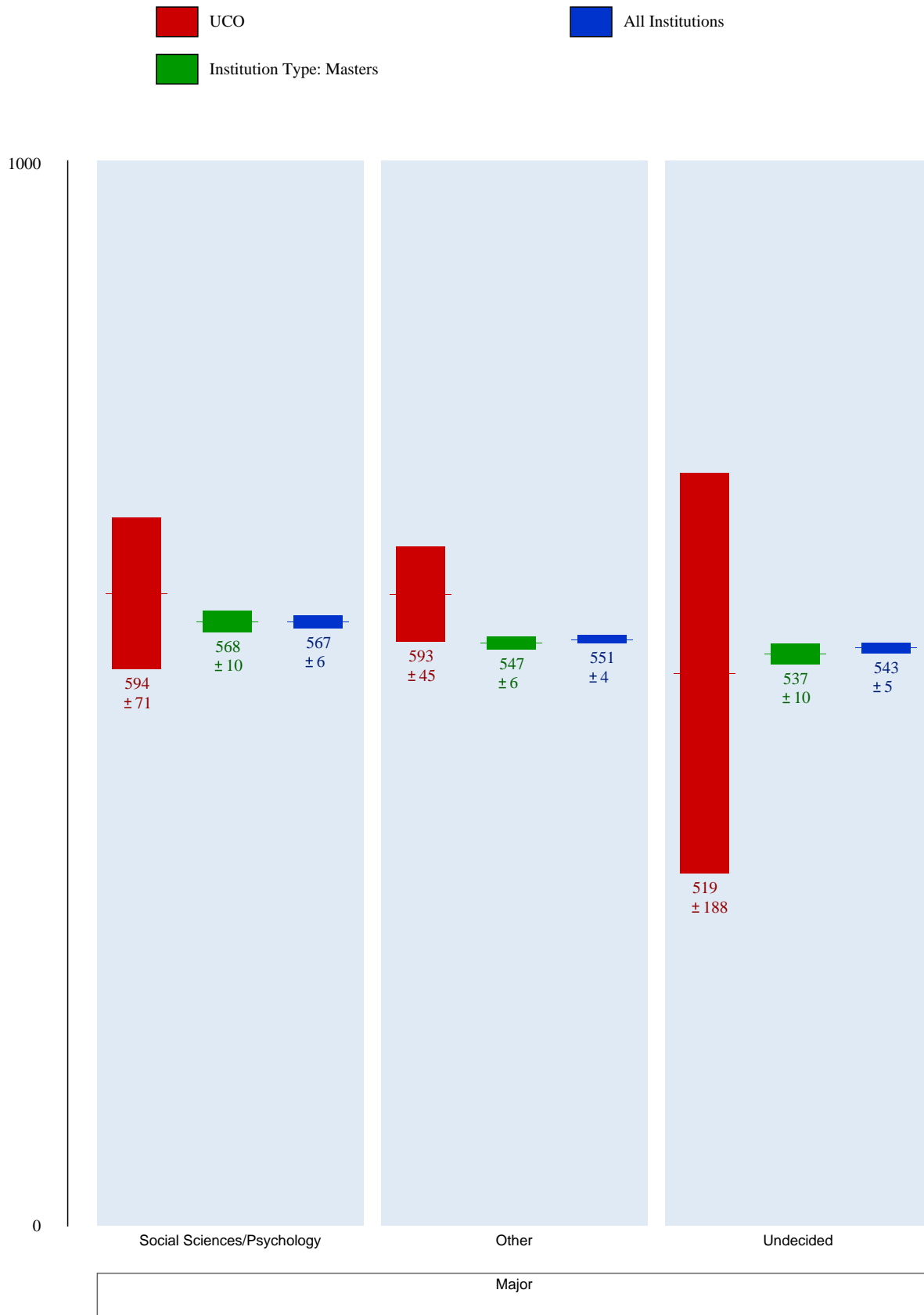


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

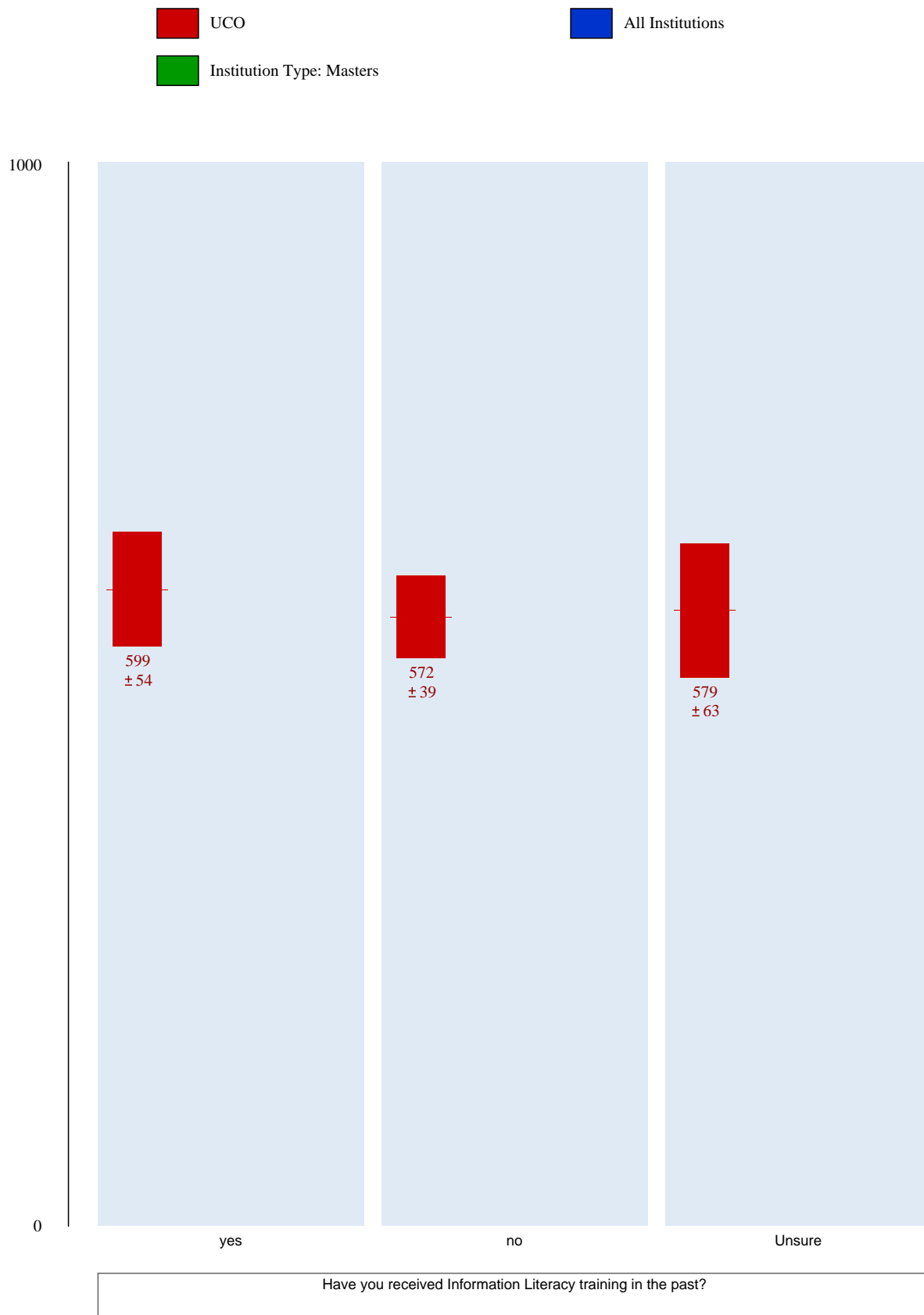


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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

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

6. SAILS Skill Set: Evaluating Sources**Summary of Results**University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Major: Education

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

Class Standing: Sophomore, Junior, Other

Major: Business, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Class Standing: Freshman, Senior

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	566 ± 18	571 ± 2	566 ± 1
Class Standing			
Freshman	520 ± 36	559 ± 2	559 ± 1
Sophomore	561 ± 38	578 ± 4	569 ± 2
Junior	632 ± 56	586 ± 4	579 ± 3
Senior	545 ± 38	592 ± 4	588 ± 3
Other	601 ± 30	608 ± 14	578 ± 8
Majors			
Business	553 ± 42	575 ± 3	563 ± 2
Education	608 ± 41	557 ± 6	556 ± 3
Health Sciences	537 ± 53	581 ± 5	565 ± 3
Social Sciences / Psychology	581 ± 43	572 ± 6	571 ± 4
Other	556 ± 37	566 ± 4	563 ± 2
Undecided	591 ± 83	555 ± 6	561 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	566 ±37
no	571 ±25
Unsure	554 ±35
Is this your pre or post test?	
Pre	574 ±23
Post	562 ±31
Unsure	515 ±66

Detailed Results - Chart

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

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

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

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

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

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

For example,

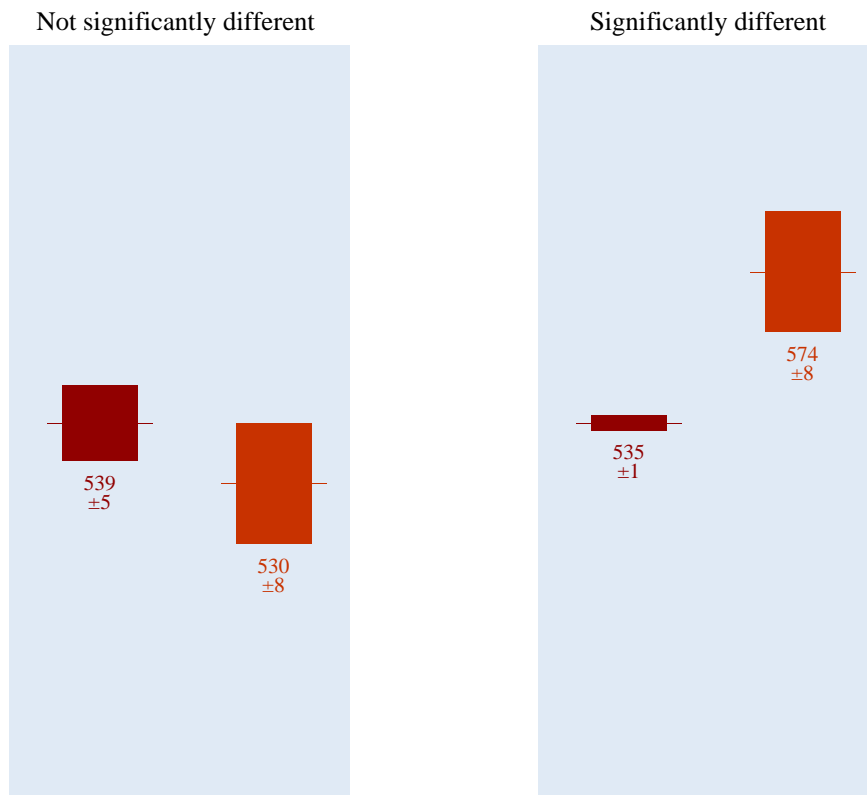


Figure 3.18 Chart for Skill Set: Evaluating Sources



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



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



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



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

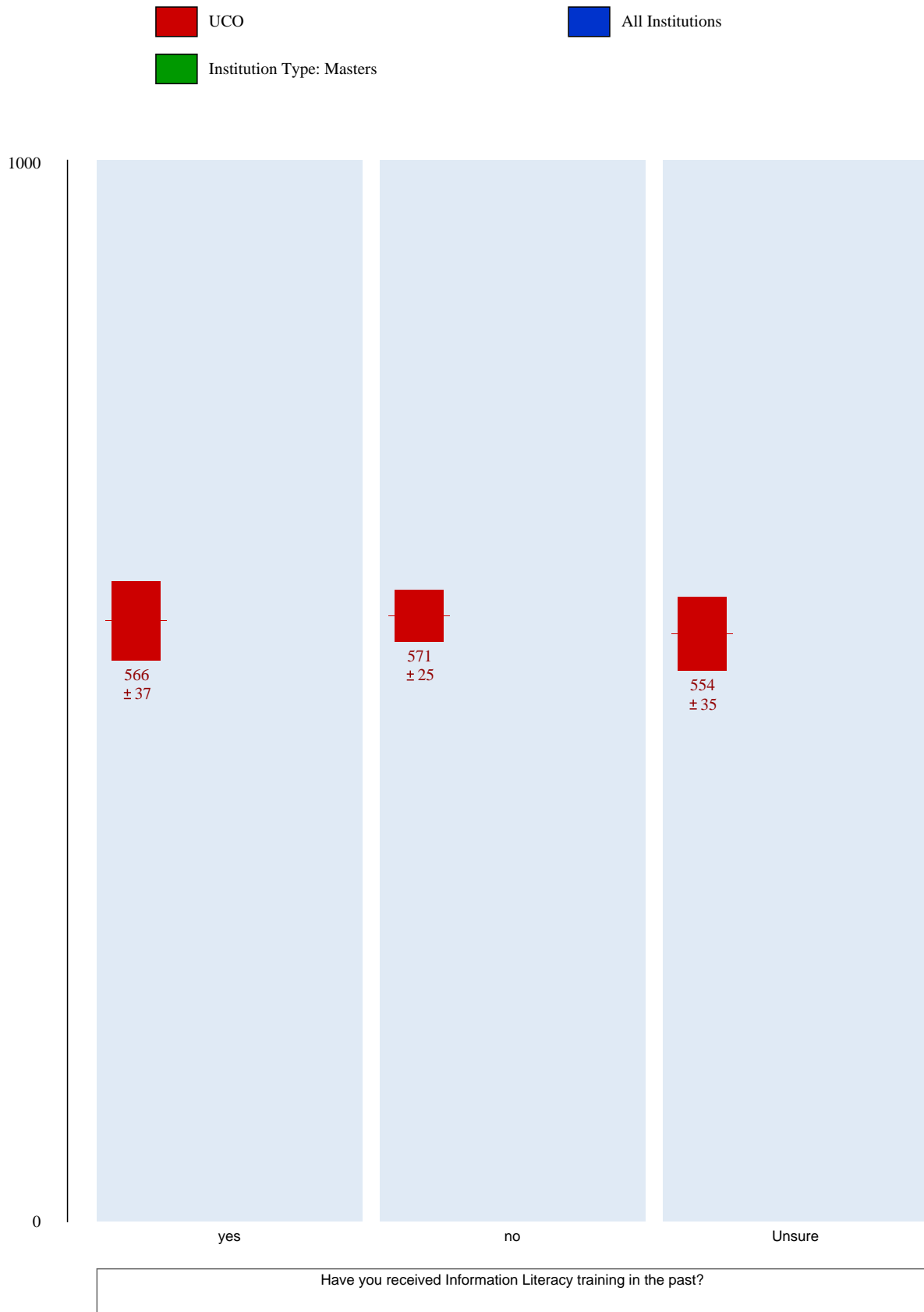


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

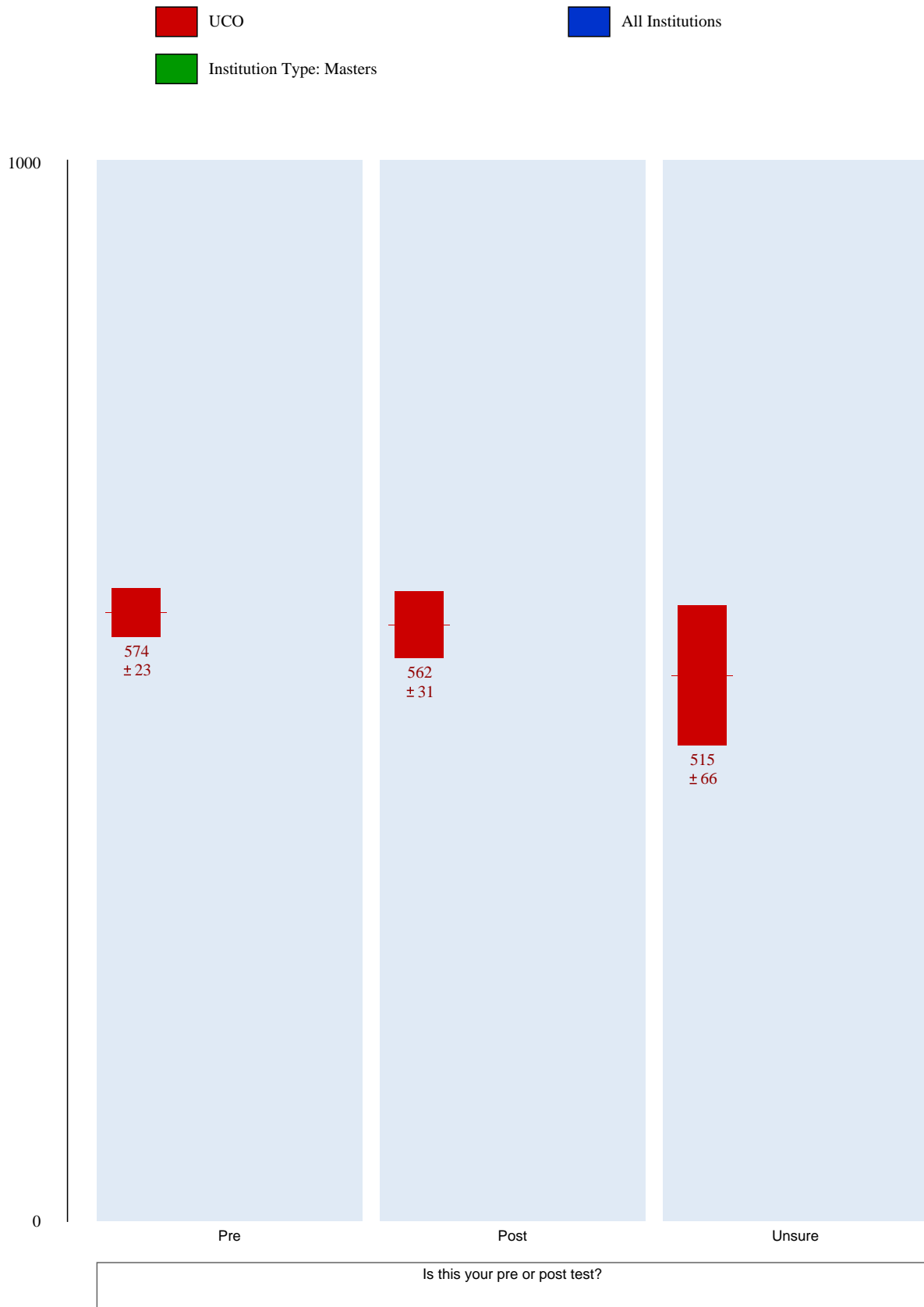


Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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

- 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
- 1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)
- 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
- 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
- 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.
- 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
- 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
- 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.
- 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
- 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
- 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
- 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).

7. SAILS Skill Set: Documenting Sources**Summary of Results**University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	569 ± 24	558 ± 2	559 ± 1
Class Standing			
Freshman	554 ± 52	543 ± 3	550 ± 2
Sophomore	530 ± 50	558 ± 5	561 ± 3
Junior	619 ± 70	576 ± 5	579 ± 4
Senior	564 ± 50	595 ± 5	598 ± 4
Other	600 ± 44	622 ± 17	579 ± 10
Majors			
Business	579 ± 69	556 ± 4	552 ± 3
Education	592 ± 59	544 ± 8	552 ± 5
Health Sciences	587 ± 91	578 ± 7	560 ± 4
Social Sciences / Psychology	557 ± 87	563 ± 9	571 ± 5
Other	558 ± 40	549 ± 5	552 ± 3
Undecided	582 ± 73	546 ± 7	553 ± 4

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	563 ±40
no	583 ±34
Unsure	551 ±51
Is this your pre or post test?	
Pre	561 ±30
Post	578 ±40
Unsure	565 ±69

Detailed Results - Chart

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

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

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

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

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

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

For example,

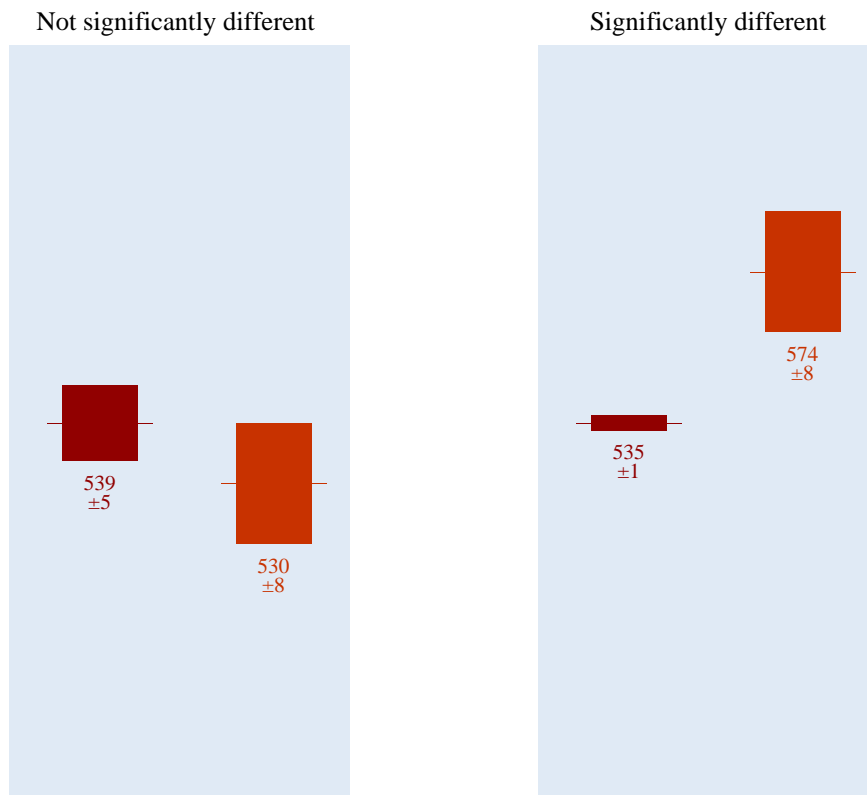


Figure 3.21 Chart for Skill Set: Documenting Sources



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



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

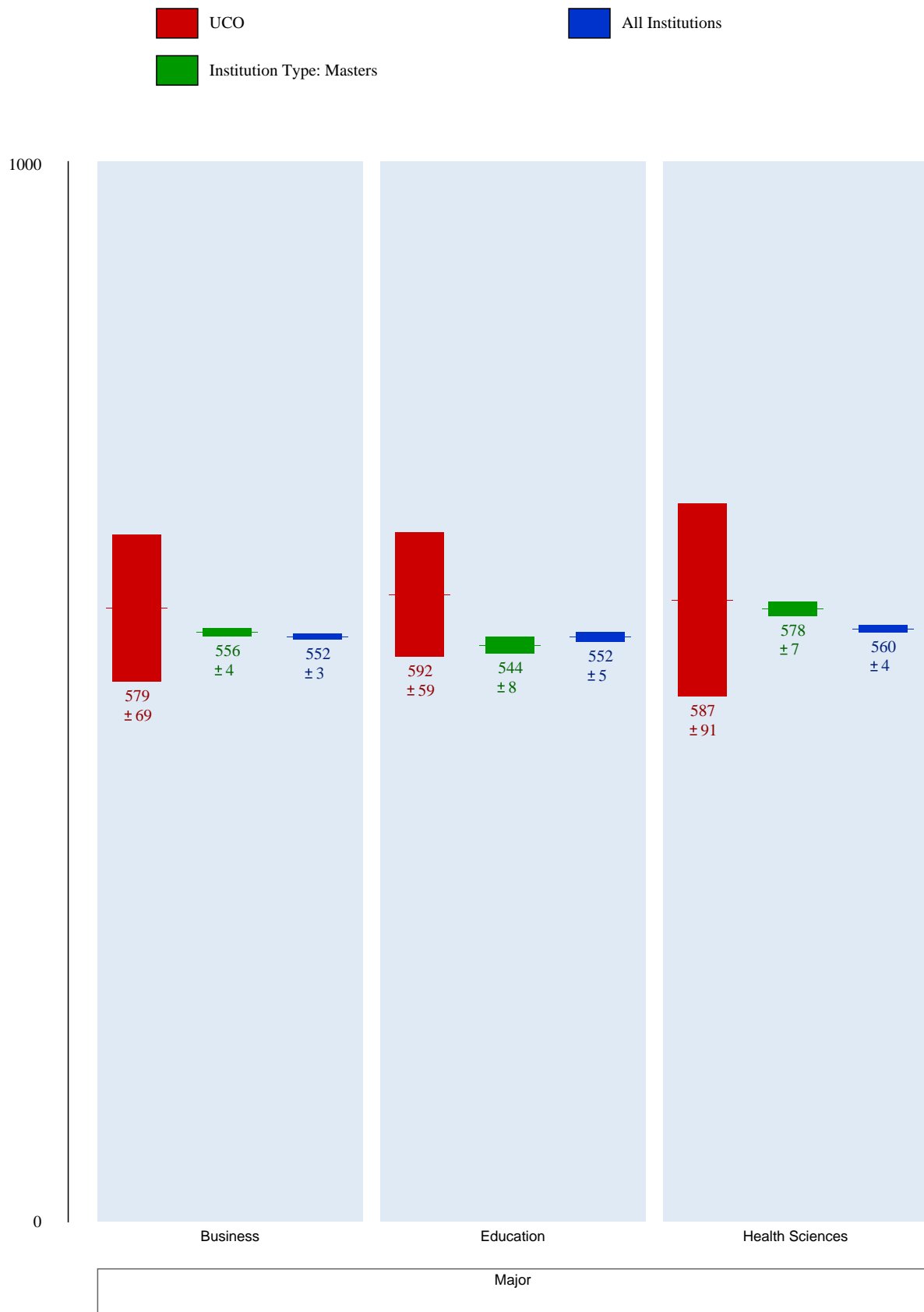


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



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



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



Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

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

8. SAILS Skill Set: Understanding Economic, Legal, and Social Issues**Summary of Results**University of Central Oklahoma Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Demographic Groups within University of Central Oklahoma Compared to the UCO Overall Performance on This Skill Set

Within University of Central Oklahoma, the following groups performed about the same as the UCO-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
Overall	533 ± 18	531 ± 2	529 ± 1
Class Standing			
Freshman	526 ± 34	518 ± 2	521 ± 1
Sophomore	513 ± 47	538 ± 4	532 ± 3
Junior	555 ± 63	549 ± 4	543 ± 3
Senior	528 ± 38	556 ± 5	556 ± 3
Other	547 ± 32	569 ± 12	541 ± 8
Majors			
Business	519 ± 46	537 ± 3	527 ± 2
Education	542 ± 40	513 ± 6	516 ± 4
Health Sciences	509 ± 58	539 ± 5	525 ± 3
Social Sciences / Psychology	568 ± 48	528 ± 7	530 ± 4
Other	528 ± 40	523 ± 4	522 ± 3
Undecided	504 ± 88	518 ± 6	523 ± 3

CUSTOM DEMOGRAPHICS QUESTIONS

Have you received Information Literacy training in the past?	
yes	517 ±29
no	535 ±26
Unsure	554 ±38
Is this your pre or post test?	
Pre	533 ±24
Post	531 ±30
Unsure	547 ±83

Detailed Results - Chart

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

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

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

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

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

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

For example,

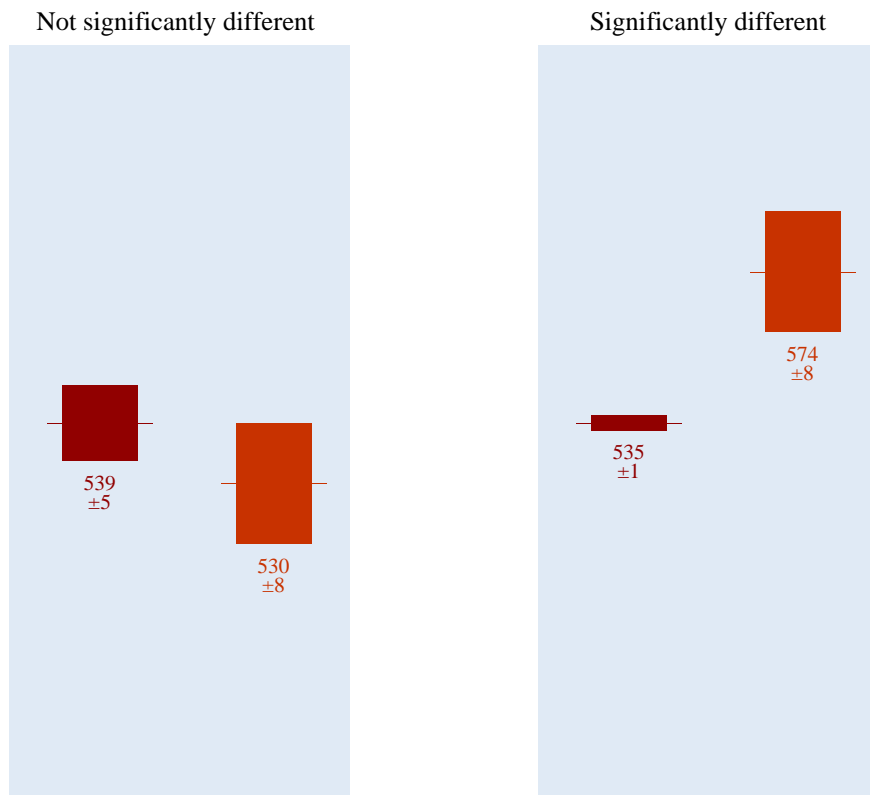


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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



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



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



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

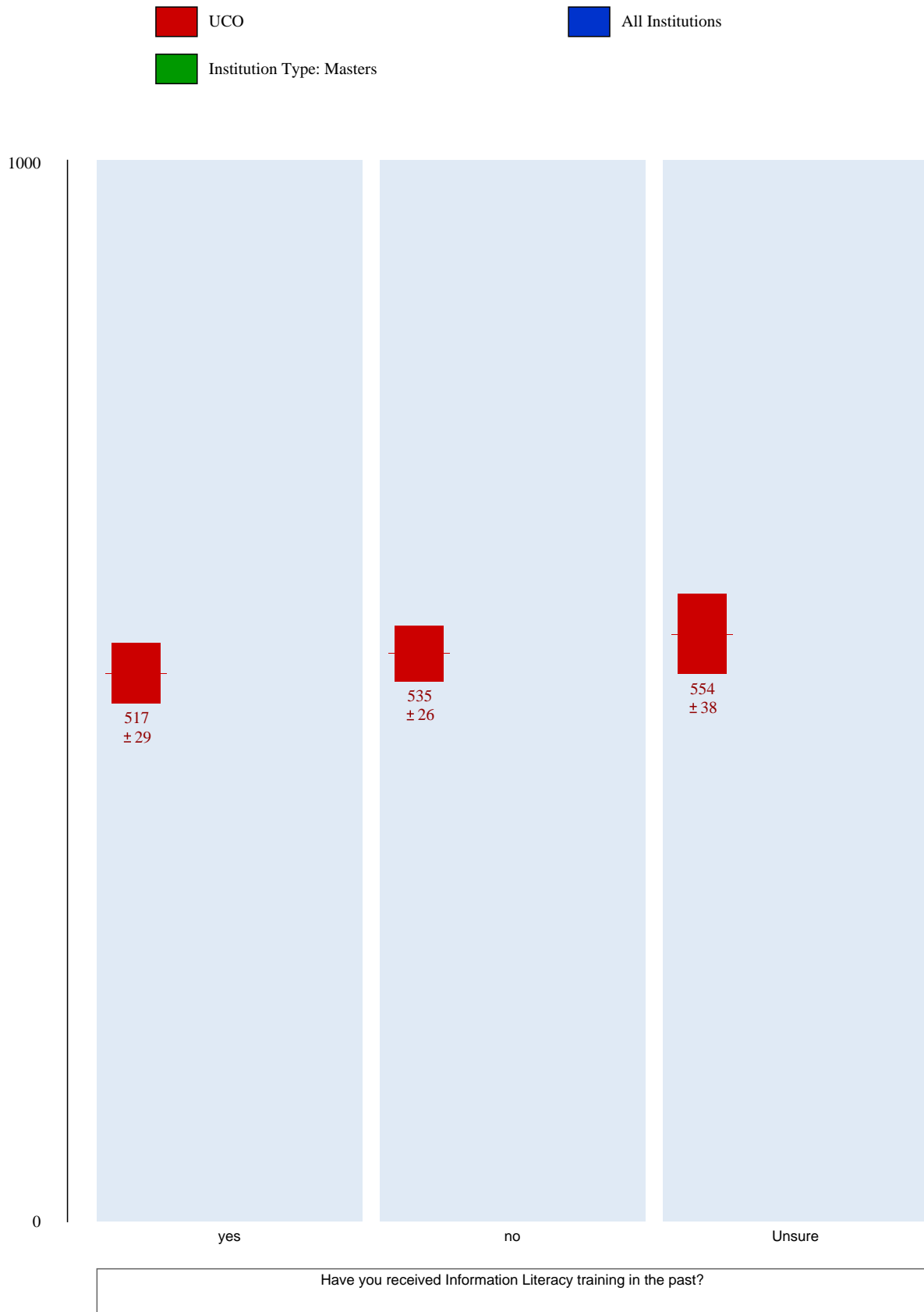


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

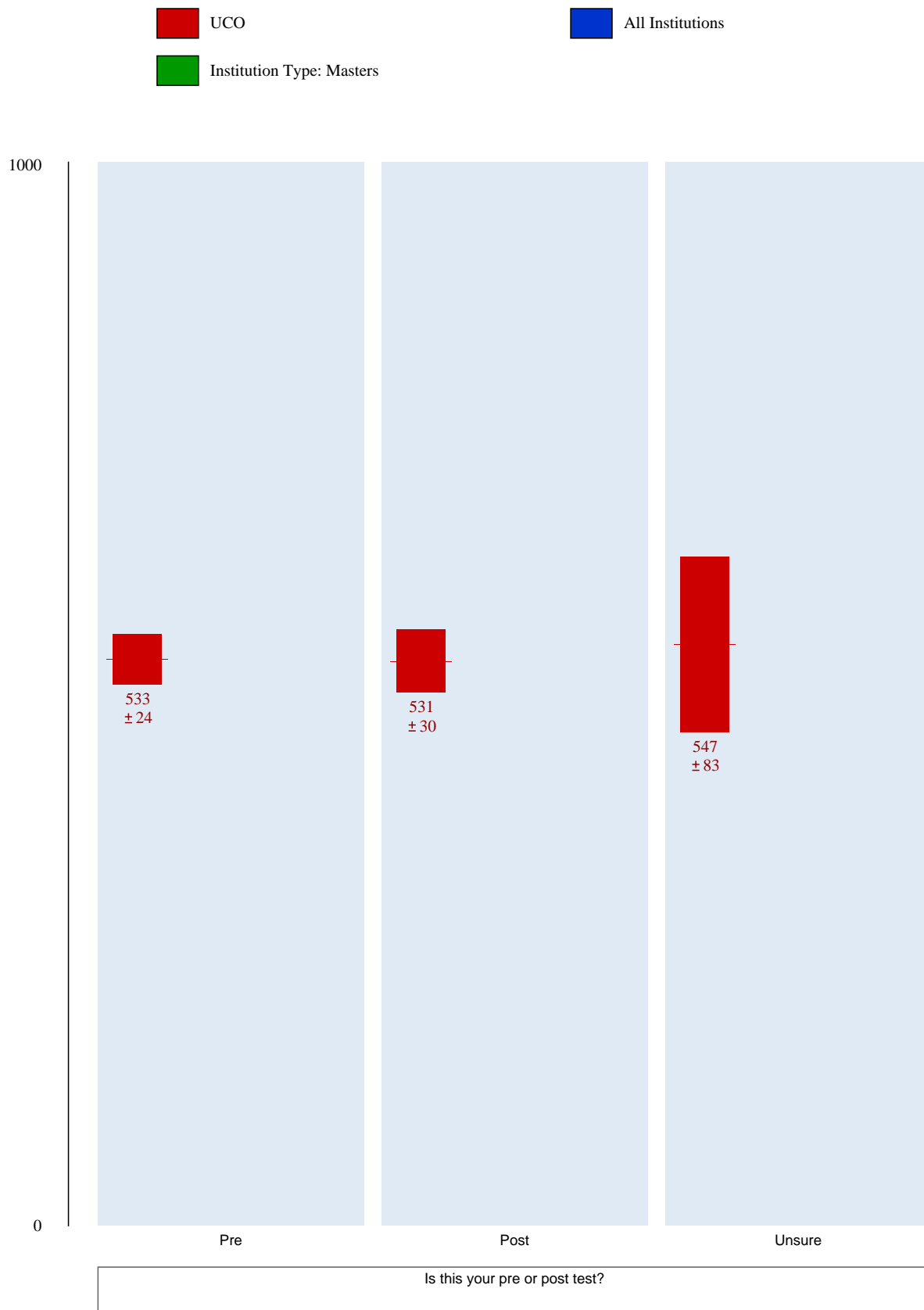


Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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

- 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments
- 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
- 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
- 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
- 5.1.3 Identifies and discusses issues related to censorship and freedom of speech
- 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")
- 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
- 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research

4. RESULTS BY ACRL STANDARDS

Results are presented on the following pages for the outcomes and objectives arranged within the original ACRL standards. The Summary of Results is followed by Detailed Results - Data Table; Detailed Results - Chart; and ACRL Objectives Measured by the Standard.

Summary of Results

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

Detailed Results - Data Table

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

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

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

	University of Central Oklahoma	Institution Type: Masters	All Institutions
ACRL Standard			
Standard 1: Determines the Nature and Extent of the Information Needed	553 ±16	553 ±2	551 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	562 ±14	548 ±1	545 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	561 ±17	556 ±2	552 ±1
Standard 5: Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally	542 ±16	539 ±2	537 ±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,

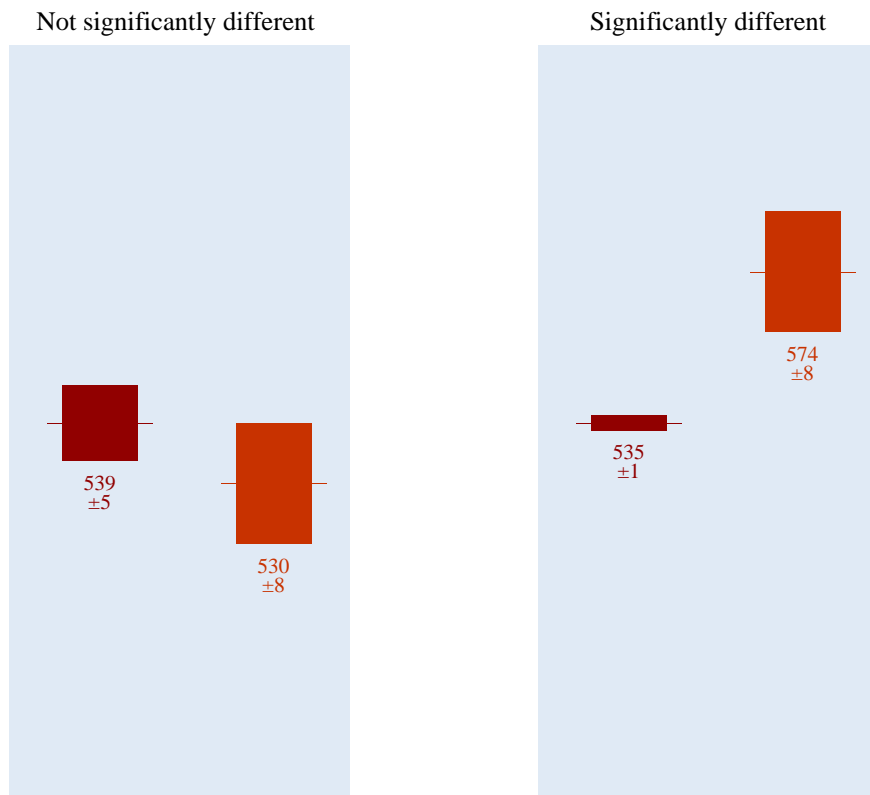


Figure 4.2 Chart for ACRL Standards



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

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently.

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

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

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

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

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

- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
- 2.5.3.1 Identifies different types of information sources cited in a research tool.
- 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
- 2.5.5 Uses various technologies to manage the information selected and organized

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

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

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

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

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

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

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

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

APPENDIX A

About Project SAILS

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

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

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

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

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

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

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

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

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.	Ashford University	Clinton, Iowa	Baccalaureate - Liberal Arts
5.	Auburn University	Auburn, Alabama	Doctorate
6.	Baldwin-Wallace College	Berea, OH	Masters
7.	Barry University	Miami Shores, Florida	Doctorate
8.	Bauder College	Atlanta, Georgia	Baccalaureate - General
9.	Berkeley College	West Paterson, NJ	Baccalaureate - General
10.	Bluffton University	Bluffton, Ohio	Baccalaureate - Liberal Arts
11.	Brigham Young University Hawaii	Laie, HI	Baccalaureate - Liberal Arts
12.	Butler University	Indianapolis, Indiana	Masters
13.	California State University Chico	Chico, CA	Baccalaureate - General
14.	Calvin College	Grand Rapids, MI	Masters
15.	Cedarville University	Cedarville, Ohio	Baccalaureate - Liberal Arts
16.	Central Florida, University of	Orlando, FL	Doctorate
17.	Central Oklahoma, University of	Edmond, Oklahoma	Masters
18.	Chapman University	Orange, CA	Masters
19.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
20.	Community College of Philadelphia	Philadelphia, PA	Associates
21.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
22.	Concordia College-NY	Bronxville, Westchester /New York	Baccalaureate - General
23.	Concordia University	Montreal, Quebec	Doctorate
24.	Connecticut, University of	Storrs, CT	Doctorate
25.	Cottey College	Nevada, Missouri	Associates
26.	Creighton University	Omaha, Nebraska	Masters
27.	DeSales University	Center Valley, PA	Masters
28.	Duquesne University	Pittsburgh, Pennsylvania	Doctorate
29.	East Central University	Ada, Oklahoma	Masters
30.	Eastern Kentucky University	Richmond, KY	Doctorate
31.	Eastern Shore Community College	Melfa, Virginia	Associates
32.	Embry-Riddle Aeronautical University	Prescott, AZ	Masters
33.	Emporia State University	Emporia, Kansas	Masters
34.	Fisher College	Boston, Massachusetts	Baccalaureate - General
35.	Gadsden State Community College	Gadsden, AL	Associates
36.	GateWay Community College	Phoenix, Arizona	Associates
37.	George Fox University	Newberg, Oregon	Baccalaureate - Liberal Arts
38.	Georgia Highlands College	Rome, Georgia	Associates
39.	Glendale Community College	Glendale, Arizona	Associates
40.	Grand Valley State University	Allendale, MI	Masters

	Institution	Location	Type of Institution
41.	Grant MacEwan College	Edmonton, Alberta	Baccalaureate - Liberal Arts
42.	Guelph, University of	Guelph, Ontario	Doctorate
43.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Baccalaureate - Liberal Arts
44.	Hamline University	St. Paul, MN	Masters
45.	Hartwick College	Oneonta, New York	Baccalaureate - Liberal Arts
46.	Hollins University	Roanoke, VA	Baccalaureate - Liberal Arts
47.	Jackson State University	Jackson, MS	Doctorate
48.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
49.	Keene State College	Keene, New Hampshire	Masters
50.	Kent State University - Kent Campus	Kent, OH	Doctorate
51.	La Roche College	Pittsburgh, Pennsylvania	Masters
52.	LaGuardia Community College	Long Island City, New York	Associates
53.	Lakehead University	Thunder Bay, Ontario	Baccalaureate - General
54.	Lamar State College-Orange	Orange, TX	Associates
55.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
56.	Langston University	Langston, Oklahoma	Masters
57.	Lincoln Memorial University	Harrogate, TN	Doctorate
58.	Lorain County Community College	Elyria, OH	Associates
59.	Lynchburg College	Lynchburg, Virginia	Masters
60.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
61.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
62.	Marymount College	Rancho Palos Verdes, California	Associates
63.	McMaster University	Hamilton, Ontario	Doctorate
64.	Middle Tennessee State University	Murfreesboro, TN	Doctorate
65.	North Georgia College & State University	Dahlonega, GA	Baccalaureate - General
66.	Northeastern State University	Tahlequah, Oklahoma	Masters
67.	Northwestern Oklahoma State University	Alva, OK	Masters
68.	Oakland University	Rochester, MI	Doctorate
69.	Ohio University	Athens, Ohio	Doctorate
70.	Oklahoma Panhandle State University	Goodwell, OK	Baccalaureate - General
71.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
72.	Peninsula College	Port Angeles, Washington	Associates
73.	Penn State University	University Park, PA, PA	Doctorate
74.	Phoenix, University of	Phoenix, AZ	Masters
75.	Pikeville College	Pikeville, KY	Baccalaureate - Liberal Arts
76.	Pittsburgh, University of	Pittsburgh, Pennsylvania	Doctorate
77.	Polk Community College	Winter Haven, Florida	Associates
78.	River Parishes Community College	Sorrento, Louisiana	Associates
79.	Rutgers University School of Law	Newark, NJ	Doctorate
80.	Savannah State University	Savannah, GA	Masters
81.	Scottsdale Community College	Scottsdale, Arizona	Associates
82.	Seminole Community College	Sanford, Florida	Associates
83.	Shaw University	Raleigh, North Carolina	Masters
84.	Shippensburg University	Shippensburg, Pennsylvania	Masters
85.	South University	Savannah,, GA	Doctorate

	Institution	Location	Type of Institution
86.	Southeastern Oklahoma State University	Durant, OK	Masters
87.	Springfield College	Springfield, MA	Masters
88.	St. Thomas Aquinas College	Sparkill, NY	Masters
89.	Sullivan County Community College (SUNY)	Loch Sheldrake, NY	Associates
90.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate
91.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
92.	Thomas College	Waterville, Maine	Masters
93.	Thomas Edison State College	Trenton, New Jersey	Masters
94.	Toronto Mississauga, University of	Mississauga, Ontario	Masters
95.	Touro College	New York, NY	Baccalaureate - General
96.	Western New England College	Springfield, MA	Masters
97.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
98.	William Woods University	Fulton, Missouri	Masters
99.	Wisconsin, University of	Duluth, WI	Doctorate

APPENDIX C

Test-Taker Profiles for Each Administration

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

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

		Bauder College Spring 2010		Berkeley College Spring 2008 Freshmen		Berkeley College Fall 2008		Berkeley College Summer 2008	
		Spring 2010		Spring 2008		Fall 2008		Fall 2008	
		(n=111)		(n=286)		(n=447)		(n=358)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	86	77.5	275	96.2	432	96.6	353	98.6
	Sophomore	14	12.6	0	0.0	0	0.0	0	0.0
	Junior	4	3.6	0	0.0	0	0.0	0	0.0
	Senior	2	1.8	11	3.8	15	3.4	5	1.4
	Other	2	1.8	0	0.0	0	0.0	0	0.0
	Not Reported	3	2.7	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		7	6.3	0	0.0	0	0.0	0	0.0
Business		20	18.0	66	23.1	93	20.8	76	21.2
Communications/Journalism		0	0.0	0	0.0	0	0.0	0	0.0
Education		0	0.0	0	0.0	0	0.0	0	0.0
Engineering/Physics		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		12	10.8	13	4.5	21	4.7	19	5.3
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		11	9.9	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 and Fine Arts		7	6.3	158	55.2	231	51.7	180	50.3
Science/Math		19	17.1	4	1.4	25	5.6	3	0.8
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	0	0.0
Other		35	31.5	0	0.0	0	0.0	0	0.0
Undecided		0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Berkeley College Winter 2009		Berkeley College Fall 2009 Freshmen		Berkeley College Winter 2010		Bluffton University 2009-10 AY	
		Spring 2009		Fall 2009		Spring 2010		Spring 2010	
		(n=60)		(n=96)		(n=59)		(n=130)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	57	95.0	62	64.6	35	59.3	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	13	10.0
	Junior	0	0.0	0	0.0	0	0.0	62	47.7
	Senior	3	5.0	34	35.4	24	40.7	55	42.3
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	18	30.0	26	27.1	10	16.9	27	20.8
	Communications/Journalism	0	0.0	0	0.0	0	0.0	6	4.6
	Education	0	0.0	0	0.0	0	0.0	31	23.8
	Engineering/Physics	0	0.0	0	0.0	2	3.4	4	3.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	3	5.0	7	7.3	5	8.5	2	1.5
	History	0	0.0	0	0.0	0	0.0	4	3.1
	Humanities	0	0.0	0	0.0	0	0.0	2	1.5
	Law	13	21.7	20	20.8	12	20.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	26	43.3	41	42.7	27	45.8	19	14.6
	Science/Math	0	0.0	2	2.1	3	5.1	9	6.9
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	4	3.1
	Other	0	0.0	0	0.0	0	0.0	21	16.2
	Undecided	0	0.0	0	0.0	0	0.0	1	0.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Brigham Young University Hawaii Fall2007		Butler University Spring2008		Butler University Spring 2009		California State University Chico Fall 2009 Yr 1 & 3	
		Fall 2007		Spring 2008		Spring 2009		Spring 2010	
		(n=76)		(n=161)		(n=213)		(n=64)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	7	9.2	114	70.8	106	49.8	29	45.3
	Sophomore	28	36.8	0	0.0	6	2.8	0	0.0
	Junior	21	27.6	0	0.0	23	10.8	0	0.0
	Senior	19	25.0	47	29.2	77	36.2	0	0.0
	Other	1	1.3	0	0.0	1	0.5	35	54.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	10	4.7	0	0.0
	Architecture	0	0.0	0	0.0	12	5.6	0	0.0
	Business	26	34.2	38	23.6	35	16.4	0	0.0
	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/Physics	3	3.9	5	3.1	3	1.4	0	0.0
	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	64	100.0
	History	1	1.3	9	5.6	9	4.2	0	0.0
	Humanities	3	3.9	0	0.0	0	0.0	0	0.0
	Law	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 and Fine Arts	13	17.1	21	13.0	17	8.0	0	0.0
	Science/Math	1	1.3	13	8.1	22	10.3	0	0.0
	Social Sciences/Psychology	4	5.3	10	6.2	26	12.2	0	0.0
	Other	8	10.5	13	8.1	11	5.2	0	0.0
	Undecided	2	2.6	13	8.1	8	3.8	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Calvin College Spring 2010 Pilot		Cedarville University CU Spring 2010		Central Florida nursing ug's 7/07		Central Oklahoma Spring 2010	
		Spring 2010		Spring 2010		Spring 2008		Spring 2010	
		(n=196)		(n=143)		(n=113)		(n=175)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	6	3.1	56	39.2	0	0.0	40	22.9
	Sophomore	34	17.3	9	6.3	0	0.0	34	19.4
	Junior	64	32.7	17	11.9	86	76.1	12	6.9
	Senior	89	45.4	60	42.0	6	5.3	36	20.6
	Other	3	1.5	1	0.7	21	18.6	53	30.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	3	1.5	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		30	15.3	15	10.5	0	0.0	22	12.6
Communications/Journalism		3	1.5	17	11.9	0	0.0	4	2.3
Education		12	6.1	11	7.7	0	0.0	30	17.1
Engineering/Physics		4	2.0	10	7.0	0	0.0	6	3.4
General Studies		0	0.0	0	0.0	0	0.0	4	2.3
Health Sciences		2	1.0	20	14.0	111	98.2	15	8.6
History		7	3.6	2	1.4	0	0.0	0	0.0
Humanities		34	17.3	7	4.9	0	0.0	3	1.7
Law		0	0.0	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		28	14.3	7	4.9	2	1.8	50	28.6
Science/Math		9	4.6	11	7.7	0	0.0	2	1.1
Social Sciences/Psychology		15	7.7	23	16.1	0	0.0	6	3.4
Other		48	24.5	17	11.9	0	0.0	22	12.6
Undecided		1	0.5	3	2.1	0	0.0	11	6.3
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Chapman University Fall 2007 Freshmen		Chapman University 2008 Fall Freshmen		Chapman University 2009 Fall FFC		Chapman University 2009-2010 Brandman	
		Fall 2007		Fall 2008		Fall 2009		Spring 2010	
		(n=130)		(n=165)		(n=655)		(n=53)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	130	100.0	165	100.0	655	100.0	53	100.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	5	0.8	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	23	13.9	126	19.2	6	11.3
	Communications/Journalism	0	0.0	6	3.6	38	5.8	0	0.0
	Education	0	0.0	2	1.2	11	1.7	7	13.2
	Engineering/Physics	0	0.0	2	1.2	4	0.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	8	15.1
	Health Sciences	0	0.0	1	0.6	15	2.3	0	0.0
	History	0	0.0	0	0.0	11	1.7	0	0.0
	Humanities	0	0.0	5	3.0	13	2.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	0	0.0	21	12.7	60	9.2	11	20.8
	Science/Math	0	0.0	61	37.0	219	33.4	0	0.0
	Social Sciences/Psychology	0	0.0	10	6.1	34	5.2	0	0.0
	Other	0	0.0	7	4.2	47	7.2	19	35.8
	Undecided	130	100.0	27	16.4	72	11.0	2	3.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Coastal Carolina University Kimbel Library 2007		Coastal Carolina University Kimbel Library F08		Coastal Carolina University CCU Spring 2009		Community College of Philadelphia ENGL 102 S109	
		Fall 2007		Fall 2008		Spring 2009		Spring 2009	
		(n=216)		(n=171)		(n=162)		(n=175)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	77	35.6	0	0.0	90	55.6	82	46.9
	Sophomore	3	1.4	8	4.7	54	33.3	67	38.3
	Junior	26	12.0	72	42.1	10	6.2	0	0.0
	Senior	107	49.5	84	49.1	3	1.9	0	0.0
	Other	3	1.4	7	4.1	1	0.6	26	14.9
	Not Reported	0	0.0	0	0.0	4	2.5	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.5	0	0.0	0	0.0	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	1	0.6
	Business	32	14.8	65	38.0	49	30.2	27	15.4
	Communications/Journalism	37	17.1	1	0.6	6	3.7	1	0.6
	Education	4	1.9	2	1.2	11	6.8	13	7.4
	Engineering/Physics	1	0.5	0	0.0	3	1.9	8	4.6
	General Studies	1	0.5	0	0.0	0	0.0	1	0.6
	Health Sciences	0	0.0	39	22.8	17	10.5	62	35.4
	History	1	0.5	0	0.0	7	4.3	0	0.0
	Humanities	22	10.2	2	1.2	2	1.2	1	0.6
	Law	1	0.5	3	1.8	1	0.6	2	1.1
	Military/Naval Science	1	0.5	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	15	6.9	11	6.4	9	5.6	31	17.7
	Science/Math	3	1.4	0	0.0	4	2.5	2	1.1
	Social Sciences/Psychology	18	8.3	10	5.8	24	14.8	10	5.7
	Other	63	29.2	36	21.1	14	8.6	7	4.0
	Undecided	16	7.4	1	0.6	10	6.2	8	4.6
Not Reported	0	0.0	1	0.6	5	3.1	0	0.0	

		Concordia College IOC 100 Con		Concordia College IOC 100 Exp		Concordia College- NY 2009 Spring Freshman		Concordia College- NY Spring 2010	
		Fall 2008		Fall 2008		Spring 2009		Spring 2010	
		(n=56)		(n=86)		(n=59)		(n=65)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	55	98.2	84	97.7	55	93.2	51	78.5
	Sophomore	1	1.8	2	2.3	2	3.4	11	16.9
	Junior	0	0.0	0	0.0	2	3.4	1	1.5
	Senior	0	0.0	0	0.0	0	0.0	1	1.5
	Other	0	0.0	0	0.0	0	0.0	1	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	1	1.8	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	11	16.9
Communications/Journalism		1	1.8	0	0.0	4	6.8	1	1.5
Education		7	12.5	11	12.8	10	16.9	11	16.9
Engineering/Physics		0	0.0	3	3.5	0	0.0	0	0.0
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	1	1.5
History		1	1.8	0	0.0	2	3.4	2	3.1
Humanities		0	0.0	0	0.0	1	1.7	0	0.0
Law		1	1.8	1	1.2	0	0.0	2	3.1
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		9	16.1	8	9.3	6	10.2	10	15.4
Science/Math		2	3.6	9	10.5	3	5.1	0	0.0
Social Sciences/Psychology		12	21.4	11	12.8	1	1.7	2	3.1
Other		0	0.0	6	7.0	7	11.9	11	16.9
Undecided		9	16.1	17	19.8	8	13.6	14	21.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Concordia University 2007 Fall 1st Yr. UG Fall 2007 (n=198)		Connecticut Fall 2007 Spring 2008 (n=823)		Cottey College Assessment Day 2009 Spring 2009 (n=221)		Creighton University Fall 2007 Fall 2007 (n=190)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	198	100.0	701	85.2	132	59.7	132	69.5
	Sophomore	0	0.0	100	12.2	77	34.8	45	23.7
	Junior	0	0.0	20	2.4	0	0.0	8	4.2
	Senior	0	0.0	0	0.0	1	0.5	4	2.1
	Other	0	0.0	2	0.2	0	0.0	1	0.5
	Not Reported	0	0.0	0	0.0	11	5.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	40	4.9	3	1.4	1	0.5
	Architecture	0	0.0	0	0.0	1	0.5	0	0.0
	Business	32	16.2	144	17.5	18	8.1	45	23.7
	Communications/Journalism	9	4.5	25	3.0	6	2.7	7	3.7
	Education	6	3.0	47	5.7	14	6.3	1	0.5
	Engineering/Physics	21	10.6	114	13.9	8	3.6	0	0.0
	General Studies	0	0.0	0	0.0	1	0.5	0	0.0
	Health Sciences	0	0.0	58	7.0	22	10.0	67	35.3
	History	3	1.5	6	0.7	6	2.7	4	2.1
	Humanities	9	4.5	21	2.6	8	3.6	0	0.0
	Law	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 and Fine Arts	41	20.7	37	4.5	27	12.2	25	13.2
	Science/Math	29	14.6	28	3.4	23	10.4	0	0.0
	Social Sciences/Psychology	20	10.1	57	6.9	18	8.1	1	0.5
	Other	24	12.1	61	7.4	20	9.0	9	4.7
	Undecided	4	2.0	185	22.5	27	12.2	30	15.8
Not Reported	0	0.0	0	0.0	13	5.9	0	0.0	

		DeSales University DeSales Spring 2010		Duquesne University 2004 as 2007		East Central University ECU Freshman Fall 08		Eastern Kentucky University ENG 102 Spring 2008	
		Spring 2010		Spring 2008		Fall 2008		Spring 2008	
		(n=94)		(n=144)		(n=293)		(n=308)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	290	99.0	254	82.5
	Sophomore	0	0.0	0	0.0	2	0.7	43	14.0
	Junior	3	3.2	1	0.7	1	0.3	8	2.6
	Senior	91	96.8	141	97.9	0	0.0	2	0.6
	Other	0	0.0	2	1.4	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	3	1.0	4	1.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	46	48.9	50	34.7	40	13.7	24	7.8
	Communications/Journalism	3	3.2	4	2.8	11	3.8	12	3.9
	Education	0	0.0	16	11.1	43	14.7	45	14.6
	Engineering/Physics	7	7.4	0	0.0	13	4.4	6	1.9
	General Studies	0	0.0	0	0.0	0	0.0	1	0.3
	Health Sciences	3	3.2	38	26.4	36	12.3	59	19.2
	History	1	1.1	2	1.4	6	2.0	0	0.0
	Humanities	3	3.2	1	0.7	0	0.0	0	0.0
	Law	0	0.0	0	0.0	10	3.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	2	2.1	16	11.1	68	23.2	75	24.4
	Science/Math	21	22.3	5	3.5	8	2.7	6	1.9
	Social Sciences/Psychology	4	4.3	7	4.9	22	7.5	19	6.2
	Other	4	4.3	5	3.5	14	4.8	14	4.5
	Undecided	0	0.0	0	0.0	19	6.5	43	14.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eastern Shore Community College QEP Spring 2009 Grad Spring 2009 (n=61)		Eastern Shore Community College Graduating 2010 Spring 2010 (n=65)		Embry- Riddle Aeronautical University PrescottFall09 Fall 2009 (n=427)		Emporia State University Spring 2008 PIs Spring 2008 (n=145)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	196	45.9	113	77.9
	Sophomore	36	59.0	65	100.0	113	26.5	23	15.9
	Junior	3	4.9	0	0.0	45	10.5	5	3.4
	Senior	19	31.1	0	0.0	52	12.2	3	2.1
	Other	3	4.9	0	0.0	21	4.9	1	0.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	4	0.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	11	18.0	11	16.9	38	8.9	27	18.6
	Communications/Journalism	1	1.6	0	0.0	1	0.2	4	2.8
	Education	15	24.6	13	20.0	0	0.0	40	27.6
	Engineering/Physics	1	1.6	0	0.0	91	21.3	5	3.4
	General Studies	14	23.0	20	30.8	1	0.2	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	11	7.6
	History	2	3.3	0	0.0	0	0.0	2	1.4
	Humanities	1	1.6	0	0.0	3	0.7	1	0.7
	Law	0	0.0	0	0.0	0	0.0	1	0.7
	Military/Navel Science	0	0.0	0	0.0	2	0.5	0	0.0
	Performing and Fine Arts	4	6.6	13	20.0	231	54.1	12	8.3
	Science/Math	0	0.0	0	0.0	0	0.0	8	5.5
	Social Sciences/Psychology	8	13.1	7	10.8	52	12.2	8	5.5
	Other	1	1.6	0	0.0	2	0.5	14	9.7
	Undecided	3	4.9	1	1.5	2	0.5	12	8.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

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

		Gadsden State Community College GSCC Fall 2009		GateWay Community College 2008 Spring		George Fox University SAILS F09 Fall 2009		Georgia Highlands College Spring 2009	
		Spring 2010		Spring 2008		Fall 2009		Spring 2009	
		(n=336)		(n=256)		(n=164)		(n=149)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	114	33.9	107	41.8	113	68.9	36	24.2
	Sophomore	165	49.1	73	28.5	2	1.2	86	57.7
	Junior	25	7.4	0	0.0	2	1.2	2	1.3
	Senior	13	3.9	0	0.0	46	28.0	0	0.0
	Other	18	5.4	76	29.7	1	0.6	25	16.8
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.6	3	1.2	0	0.0	0	0.0
	Architecture	1	0.3	1	0.4	0	0.0	1	0.7
	Business	32	9.5	26	10.2	22	13.4	72	48.3
	Communications/Journalism	5	1.5	5	2.0	8	4.9	0	0.0
	Education	41	12.2	8	3.1	14	8.5	17	11.4
	Engineering/Physics	37	11.0	5	2.0	14	8.5	6	4.0
	General Studies	33	9.8	18	7.0	4	2.4	4	2.7
	Health Sciences	43	12.8	130	50.8	25	15.2	3	2.0
	History	1	0.3	0	0.0	2	1.2	8	5.4
	Humanities	1	0.3	1	0.4	0	0.0	3	2.0
	Law	6	1.8	0	0.0	2	1.2	2	1.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	92	27.4	29	11.3	9	5.5	8	5.4
	Science/Math	1	0.3	0	0.0	19	11.6	2	1.3
	Social Sciences/Psychology	6	1.8	7	2.7	13	7.9	4	2.7
	Other	9	2.7	7	2.7	24	14.6	6	4.0
	Undecided	25	7.4	16	6.3	8	4.9	12	8.1
Not Reported	1	0.3	0	0.0	0	0.0	1	0.7	

		Glendale Community College Library Faculty		Grand Valley State University 2009 2010 SAILS		Grant MacEwan College 2009 MacEwan		Guelph, University of GuelphFall2008	
		Fall 2009		Fall 2009		Spring 2010		Fall 2008	
		(n=386)		(n=921)		(n=341)		(n=188)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	119	30.8	204	22.1	302	88.6	126	67.0
	Sophomore	215	55.7	153	16.6	33	9.7	11	5.9
	Junior	0	0.0	168	18.2	3	0.9	18	9.6
	Senior	0	0.0	283	30.7	0	0.0	28	14.9
	Other	52	13.5	113	12.3	2	0.6	5	2.7
	Not Reported	0	0.0	0	0.0	1	0.3	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.3	4	0.4	0	0.0	32	17.0
	Architecture	2	0.5	0	0.0	0	0.0	1	0.5
	Business	51	13.2	111	12.1	107	31.4	13	6.9
	Communications/Journalism	7	1.8	43	4.7	76	22.3	0	0.0
	Education	24	6.2	98	10.6	39	11.4	0	0.0
	Engineering/Physics	22	5.7	48	5.2	0	0.0	6	3.2
	General Studies	17	4.4	1	0.1	0	0.0	11	5.9
	Health Sciences	73	18.9	171	18.6	25	7.3	4	2.1
	History	1	0.3	8	0.9	0	0.0	5	2.7
	Humanities	0	0.0	14	1.5	0	0.0	8	4.3
	Law	10	2.6	14	1.5	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	68	17.6	200	21.7	94	27.6	16	8.5
	Science/Math	9	2.3	17	1.8	0	0.0	6	3.2
	Social Sciences/Psychology	27	7.0	64	6.9	0	0.0	54	28.7
	Other	27	7.0	79	8.6	0	0.0	23	12.2
Undecided	47	12.2	49	5.3	0	0.0	9	4.8	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		H. Raymond Danforth Library- New England College 2007 Fall First Year Fall 2007 (n=187)		H. Raymond Danforth Library- New England College Spring 2008 Spring 2008 (n=175)		H. Raymond Danforth Library- New England College Fall 2008 First Year Fall 2008 (n=220)		H. Raymond Danforth Library- New England College Spring 2009 Spring 2009 (n=158)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	185	98.9	120	68.6	203	92.3	114	72.2
	Sophomore	0	0.0	31	17.7	14	6.4	19	12.0
	Junior	0	0.0	17	9.7	2	0.9	14	8.9
	Senior	0	0.0	7	4.0	1	0.5	11	7.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	2	1.1	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.6	2	1.1	8	3.6	2	1.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	38	20.3	34	19.4	37	16.8	37	23.4
	Communications/Journalism	2	1.1	11	6.3	8	3.6	9	5.7
	Education	24	12.8	21	12.0	34	15.5	25	15.8
	Engineering/Physics	1	0.5	1	0.6	3	1.4	2	1.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	15	8.0	20	11.4	17	7.7	14	8.9
	History	1	0.5	1	0.6	4	1.8	6	3.8
	Humanities	2	1.1	3	1.7	3	1.4	4	2.5
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	20	10.7	40	22.9	27	12.3	18	11.4
	Science/Math	6	3.2	8	4.6	11	5.0	5	3.2
	Social Sciences/Psychology	12	6.4	3	1.7	7	3.2	9	5.7
	Other	17	9.1	18	10.3	18	8.2	15	9.5
	Undecided	25	13.4	13	7.4	43	19.5	12	7.6
Not Reported	21	11.2	0	0.0	0	0.0	0	0.0	

		H. Raymond Danforth Library- New England College Spring 2010		Hamline University Spring 2009		Hamline University 2009 Fall		Hamline University 2010 Spring	
		Spring 2010		Spring 2009		Fall 2009		Spring 2010	
		(n=181)		(n=65)		(n=325)		(n=134)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	118	65.2	23	35.4	325	100.0	126	94.0
	Sophomore	34	18.8	11	16.9	0	0.0	8	6.0
	Junior	10	5.5	11	16.9	0	0.0	0	0.0
	Senior	17	9.4	20	30.8	0	0.0	0	0.0
	Other	2	1.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	8	4.4	2	3.1	4	1.2	1	0.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	30	16.6	13	20.0	32	9.8	15	11.2
	Communications/Journalism	10	5.5	2	3.1	8	2.5	5	3.7
	Education	25	13.8	4	6.2	11	3.4	4	3.0
	Engineering/Physics	2	1.1	1	1.5	2	0.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	21	11.6	0	0.0	0	0.0	0	0.0
	History	7	3.9	4	6.2	4	1.2	1	0.7
	Humanities	6	3.3	9	13.8	10	3.1	9	6.7
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	28	15.5	5	7.7	35	10.8	14	10.4
	Science/Math	8	4.4	1	1.5	7	2.2	0	0.0
	Social Sciences/Psychology	10	5.5	7	10.8	39	12.0	17	12.7
	Other	17	9.4	11	16.9	52	16.0	25	18.7
	Undecided	9	5.0	6	9.2	121	37.2	43	32.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Hartwick College FreshmanComp Fall09		Hartwick College Spring 2010		Hollins University 2007 Fall FYS		Hollins University 2007 Fall FYS-2	
		Fall 2009		Spring 2010		Fall 2007		Fall 2007	
		(n=82)		(n=64)		(n=188)		(n=152)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	76	92.7	1	1.6	188	100.0	152	100.0
	Sophomore	2	2.4	10	15.6	0	0.0	0	0.0
	Junior	1	1.2	23	35.9	0	0.0	0	0.0
	Senior	1	1.2	28	43.8	0	0.0	0	0.0
	Other	1	1.2	0	0.0	0	0.0	0	0.0
	Not Reported	1	1.2	2	3.1	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		11	13.4	17	26.6	0	0.0	0	0.0
Communications/Journalism		0	0.0	0	0.0	0	0.0	0	0.0
Education		3	3.7	6	9.4	0	0.0	0	0.0
Engineering/Physics		0	0.0	1	1.6	0	0.0	0	0.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		9	11.0	6	9.4	0	0.0	0	0.0
History		1	1.2	5	7.8	0	0.0	0	0.0
Humanities		1	1.2	7	10.9	0	0.0	0	0.0
Law		8	9.8	0	0.0	0	0.0	0	0.0
Military/Navel Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		11	13.4	0	0.0	0	0.0	0	0.0
Science/Math		1	1.2	2	3.1	0	0.0	0	0.0
Social Sciences/Psychology		13	15.9	4	6.3	0	0.0	0	0.0
Other		7	8.5	14	21.9	0	0.0	0	0.0
Undecided		15	18.3	0	0.0	0	0.0	0	0.0
Not Reported	2	2.4	2	3.1	188	100.0	152	100.0	

		Jackson State University SAILS At JSU Spring 2008 (n=288)		Johnson & Wales University - Charlotte Fall 2007 Fall 2007 (n=63)		Johnson & Wales University - Charlotte JWU CLT Fall 08 Fall 2008 (n=138)		Johnson & Wales University - Charlotte Fall 2009 Fall 2009 (n=122)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	9	3.1	60	95.2	56	40.6	74	60.7
	Sophomore	35	12.2	3	4.8	50	36.2	5	4.1
	Junior	93	32.3	0	0.0	9	6.5	0	0.0
	Senior	146	50.7	0	0.0	22	15.9	43	35.2
	Other	2	0.7	0	0.0	1	0.7	0	0.0
	Not Reported	3	1.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	79	64.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	78	27.1	29	46.0	102	73.9	22	18.0
	Communications/Journalism	4	1.4	0	0.0	0	0.0	0	0.0
	Education	68	23.6	0	0.0	0	0.0	0	0.0
	Engineering/Physics	11	3.8	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	4	1.4	0	0.0	0	0.0	0	0.0
	History	3	1.0	0	0.0	0	0.0	0	0.0
	Humanities	2	0.7	0	0.0	0	0.0	0	0.0
	Law	5	1.7	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	36	12.5	34	54.0	36	26.1	21	17.2
	Science/Math	1	0.3	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	22	7.6	0	0.0	0	0.0	0	0.0
	Other	50	17.4	0	0.0	0	0.0	0	0.0
	Undecided	1	0.3	0	0.0	0	0.0	0	0.0
Not Reported	3	1.0	0	0.0	0	0.0	0	0.0	

		Keene State College 2008 Fall Freshmen		Keene State College 2009 Fall Freshmen		Kent State University - Kent Campus Ed Orientation		Kent State University - Kent Campus KSU FYS	
		Fall 2008		Fall 2009		Fall 2007		Spring 2008	
		(n=292)		(n=293)		(n=185)		(n=66)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	268	91.8	262	89.4	182	98.4	65	98.5
	Sophomore	16	5.5	22	7.5	3	1.6	1	1.5
	Junior	3	1.0	6	2.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	4	1.4	3	1.0	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	2	0.7	0	0.0	0	0.0
	Architecture	10	3.4	13	4.4	0	0.0	1	1.5
	Business	22	7.5	11	3.8	0	0.0	4	6.1
	Communications/Journalism	11	3.8	9	3.1	0	0.0	6	9.1
	Education	66	22.6	55	18.8	157	84.9	4	6.1
	Engineering/Physics	3	1.0	5	1.7	0	0.0	0	0.0
	General Studies	8	2.7	9	3.1	0	0.0	1	1.5
	Health Sciences	12	4.1	14	4.8	9	4.9	5	7.6
	History	6	2.1	5	1.7	1	0.5	1	1.5
	Humanities	16	5.5	36	12.3	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	1	1.5
	Military/Naval Science	4	1.4	7	2.4	0	0.0	0	0.0
	Performing and Fine Arts	14	4.8	12	4.1	12	6.5	23	34.8
	Science/Math	4	1.4	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	7	2.4	10	3.4	1	0.5	0	0.0
	Other	15	5.1	26	8.9	1	0.5	4	6.1
	Undecided	77	26.4	79	27.0	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)		La Roche College 2008 Fall Freshman Fall 2008 (n=148)		LaGuardia Community College 2008 Spr BILD Post Spring 2008 (n=169)		LaGuardia Community College 2008 Spr BILD Pre Spring 2008 (n=203)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	98.8	115	77.7	89	52.7	116	57.1
	Sophomore	1	1.2	20	13.5	79	46.7	86	42.4
	Junior	0	0.0	8	5.4	0	0.0	0	0.0
	Senior	0	0.0	2	1.4	0	0.0	0	0.0
	Other	0	0.0	3	2.0	1	0.6	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	12	8.1	0	0.0	0	0.0
Business		0	0.0	20	13.5	21	12.4	13	6.4
Communications/Journalism		0	0.0	7	4.7	0	0.0	0	0.0
Education		79	92.9	15	10.1	2	1.2	3	1.5
Engineering/Physics		0	0.0	4	2.7	9	5.3	7	3.4
General Studies		0	0.0	0	0.0	55	32.5	62	30.5
Health Sciences		2	2.4	12	8.1	67	39.6	75	36.9
History		0	0.0	2	1.4	0	0.0	0	0.0
Humanities		1	1.2	1	0.7	0	0.0	0	0.0
Law		0	0.0	2	1.4	3	1.8	2	1.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		2	2.4	27	18.2	0	0.0	19	9.4
Science/Math		0	0.0	5	3.4	3	1.8	2	1.0
Social Sciences/Psychology		0	0.0	4	2.7	9	5.3	20	9.9
Other		0	0.0	12	8.1	0	0.0	0	0.0
Undecided		1	1.2	25	16.9	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lakehead University Alexander 2008 Fall		Lamar State College- Orange LSCO Spring 2010		Lancaster Bible College LA 102 SAILS Spring 2008		Lancaster Bible College Fall 09 Traditional Fall 2009	
		(n=72)		(n=316)		(n=51)		(n=119)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	12	16.7	223	70.6	38	74.5	96	80.7
	Sophomore	19	26.4	61	19.3	10	19.6	18	15.1
	Junior	17	23.6	27	8.5	2	3.9	5	4.2
	Senior	22	30.6	0	0.0	1	2.0	0	0.0
	Other	2	2.8	5	1.6	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		66	91.7	21	6.6	0	0.0	0	0.0
Communications/Journalism		0	0.0	2	0.6	0	0.0	0	0.0
Education		0	0.0	43	13.6	0	0.0	0	0.0
Engineering/Physics		1	1.4	10	3.2	0	0.0	0	0.0
General Studies		1	1.4	19	6.0	0	0.0	0	0.0
Health Sciences		0	0.0	135	42.7	0	0.0	0	0.0
History		0	0.0	1	0.3	0	0.0	0	0.0
Humanities		0	0.0	0	0.0	0	0.0	0	0.0
Law		0	0.0	21	6.6	0	0.0	0	0.0
Military/Navel Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		2	2.8	24	7.6	29	56.9	119	100.0
Science/Math		0	0.0	1	0.3	0	0.0	0	0.0
Social Sciences/Psychology		0	0.0	18	5.7	0	0.0	0	0.0
Other		0	0.0	10	3.2	0	0.0	0	0.0
Undecided		2	2.8	11	3.5	22	43.1	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lancaster Bible College SP 2010 Traditional Spring 2010 (n=72)		Langston University OK Success 2008 Fall 2008 (n=157)		Lincoln Memorial University SP09 INFL/EDUC A0 Spring 2009 (n=51)		Lincoln Memorial University FALL09 FF Class Fall 2009 (n=186)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	3	4.2	85	54.1	17	33.3	186	100.0
	Sophomore	5	6.9	2	1.3	16	31.4	0	0.0
	Junior	4	5.6	3	1.9	12	23.5	0	0.0
	Senior	52	72.2	0	0.0	6	11.8	0	0.0
	Other	8	11.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	67	42.7	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	2	1.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	2	3.9	10	5.4
	Communications/Journalism	0	0.0	0	0.0	2	3.9	3	1.6
	Education	0	0.0	0	0.0	11	21.6	19	10.2
	Engineering/Physics	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	16	31.4	52	28.0
	History	0	0.0	0	0.0	1	2.0	9	4.8
	Humanities	0	0.0	0	0.0	1	2.0	2	1.1
	Law	0	0.0	0	0.0	1	2.0	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	72	100.0	85	54.1	12	23.5	30	16.1
	Science/Math	0	0.0	0	0.0	0	0.0	4	2.2
	Social Sciences/Psychology	0	0.0	0	0.0	2	3.9	24	12.9
	Other	0	0.0	0	0.0	2	3.9	8	4.3
	Undecided	0	0.0	13	8.3	1	2.0	21	11.3
Not Reported	0	0.0	59	37.6	0	0.0	0	0.0	

		Lorain County Community College 2007 Entry		Lorain County Community College ILAD post		Lorain County Community College ILAD pre		Lynchburg College Seniors Spring 2010	
		Fall 2007		Spring 2008		Spring 2008		Spring 2010	
		(n=117)		(n=50)		(n=174)		(n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	109	93.2	5	10.0	20	11.5	0	0.0
	Sophomore	7	6.0	21	42.0	67	38.5	0	0.0
	Junior	1	0.9	24	48.0	87	50.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	50	100.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	3	1.7	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	26	22.2	14	28.0	18	10.3	11	22.0
	Communications/Journalism	2	1.7	1	2.0	0	0.0	3	6.0
	Education	1	0.9	9	18.0	29	16.7	0	0.0
	Engineering/Physics	5	4.3	1	2.0	1	0.6	0	0.0
	General Studies	1	0.9	0	0.0	0	0.0	0	0.0
	Health Sciences	32	27.4	8	16.0	88	50.6	11	22.0
	History	0	0.0	0	0.0	1	0.6	2	4.0
	Humanities	0	0.0	1	2.0	0	0.0	6	12.0
	Law	0	0.0	0	0.0	0	0.0	1	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	17	14.5	3	6.0	17	9.8	3	6.0
	Science/Math	4	3.4	0	0.0	0	0.0	2	4.0
	Social Sciences/Psychology	5	4.3	5	10.0	9	5.2	1	2.0
	Other	2	1.7	5	10.0	5	2.9	10	20.0
	Undecided	22	18.8	3	6.0	3	1.7	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Manhattanville College Fall 2007 Info Lit Spring 2008 (n=780)	Manhattanville College Fall2008-Spring 2009 Spring 2009 (n=701)	Manhattanville College Fall2009-Spring 2010 Spring 2010 (n=570)	Marygrove College Library Winter 2009 Spring 2009 (n=90)				
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	171	21.9	93	13.3	74	13.0	17	18.9
Sophomore	268	34.4	270	38.5	238	41.8	17	18.9
Junior	203	26.0	200	28.5	143	25.1	32	35.6
Senior	133	17.1	136	19.4	113	19.8	23	25.6
Other	5	0.6	2	0.3	2	0.4	1	1.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	2	0.3	3	0.5	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	150	19.2	141	20.1	90	15.8	7	7.8
Communications/Journalism	73	9.4	69	9.8	57	10.0	1	1.1
Education	85	10.9	77	11.0	63	11.1	12	13.3
Engineering/Physics	7	0.9	0	0.0	4	0.7	5	5.6
General Studies	1	0.1	1	0.1	1	0.2	0	0.0
Health Sciences	0	0.0	7	1.0	10	1.8	4	4.4
History	42	5.4	33	4.7	28	4.9	1	1.1
Humanities	26	3.3	24	3.4	15	2.6	0	0.0
Law	27	3.5	17	2.4	4	0.7	2	2.2
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts	103	13.2	93	13.3	102	17.9	23	25.6
Science/Math	47	6.0	66	9.4	50	8.8	5	5.6
Social Sciences/Psychology	35	4.5	26	3.7	37	6.5	10	11.1
Other	110	14.1	99	14.1	75	13.2	17	18.9
Undecided	74	9.5	46	6.6	31	5.4	3	3.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Marygrove College Library Winter 2010		Marymount College Fall 09 Freshmen		McMaster University Comm1E03Win ter2008		Middle Tennessee State University 2009 Fall Freshmen	
		Spring 2010		Fall 2009		Spring 2008		Fall 2009	
		(n=103)		(n=184)		(n=949)		(n=369)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	16	15.5	181	98.4	514	54.2	369	100.0
	Sophomore	24	23.3	0	0.0	404	42.6	0	0.0
	Junior	32	31.1	0	0.0	24	2.5	0	0.0
	Senior	25	24.3	0	0.0	6	0.6	0	0.0
	Other	6	5.8	3	1.6	1	0.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	4	1.1
	Architecture	0	0.0	1	0.5	0	0.0	0	0.0
	Business	8	7.8	24	13.0	842	88.7	25	6.8
	Communications/Journalism	2	1.9	8	4.3	2	0.2	33	8.9
	Education	22	21.4	4	2.2	0	0.0	16	4.3
	Engineering/Physics	4	3.9	1	0.5	73	7.7	14	3.8
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences	11	10.7	24	13.0	1	0.1	27	7.3
	History	2	1.9	1	0.5	0	0.0	7	1.9
	Humanities	2	1.9	2	1.1	0	0.0	1	0.3
	Law	3	2.9	0	0.0	0	0.0	2	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	22	21.4	23	12.5	7	0.7	52	14.1
	Science/Math	2	1.9	11	6.0	0	0.0	2	0.5
	Social Sciences/Psychology	9	8.7	4	2.2	4	0.4	24	6.5
	Other	11	10.7	17	9.2	0	0.0	16	4.3
Undecided	5	4.9	63	34.2	20	2.1	146	39.6	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

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

		North Georgia College & State University Fall 2009		North Georgia College & State University Spring 2010		Northeastern State University NSU Fall 2008 Fresh.		Northwestern Oklahoma State University OK Success 2008	
		Fall 2009		Spring 2010		Fall 2008		Fall 2008	
		(n=97)		(n=317)		(n=69)		(n=148)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	16	16.5	210	66.2	64	92.8	145	98.0
	Sophomore	69	71.1	90	28.4	0	0.0	2	1.4
	Junior	10	10.3	14	4.4	2	2.9	0	0.0
	Senior	2	2.1	3	0.9	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	3	0.9	2	2.9	2
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		15	15.5	45	14.2	6	8.7	14	9.5
Communications/Journalism		1	1.0	1	0.3	5	7.2	2	1.4
Education		19	19.6	53	16.7	12	17.4	18	12.2
Engineering/Physics		3	3.1	9	2.8	2	2.9	7	4.7
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		10	10.3	42	13.2	2	2.9	27	18.2
History		7	7.2	9	2.8	1	1.4	2	1.4
Humanities		1	1.0	1	0.3	0	0.0	0	0.0
Law		5	5.2	18	5.7	0	0.0	5	3.4
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		15	15.5	43	13.6	9	13.0	22	14.9
Science/Math		0	0.0	5	1.6	1	1.4	2	1.4
Social Sciences/Psychology		7	7.2	36	11.4	1	1.4	4	2.7
Other		7	7.2	33	10.4	5	7.2	5	3.4
Undecided		7	7.2	19	6.0	23	33.3	38	25.7
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Oakland University 2008 Winter RHT 160s Spring 2008 (n=290)		Ohio University Fall 2007 Freshmen Fall 2007 (n=241)		Ohio University Spring 2008 Seniors Spring 2008 (n=99)		Ohio University Fall 2008 Freshmen Fall 2008 (n=186)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	239	82.4	225	93.4	0	0.0	176	94.6
	Sophomore	28	9.7	14	5.8	0	0.0	8	4.3
	Junior	18	6.2	2	0.8	2	2.0	2	1.1
	Senior	5	1.7	0	0.0	97	98.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.4	0	0.0	1	0.5
	Business	49	16.9	16	6.6	32	32.3	11	5.9
	Communications/Journalism	12	4.1	19	7.9	7	7.1	10	5.4
	Education	28	9.7	14	5.8	1	1.0	10	5.4
	Engineering/Physics	13	4.5	4	1.7	1	1.0	0	0.0
	General Studies	2	0.7	0	0.0	0	0.0	0	0.0
	Health Sciences	62	21.4	20	8.3	4	4.0	4	2.2
	History	4	1.4	3	1.2	1	1.0	2	1.1
	Humanities	3	1.0	3	1.2	3	3.0	0	0.0
	Law	0	0.0	4	1.7	2	2.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	29	10.0	22	9.1	33	33.3	7	3.8
	Science/Math	8	2.8	15	6.2	13	13.1	4	2.2
	Social Sciences/Psychology	18	6.2	7	2.9	0	0.0	6	3.2
	Other	23	7.9	10	4.1	2	2.0	10	5.4
	Undecided	39	13.4	103	42.7	0	0.0	121	65.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ohio University Spring 2009 Seniors		Ohio University Fall 2009 Freshmen		Ohio University Spring 2010 Seniors		Oklahoma Panhandle State University OPSurkdFall20 08	
		Spring 2009		Fall 2009		Spring 2010		Fall 2008	
		(n=134)		(n=208)		(n=79)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	203	97.6	0	0.0	52	100.0
	Sophomore	0	0.0	4	1.9	0	0.0	0	0.0
	Junior	1	0.7	0	0.0	0	0.0	0	0.0
	Senior	131	97.8	0	0.0	79	100.0	0	0.0
	Other	2	1.5	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	0	0.0	0	0.0	0	0.0	1	1.9
	Architecture	0	0.0	1	0.5	1	1.3	0	0.0
	Business	36	26.9	5	2.4	8	10.1	9	17.3
	Communications/Journalism	11	8.2	5	2.4	13	16.5	0	0.0
	Education	1	0.7	7	3.4	5	6.3	13	25.0
	Engineering/Physics	0	0.0	4	1.9	4	5.1	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	17	12.7	14	6.7	3	3.8	6	11.5
	History	3	2.2	0	0.0	2	2.5	0	0.0
	Humanities	4	3.0	1	0.5	2	2.5	0	0.0
	Law	0	0.0	0	0.0	1	1.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	52	38.8	16	7.7	16	20.3	7	13.5
	Science/Math	0	0.0	15	7.2	8	10.1	2	3.8
	Social Sciences/Psychology	4	3.0	11	5.3	6	7.6	2	3.8
	Other	6	4.5	28	13.5	10	12.7	2	3.8
	Undecided	0	0.0	101	48.6	0	0.0	10	19.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Patrick Henry College Freshman Fall 2008		Patrick Henry College 2009 Spring		Patrick Henry College 2009F		Patrick Henry College 2010S	
		Fall 2008		Spring 2009		Fall 2009		Spring 2010	
		(n=57)		(n=84)		(n=61)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	52	91.2	2	2.4	55	90.2	0	0.0
	Sophomore	4	7.0	12	14.3	5	8.2	1	1.9
	Junior	0	0.0	15	17.9	0	0.0	6	11.5
	Senior	0	0.0	55	65.5	1	1.6	44	84.6
	Other	1	1.8	0	0.0	0	0.0	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	1	1.6	0	0.0
	Communications/Journalism	4	7.0	13	15.5	7	11.5	6	11.5
	Education	0	0.0	4	4.8	2	3.3	4	7.7
	Engineering/Physics	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	3	5.3	1	1.2	0	0.0	4	7.7
	Humanities	7	12.3	8	9.5	4	6.6	2	3.8
	Law	0	0.0	0	0.0	4	6.6	0	0.0
	Military/Naval Science	0	0.0	1	1.2	0	0.0	0	0.0
	Performing and Fine Arts	2	3.5	52	61.9	21	34.4	32	61.5
	Science/Math	0	0.0	1	1.2	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	20	35.1	4	4.8	5	8.2	4	7.7
	Undecided	21	36.8	0	0.0	17	27.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

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

		Phoenix UOPX SAILS_FY10 Spring 2010 (n=1,416)		Pikeville College Fall 2009 Freshmen Fall 2009 (n=167)		Pittsburgh CommWarnick Fall2007 Fall 2007 (n=58)		Pittsburgh Eng Fresh 07 Fall 2007 (n=391)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	542	38.3	167	100.0	5	8.6	389	99.5
	Sophomore	392	27.7	0	0.0	24	41.4	1	0.3
	Junior	299	21.1	0	0.0	19	32.8	1	0.3
	Senior	183	12.9	0	0.0	10	17.2	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		491	34.7	15	9.0	2	3.4	0	0.0
Communications/Journalism		23	1.6	5	3.0	42	72.4	0	0.0
Education		82	5.8	25	15.0	0	0.0	0	0.0
Engineering/Physics		147	10.4	7	4.2	0	0.0	389	99.5
General Studies		83	5.9	0	0.0	0	0.0	0	0.0
Health Sciences		121	8.5	6	3.6	0	0.0	0	0.0
History		0	0.0	4	2.4	3	5.2	0	0.0
Humanities		0	0.0	0	0.0	1	1.7	1	0.3
Law		0	0.0	0	0.0	2	3.4	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		319	22.5	38	22.8	4	6.9	0	0.0
Science/Math		0	0.0	0	0.0	0	0.0	0	0.0
Social Sciences/Psychology		0	0.0	30	18.0	0	0.0	0	0.0
Other		130	9.2	10	6.0	1	1.7	0	0.0
Undecided		20	1.4	27	16.2	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	Freshman	155	100.0	718	99.6	1,324	99.8	115	81.0
	Sophomore	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/Physics	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	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 and 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	Freshman	2	3.9	178	98.9	1,634	99.9	257	99.2
	Sophomore	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/Physics	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	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 and 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	Freshman	646	99.2	68	91.9	0	0.0	0	0.0
	Sophomore	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/Physics	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	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 and 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 UPSENIORSR 09 Spring 2009 (n=160)		Pittsburgh UPBFRESHMA NFALL09 Fall 2009 (n=297)		Pittsburgh UPFRESHMAN 09 Fall 2009 (n=1,418)		Pittsburgh UPGFRESHMA N09REV Fall 2009 (n=287)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	293	98.7	1,413	99.6	287	100.0
	Sophomore	0	0.0	3	1.0	4	0.3	0	0.0
	Junior	5	3.1	0	0.0	1	0.1	0	0.0
	Senior	155	96.9	0	0.0	0	0.0	0	0.0
	Other	0	0.0	1	0.3	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	4	1.3	3	0.2	1
Architecture		2	1.3	0	0.0	3	0.2	1	0.3
Business		22	13.8	26	8.8	82	5.8	42	14.6
Communications/Journalism		7	4.4	4	1.3	15	1.1	6	2.1
Education		0	0.0	31	10.4	11	0.8	7	2.4
Engineering/Physics		8	5.0	5	1.7	456	32.2	32	11.1
General Studies		2	1.3	1	0.3	1	0.1	1	0.3
Health Sciences		29	18.1	60	20.2	200	14.1	29	10.1
History		10	6.3	6	2.0	23	1.6	6	2.1
Humanities		9	5.6	1	0.3	20	1.4	6	2.1
Law		0	0.0	7	2.4	8	0.6	8	2.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		35	21.9	75	25.3	112	7.9	41	14.3
Science/Math		3	1.9	0	0.0	5	0.4	1	0.3
Social Sciences/Psychology		22	13.8	16	5.4	163	11.5	36	12.5
Other		11	6.9	12	4.0	65	4.6	29	10.1
Undecided		0	0.0	49	16.5	251	17.7	41	14.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPJFRESHMA N09 Fall 2009 (n=595)		Pittsburgh UPTFRESHMA NFALL09 Fall 2009 (n=89)		Pittsburgh UPBSENIORS R10 Spring 2010 (n=57)		Pittsburgh UPGSENIORS R10 Spring 2010 (n=69)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	591	99.3	82	92.1	0	0.0	0	0.0
	Sophomore	2	0.3	5	5.6	0	0.0	0	0.0
	Junior	1	0.2	1	1.1	1	1.8	22	31.9
	Senior	0	0.0	0	0.0	55	96.5	47	68.1
	Other	1	0.2	1	1.1	1	1.8	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	0.8	0	0.0	2	3.5	1	1.4
	Architecture	0	0.0	1	1.1	0	0.0	0	0.0
	Business	66	11.1	0	0.0	20	35.1	5	7.2
	Communications/Journalism	14	2.4	0	0.0	3	5.3	11	15.9
	Education	70	11.8	5	5.6	12	21.1	2	2.9
	Engineering/Physics	124	20.8	1	1.1	0	0.0	1	1.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	85	14.3	48	53.9	5	8.8	13	18.8
	History	3	0.5	3	3.4	1	1.8	2	2.9
	Humanities	9	1.5	1	1.1	2	3.5	3	4.3
	Law	7	1.2	1	1.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	36	6.1	19	21.3	9	15.8	3	4.3
	Science/Math	1	0.2	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	51	8.6	1	1.1	1	1.8	22	31.9
	Other	29	4.9	6	6.7	2	3.5	6	8.7
	Undecided	95	16.0	3	3.4	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPJSENIORS R10		Pittsburgh UPSENIORS R10		Polk Community College Phase 2, Nursing I		River Parishes Community College 2008 Fall Freshmen	
		Spring 2010		Spring 2010		Spring 2008		Fall 2008	
		(n=68)		(n=67)		(n=65)		(n=140)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	108	77.1
	Sophomore	0	0.0	1	1.5	0	0.0	10	7.1
	Junior	1	1.5	3	4.5	0	0.0	6	4.3
	Senior	67	98.5	63	94.0	0	0.0	4	2.9
	Other	0	0.0	0	0.0	0	0.0	12	8.6
	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	0	0.0	0	0.0	0	0.0	0	0.0
	Business	58	85.3	7	10.4	0	0.0	15	10.7
	Communications/Journalism	1	1.5	1	1.5	0	0.0	3	2.1
	Education	0	0.0	4	6.0	0	0.0	19	13.6
	Engineering/Physics	3	4.4	0	0.0	0	0.0	2	1.4
	General Studies	0	0.0	1	1.5	0	0.0	13	9.3
	Health Sciences	1	1.5	4	6.0	65	100.0	33	23.6
	History	1	1.5	3	4.5	0	0.0	0	0.0
	Humanities	2	2.9	1	1.5	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	1	0.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	1	1.5	28	41.8	0	0.0	24	17.1
	Science/Math	0	0.0	1	1.5	0	0.0	0	0.0
	Social Sciences/Psychology	1	1.5	10	14.9	0	0.0	10	7.1
	Other	0	0.0	7	10.4	0	0.0	2	1.4
	Undecided	0	0.0	0	0.0	0	0.0	17	12.1
Not Reported	0	0.0	0	0.0	0	0.0	1	0.7	

		River Parishes Community College Spring '09 30 Hours		River Parishes Community College 2009/10 Freshmen		River Parishes Community College 30 Hour Students		Rutgers University School of Law Law Library	
		Spring 2009		Fall 2009		Spring 2010		Spring 2008	
		(n=112)		(n=263)		(n=223)		(n=59)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	2	1.8	263	100.0	12	5.4	30	50.8
	Sophomore	68	60.7	0	0.0	119	53.4	0	0.0
	Junior	25	22.3	0	0.0	49	22.0	29	49.2
	Senior	9	8.0	0	0.0	23	10.3	0	0.0
	Other	8	7.1	0	0.0	20	9.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.4	1	0.4	0	0.0
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business	20	17.9	18	6.8	37	16.6	0	0.0
	Communications/Journalism	0	0.0	0	0.0	1	0.4	0	0.0
	Education	17	15.2	21	8.0	32	14.3	0	0.0
	Engineering/Physics	5	4.5	15	5.7	5	2.2	0	0.0
	General Studies	8	7.1	26	9.9	30	13.5	0	0.0
	Health Sciences	25	22.3	29	11.0	40	17.9	0	0.0
	History	3	2.7	2	0.8	1	0.4	0	0.0
	Humanities	3	2.7	1	0.4	2	0.9	0	0.0
	Law	1	0.9	5	1.9	2	0.9	59	100.0
	Military/Naval Science	0	0.0	1	0.4	1	0.4	0	0.0
	Performing and Fine Arts	17	15.2	35	13.3	33	14.8	0	0.0
	Science/Math	3	2.7	1	0.4	2	0.9	0	0.0
	Social Sciences/Psychology	2	1.8	4	1.5	10	4.5	0	0.0
	Other	4	3.6	6	2.3	8	3.6	0	0.0
	Undecided	4	3.6	97	36.9	18	8.1	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Savannah State University Fall/Spring 09/10 Spring 2010 (n=327)		Savannah State University Spring 2010 Spring 2010 (n=241)		Scottsdale Community College SCC Fall 2007 Fall 2007 (n=314)		Seminole Community College 2009 Fall Admin Fall 2009 (n=88)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	49	15.0	76	31.5	84	26.8	71	80.7
	Sophomore	81	24.8	69	28.6	177	56.4	12	13.6
	Junior	83	25.4	52	21.6	37	11.8	0	0.0
	Senior	99	30.3	40	16.6	5	1.6	0	0.0
	Other	15	4.6	4	1.7	11	3.5	5	5.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	6	1.8	4	1.7	1	0.3	0	0.0
	Architecture	0	0.0	0	0.0	4	1.3	0	0.0
	Business	68	20.8	76	31.5	58	18.5	0	0.0
	Communications/Journalism	15	4.6	10	4.1	18	5.7	0	0.0
	Education	0	0.0	0	0.0	21	6.7	0	0.0
	Engineering/Physics	21	6.4	23	9.5	12	3.8	0	0.0
	General Studies	0	0.0	0	0.0	5	1.6	0	0.0
	Health Sciences	0	0.0	0	0.0	38	12.1	0	0.0
	History	3	0.9	1	0.4	5	1.6	0	0.0
	Humanities	1	0.3	0	0.0	1	0.3	47	53.4
	Law	43	13.1	31	12.9	5	1.6	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	35	10.7	27	11.2	60	19.1	10	11.4
	Science/Math	2	0.6	2	0.8	13	4.1	0	0.0
	Social Sciences/Psychology	45	13.8	42	17.4	17	5.4	22	25.0
	Other	78	23.9	14	5.8	9	2.9	0	0.0
	Undecided	10	3.1	11	4.6	47	15.0	9	10.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Shaw University 2009-2010 AY		Shippensburg University Fall 2007 FYStu		Shippensburg University SPRING2008		Shippensburg University Spring2009	
		Spring 2010		Fall 2007		Spring 2008		Spring 2009	
		(n=391)		(n=198)		(n=173)		(n=93)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	232	59.3	184	92.9	170	98.3	84	90.3
	Sophomore	1	0.3	11	5.6	2	1.2	9	9.7
	Junior	2	0.5	3	1.5	1	0.6	0	0.0
	Senior	150	38.4	0	0.0	0	0.0	0	0.0
	Other	1	0.3	0	0.0	0	0.0	0	0.0
	Not Reported	5	1.3	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	88	22.5	27	13.6	43	24.9	14	15.1
	Communications/Journalism	29	7.4	17	8.6	3	1.7	2	2.2
	Education	29	7.4	25	12.6	20	11.6	16	17.2
	Engineering/Physics	9	2.3	5	2.5	3	1.7	2	2.2
	General Studies	3	0.8	0	0.0	0	0.0	0	0.0
	Health Sciences	16	4.1	5	2.5	7	4.0	4	4.3
	History	0	0.0	10	5.1	1	0.6	4	4.3
	Humanities	6	1.5	2	1.0	4	2.3	1	1.1
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Navel Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	37	9.5	13	6.6	21	12.1	14	15.1
	Science/Math	12	3.1	4	2.0	0	0.0	2	2.2
	Social Sciences/Psychology	20	5.1	19	9.6	8	4.6	7	7.5
	Other	104	26.6	25	12.6	17	9.8	4	4.3
	Undecided	6	1.5	44	22.2	44	25.4	23	24.7
Not Reported	32	8.2	0	0.0	0	0.0	0	0.0	

	South University Spr 2010 ITS Courses Spring 2010 (n=700)	Southeastern Oklahoma State University SOSUClay12Fal 12008 Fall 2008 (n=225)	Springfield College Fall 2007 Science - Post Spring 2008 (n=118)	Springfield College Fall 2007 Science - Pre Spring 2008 (n=130)				
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	492	70.3	203	90.2	0	0.0	2	1.5
Sophomore	94	13.4	16	7.1	54	45.8	56	43.1
Junior	61	8.7	4	1.8	46	39.0	51	39.2
Senior	12	1.7	2	0.9	16	13.6	19	14.6
Other	41	5.9	0	0.0	2	1.7	2	1.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	161	23.0	8	3.6	0	0.0	0	0.0
Communications/Journalism	0	0.0	6	2.7	1	0.8	0	0.0
Education	0	0.0	33	14.7	18	15.3	9	6.9
Engineering/Physics	14	2.0	9	4.0	0	0.0	0	0.0
General Studies	0	0.0	3	1.3	0	0.0	0	0.0
Health Sciences	283	40.4	11	4.9	72	61.0	87	66.9
History	0	0.0	1	0.4	0	0.0	0	0.0
Humanities	0	0.0	1	0.4	0	0.0	0	0.0
Law	64	9.1	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 and Fine Arts	93	13.3	67	29.8	19	16.1	18	13.8
Science/Math	0	0.0	2	0.9	0	0.0	0	0.0
Social Sciences/Psychology	3	0.4	12	5.3	7	5.9	13	10.0
Other	82	11.7	13	5.8	0	0.0	0	0.0
Undecided	0	0.0	54	24.0	1	0.8	3	2.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Springfield College Spring 2008 Post		Springfield College Spring 2008 Pre		St. Thomas Aquinas College 2008 Fall Freshmen		Sullivan County Community College (SUNY) 2009 Fall Freshman	
		Spring 2008		Spring 2008		Fall 2008		Fall 2009	
		(n=84)		(n=88)		(n=258)		(n=134)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	23	8.9	128	95.5
	Sophomore	3	3.6	3	3.4	0	0.0	0	0.0
	Junior	32	38.1	36	40.9	0	0.0	0	0.0
	Senior	27	32.1	26	29.5	0	0.0	0	0.0
	Other	22	26.2	23	26.1	0	0.0	6	4.5
	Not Reported	0	0.0	0	0.0	235	91.1	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3	2.2
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	2	0.8	15	11.2
	Communications/Journalism	0	0.0	0	0.0	3	1.2	7	5.2
	Education	0	0.0	0	0.0	2	0.8	6	4.5
	Engineering/Physics	2	2.4	3	3.4	0	0.0	3	2.2
	General Studies	1	1.2	0	0.0	0	0.0	32	23.9
	Health Sciences	52	61.9	52	59.1	0	0.0	10	7.5
	History	1	1.2	0	0.0	0	0.0	0	0.0
	Humanities	1	1.2	1	1.1	1	0.4	4	3.0
	Law	0	0.0	0	0.0	0	0.0	8	6.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	17	20.2	21	23.9	3	1.2	39	29.1
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	4	4.8	4	4.5	1	0.4	0	0.0
	Other	6	7.1	7	8.0	5	1.9	4	3.0
	Undecided	0	0.0	0	0.0	6	2.3	3	2.2
Not Reported	0	0.0	0	0.0	235	91.1	0	0.0	

	Sullivan County Community College (SUNY) 2010 Spring Sophs Spring 2010 (n=233)		Texas A&M University - Kingsville Fall 2007 Spring 2008 (n=114)		Texas A&M University - Kingsville Fall 2008 Spring 2009 (n=228)		The Art Institute of Washington 2008 Fall Freshmen Fall 2008 (n=217)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	47	20.2	39	34.2	89	39.0	213	98.2
Sophomore	130	55.8	15	13.2	24	10.5	3	1.4
Junior	0	0.0	18	15.8	20	8.8	0	0.0
Senior	0	0.0	42	36.8	44	19.3	0	0.0
Other	56	24.0	0	0.0	51	22.4	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	5	4.4	25	11.0	0	0.0
Architecture	0	0.0	2	1.8	1	0.4	0	0.0
Business	25	10.7	21	18.4	6	2.6	0	0.0
Communications/Journalism	17	7.3	0	0.0	6	2.6	0	0.0
Education	0	0.0	27	23.7	10	4.4	0	0.0
Engineering/Physics	0	0.0	16	14.0	6	2.6	0	0.0
General Studies	0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences	83	35.6	7	6.1	50	21.9	0	0.0
History	0	0.0	0	0.0	3	1.3	0	0.0
Humanities	43	18.5	0	0.0	0	0.0	0	0.0
Law	0	0.0	0	0.0	4	1.8	0	0.0
Military/Navel Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts	46	19.7	1	0.9	70	30.7	0	0.0
Science/Math	0	0.0	0	0.0	2	0.9	0	0.0
Social Sciences/Psychology	5	2.1	12	10.5	36	15.8	0	0.0
Other	10	4.3	23	20.2	7	3.1	0	0.0
Undecided	4	1.7	0	0.0	2	0.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	217	100.0

		The Art Institute of Washington 2008 Fall Graduates Fall 2008 (n=83)		The Art Institute of Washington 2009 Fall Freshmen Fall 2009 (n=262)		Thomas College Fall2007Firstye ars Fall 2007 (n=116)		Thomas College EH112Spring20 08 Spring 2008 (n=130)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	23	27.7	251	95.8	112	96.6	111	85.4
	Sophomore	6	7.2	7	2.7	2	1.7	11	8.5
	Junior	8	9.6	1	0.4	2	1.7	7	5.4
	Senior	41	49.4	0	0.0	0	0.0	0	0.0
	Other	5	6.0	3	1.1	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.8
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	5	1.9	20	17.2	23	17.7
	Communications/Journalism	0	0.0	4	1.5	3	2.6	3	2.3
	Education	0	0.0	0	0.0	11	9.5	15	11.5
	Engineering/Physics	0	0.0	4	1.5	6	5.2	4	3.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	1	0.8
	Humanities	0	0.0	0	0.0	0	0.0	2	1.5
	Law	0	0.0	0	0.0	3	2.6	3	2.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	0	0.0	195	74.4	57	49.1	58	44.6
	Science/Math	0	0.0	53	20.2	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	9	7.8	15	11.5
	Undecided	0	0.0	1	0.4	6	5.2	4	3.1
Not Reported	83	100.0	0	0.0	1	0.9	2	1.5	

		Thomas College FS110_Fall2008		Thomas College EH112 Spring 2009		Thomas College Freshmen Fall 2009		Thomas College Freshmen Spring 2010	
		Fall 2008		Spring 2009		Fall 2009		Spring 2010	
		(n=175)		(n=98)		(n=181)		(n=107)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	173	98.9	89	90.8	179	98.9	98	91.6
	Sophomore	1	0.6	7	7.1	2	1.1	6	5.6
	Junior	0	0.0	2	2.0	0	0.0	3	2.8
	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	1	0.6	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	22	12.6	19	19.4	37	20.4	13	12.1
	Communications/Journalism	2	1.1	0	0.0	2	1.1	2	1.9
	Education	26	14.9	18	18.4	21	11.6	14	13.1
	Engineering/Physics	5	2.9	4	4.1	4	2.2	2	1.9
	General Studies	0	0.0	0	0.0	1	0.6	1	0.9
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	9	5.1	7	7.1	6	3.3	4	3.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	90	51.4	32	32.7	80	44.2	51	47.7
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	1	1.0	0	0.0	0	0.0
	Other	8	4.6	9	9.2	21	11.6	13	12.1
	Undecided	11	6.3	6	6.1	9	5.0	5	4.7
Not Reported	2	1.1	2	2.0	0	0.0	2	1.9	

		Thomas Edison State College AY2008-09, Second Spring 2009 (n=111)		Thomas Edison State College AY2009-10, First Spring 2010 (n=528)		Toronto Mississauga SAILS First-Years Fall 2007 (n=60)		Toronto Mississauga Head Start Fall 2008 (n=262)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	32	28.8	182	34.5	60	100.0	155	59.2
	Sophomore	28	25.2	143	27.1	0	0.0	39	14.9
	Junior	31	27.9	96	18.2	0	0.0	36	13.7
	Senior	20	18.0	105	19.9	0	0.0	21	8.0
	Other	0	0.0	2	0.4	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	8	1.5	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		8	7.2	66	12.5	40	66.7	34	13.0
Communications/Journalism		0	0.0	15	2.8	1	1.7	23	8.8
Education		0	0.0	0	0.0	0	0.0	2	0.8
Engineering/Physics		11	9.9	74	14.0	0	0.0	3	1.1
General Studies		4	3.6	30	5.7	0	0.0	0	0.0
Health Sciences		59	53.2	136	25.8	0	0.0	0	0.0
History		0	0.0	7	1.3	0	0.0	13	5.0
Humanities		1	0.9	6	1.1	4	6.7	36	13.7
Law		0	0.0	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing and Fine Arts		18	16.2	107	20.3	5	8.3	27	10.3
Science/Math		0	0.0	4	0.8	0	0.0	2	0.8
Social Sciences/Psychology		6	5.4	36	6.8	6	10.0	53	20.2
Other		4	3.6	39	7.4	3	5.0	47	17.9
Undecided		0	0.0	0	0.0	1	1.7	22	8.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Toronto Mississauga HeadStart 2009 Fall 2009 (n=81)		Touro College fall orientation 08 Fall 2008 (n=91)		Western New England College 2009 Fall Fall 2009 (n=619)		Westmont College Fall07fy Fall 2007 (n=95)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	73	90.1	23	25.3	81	13.1	94	98.9
	Sophomore	1	1.2	42	46.2	239	38.6	1	1.1
	Junior	3	3.7	8	8.8	182	29.4	0	0.0
	Senior	4	4.9	0	0.0	108	17.4	0	0.0
	Other	0	0.0	0	0.0	9	1.5	0	0.0
	Not Reported	0	0.0	18	19.8	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	12.3	7	7.7	312	50.4	6	6.3
	Communications/Journalism	2	2.5	0	0.0	22	3.6	8	8.4
	Education	2	2.5	0	0.0	18	2.9	3	3.2
	Engineering/Physics	3	3.7	6	6.6	67	10.8	0	0.0
	General Studies	0	0.0	0	0.0	3	0.5	2	2.1
	Health Sciences	0	0.0	11	12.1	3	0.5	7	7.4
	History	2	2.5	0	0.0	24	3.9	3	3.2
	Humanities	8	9.9	0	0.0	4	0.6	2	2.1
	Law	0	0.0	2	2.2	5	0.8	3	3.2
	Military/Naval Science	0	0.0	0	0.0	39	6.3	0	0.0
	Performing and Fine Arts	6	7.4	8	8.8	19	3.1	7	7.4
	Science/Math	4	4.9	1	1.1	0	0.0	3	3.2
	Social Sciences/Psychology	21	25.9	4	4.4	43	6.9	13	13.7
	Other	17	21.0	12	13.2	37	6.0	7	7.4
	Undecided	6	7.4	17	18.7	23	3.7	31	32.6
Not Reported	0	0.0	23	25.3	0	0.0	0	0.0	

		Westmont College Fall 09 First Year		William Woods University FALL07freshme n		Wisconsin SummerSOAR Inventory	
		Fall 2009		Fall 2007		Fall 2007	
		(n=83)		(n=172)		(n=72)	
Characteristics		n	%	n	%	n	%
Class Standing	Freshman	82	98.8	155	90.1	71	98.6
	Sophomore	1	1.2	6	3.5	0	0.0
	Junior	0	0.0	9	5.2	0	0.0
	Senior	0	0.0	0	0.0	0	0.0
	Other	0	0.0	2	1.2	0	0.0
	Not Reported	0	0.0	0	0.0	1	1.4
Student Major	Agriculture/Environmental Studies	0	0.0	39	22.7	4	5.6
	Architecture	0	0.0	0	0.0	0	0.0
	Business	3	3.6	25	14.5	2	2.8
	Communications/Journalism	5	6.0	9	5.2	6	8.3
	Education	6	7.2	19	11.0	1	1.4
	Engineering/Physics	1	1.2	1	0.6	4	5.6
	General Studies	0	0.0	0	0.0	0	0.0
	Health Sciences	7	8.4	3	1.7	6	8.3
	History	5	6.0	1	0.6	1	1.4
	Humanities	3	3.6	0	0.0	2	2.8
	Law	2	2.4	8	4.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0
	Performing and Fine Arts	1	1.2	24	14.0	12	16.7
	Science/Math	6	7.2	9	5.2	1	1.4
	Social Sciences/Psychology	7	8.4	8	4.7	12	16.7
	Other	7	8.4	7	4.1	7	9.7
	Undecided	30	36.1	19	11.0	14	19.4
Not Reported	0	0.0	0	0.0	0	0.0	

APPENDIX D

Project SAILS Test Items

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

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 more comprehensive?

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. It is published every other month.

What type of publication is this?



CHOOSE ONE ANSWER

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

Objective: 1.2.4.1 Skill Set: Evaluating Sources, Standard I

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

CHOOSE ONE ANSWER

- Author: Angelou
- Subject: Angelou
- Title: Angelou

Objective: 2.2.4.1 Skill Set: Searching, 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

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
 Scholars

Objective: 1.2.4.1 Skill Set: Evaluating Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.4.5.2 Skill Set: Searching, 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, 2008
Pages:	57
Abstract:	General Paul Aussaresses, a bemedalled, eye-patched hero of the French army, last week launched at the age of 83 his unexpurgated memoirs as a member of the Special Forces from 1955 to 1957 during Algeria's war of independence. The outrage has been immediate, universal—and predictable.
Subjects:	War crimes Torture Autobiographies France Algeria
ISSN	0013-0613

CHOOSE ONE ANSWER

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

Objective: 2.2.3.4 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 1.3.3.2 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.1.4.5 Skill Set: Developing a Research Strategy, 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 indicates whether you could obtain this book immediately?

Title:	New Guide to Business Planning.	
Publisher Info:	New York: Acme Business Press, 2008.	
Authors:	Smith, Robert	
Subjects:	Business plans Corporate strategy	
LOCATION	CALL #	STATUS
Main Library	HB 4567 .A67 2008	Available

CHOOSE ONE ANSWER

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

Objective: 1.3.1.1 Skill Set: Retrieving Sources, Standard I

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

The screenshot shows a record from EBSCO Research Databases. At the top, there are navigation links: "New Search", "View Folder", "Preferences", and "Help". Below these are buttons for "Basic Search", "Advanced Search", "Choose Databases", and "Select another EBSCO service". A "Print" button and "Ask A Librarian" link are also visible. The record details are as follows:

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

CHOOSE ONE ANSWER

- No
- Record does not indicate availability.
- Yes

Objective: 1.3.1.1 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

- Associated
- Boolean
- Coupled
- Phrase
- Proximity

Objective: 2.2.4.3 Skill Set: Searching, 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 2006 by Diane Ravitch All rights reserved</p> <p>LA216.R28 2008 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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CHOOSE ONE ANSWER

- Ravitch, Diane. "Instead of the Academic Curriculum." In Left Back: A Century of Battles Over School Reform. New York: Simon & Schuster, 2006.
- Ravitch, Diane. "Instead of the Academic Curriculum." Left Back: A Century of Battles Over School Reform. (2006): 162 - 210.
- Ravitch, Diane. Instead of the Academic Curriculum. New York: Simon & Schuster, 2006.
- Ravitch, Diane. "Left Back: A Century of Battles Over School Reform." In Instead of the Academic Curriculum. New York: Simon & Schuster, 2006.
- Ravitch, Diane. Left Back: A Century of Battles Over School Reform. New York: Simon & Schuster, 2006.

Objective: 5.3.1.2 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.8 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.8 Skill Set: Evaluating Sources, 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 are in this category.

CHOOSE ONE ANSWER

- Primary source
 Secondary source
 Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- Primary source
 Secondary source
 Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy, 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. 04) p. 481-2
Abstract:	Gittes contends that the literary frame narrative began in the Near East with the Panchatantra in the eighth century and declined in the West soon after Chaucer's time. During its adaptation by European writers, and under the pressure of Western cultural preferences for order, unity, closure, and developed characterization, the genre lost its natural Arabic features and eventually disappeared.

CHOOSE ONE ANSWER

- Search the library catalog for 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 2007, Vol. 27 Issue 5, p767, 6p.
ISSN:	0145-2096
Accession Number:	13002552

CHOOSE ONE ANSWER

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

Objective: 2.5.3.1 Skill Set: Documenting Sources

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

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.1 Skill Set: Retrieving Sources, 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, 2006
Description:	iii, 103p. : ill. ; 23 cm
Series:	<u>United States. Congress. Senate. S. hrg. ; 104-637</u>
Note:	Distributed to some depository libraries in microfiche
Shipping list no.:	97-0097-P
Includes bibliographical references	
Sudoc # :	Y 4.C 73/7:S.HRG.104-637
OCLC # :	36324337
ISBN:	0160538629
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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> , 1998, pp. 429-38.
Publisher Info:	Fairfax, Va.: George Mason University Press; distributed by University Publishing Associates, Lanham, Md. and London
Publication Date:	1998
Editor:	Jones, John, ed.
ISBN:	1-32000-604-1
Accession Number:	0034880

CHOOSE ONE ANSWER

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

Objective: 2.5.3.1 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.4.1.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.5.3.3 Skill Set: Documenting Sources, 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 best way to find out more about this service?

CHOOSE ONE ANSWER

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

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

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 is the best course of action for obtaining the source?

CHOOSE ONE ANSWER

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

Objective: 2.3.3.4 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.4.1.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.1 Skill Set: Retrieving Sources, 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

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 best way to obtain the item in this database record?

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.1 Skill Set: Retrieving Sources, 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 you get good results.
- 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 about government databases. What is the best course of action?

CHOOSE ONE ANSWER

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

Objective: 5.3.1.5 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.7 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Outcome: 1.1.1 Skill Set: Developing a Research Strategy, 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

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

CHOOSE ONE ANSWER

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

Objective: 2.2.6.1 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.2 Skill Set: Selecting Finding Tools, 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

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

CHOOSE ONE ANSWER

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

Objective: 1.1.4.1 Skill Set: Developing a Research Strategy, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 1.4.1.3 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Outcome: 2.5.5 Skill Set: Developing a Research Strategy, 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

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.1 Skill Set: Evaluating Sources, Standard III

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

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.7 Skill Set: Using Finding Tool Features

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.2 Skill Set: Searching, 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 doctrine of intellectual property?

CHOOSE ONE ANSWER

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

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

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, for example, APA, MLA. All of these strategies would be effective for learning how to use the style except:

CHOOSE ONE ANSWER

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

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

Skill Set: Selecting Finding Tools

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

Skill Set: Searching

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

Skill Set: Using Finding Tool Features

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

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

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

Skill Set: Understanding Economic, Legal, and Social Issues

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently

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

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

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

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

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

APPENDIX F

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

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

Standard 1

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

Performance Indicators

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

Outcomes

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

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

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

Objectives

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

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

Items

64

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

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

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

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

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

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

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

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

- 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
99, 101
- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
147, 148, 451, 452, 453
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources
524
- 1.3 The information literate student considers the costs and benefits of acquiring the needed information.
 - 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
 - 1.3.1.1 Determines if material is available immediately.
104, 106
 - 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
30
 - 1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
 - 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information
 - 1.3.3.1 Searches for and gathers information based on an informal, flexible plan.
 - 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
93
 - 1.3.3.3 Acts appropriately to obtain information within the time frame required.
68
- 1.4 The information literate student reevaluates the nature and extent of the information need.
 - 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
 - 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).
198
 - 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.
215
 - 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
531
 - 1.4.2 Describes criteria used to make information decisions and choices
 - 1.4.2.1 Demonstrates how the intended audience influences information choices.
 - 1.4.2.2 Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation).
 - 1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)
537

Standard 2

The information literate student accesses needed information effectively and efficiently.

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

- 2.2.1 Develops a research plan appropriate to the investigative method
 - 2.2.1.1 Describes a general process for searching for information.
550
 - 2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
 - 2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.
- 2.2.2 Identifies keywords, synonyms and related terms for the information needed
 - 2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
 - 2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
 - 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
543
 - 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
237, 239, 444
- 2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source
 - 2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
 - 2.2.3.2 Explains what controlled vocabulary is and why it is used.
14
 - 2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
 - 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
53, 577
- 2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
 - 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
21
 - 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
39, 247, 541
 - 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
108
 - 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
59
 - 2.2.4.5 Demonstrates 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.
522
 - 2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
 - 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
539
 - 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
42, 62
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
 - 2.3.1 Uses various search systems to retrieve information in a variety of formats
 - 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
29
 - 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
523
 - 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
156
 - 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
257

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

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

Standard 3

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

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

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

- 3.4.1 Determines whether information satisfies the research or other information need
533
- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
 - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
 - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
28
 - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
551
 - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
 - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
 - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
227
 - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.
- 3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
 - 3.5.1 Investigates differing viewpoints encountered in the literature
 - 3.5.2 Determines whether to incorporate or reject viewpoints encountered
- 3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
 - 3.6.1 Participates in classroom and other discussions
 - 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
 - 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
555, 559
- 3.7 The information literate student determines whether the initial query should be revised.
 - 3.7.1 Determines if original information need has been satisfied or if additional information is needed

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

Standard 5

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

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

- 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
 - 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
112, 118, 552, 553
 - 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
119, 573
 - 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research
120
- 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.
- 5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources
 - 5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
 - 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
111, 557, 560
 - 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
528
 - 5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
 - 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
512
 - 5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.
 - 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
574
 - 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
123
 - 5.3.2 Posts permission granted notices, as needed, for copyrighted material

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