project SAILS®
Standardized Assessment of
Information Literacy Skills

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

for

Abilene Christian University

Administration: Capstone 2015-16

Report Date: June 2016

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1. THE TEST AND HOW IT IS SCORED

The Test

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

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

The SAILS item bank has 162 items. Each student answers 40 items from the item bank and five items that are in development. The associated document, Cohort Test Questions, 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 D presents the items in each skill set and standard.

Figure 1.1 Number of Items in Each Subscale

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

ACRL Standards	Number of Items
Standard 1: Determines the nature and extent of the information needed	39
Standard 2: Accesses needed information effectively and efficiently	75
Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	21
Standard 4: NOT USED	0
Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	27

Scoring

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

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

2. TEST-TAKER PROFILE

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

Figure 2.1

	ACU		Institution Type: Masters		US Institutions		All Institutions	
	(n=346)		(n=26,020)		(n=61,744)		(n=62,246)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	1	0.3	13,369	51.4	24,832	40.2	25,116	40.3
Sophomore	0	0.0	2,232	8.6	6,087	9.9	6,218	10.0
Junior	31	9.0	2,902	11.2	6,693	10.8	6,765	10.9
Senior	313	90.5	5,465	21.0	21,930	35.5	21,936	35.2
Other	1	0.3	987	3.8	2,148	3.5	2,157	3.5
Not reported	0	0.0	1,065	4.1	54	0.1	54	0.1
Student Major								
Agriculture/Environmental Studies	15	4.3	257	1.0	616	1.0	616	1.0
Architecture	1	0.3	34	0.1	162	0.3	163	0.3
Business/Mktg/Mgmt/Acct/IS	104	30.1	3,941	15.1	13,072	21.2	13,167	21.2
Communications/Journalism	5	1.4	712	2.7	1,494	2.4	1,500	2.4
Education	9	2.6	1,730	6.6	6,795	11.0	6,847	11.0
Engineering/Computer Science	15	4.3	1,430	5.5	2,248	3.6	2,288	3.7
General Studies	1	0.3	331	1.3	1,066	1.7	1,070	1.7
Health Sciences/Nursing/CSD	70	20.2	3,584	13.8	7,171	11.6	7,225	11.6
History	4	1.2	295	1.1	716	1.2	717	1.2
Humanities/English	14	4.0	536	2.1	987	1.6	1,000	1.6
Law	0	0.0	592	2.3	1,327	2.1	1,337	2.1
Military/Naval Science	0	0.0	26	0.1	116	0.2	117	0.2
Performing & Fine Arts/Music/Theatre	28	8.1	1,883	7.2	1,099	1.8	1,114	1.8
Science/Math	40	11.6	1,910	7.3	3,505	5.7	3,586	5.8
Social Sciences/Psychology/PoliSci/Soci	23	6.6	3,293	12.7	7,787	12.6	7,847	12.6
Other/Biblical Studies	17	4.9	3,040	11.7	10,977	17.8	11,026	17.7
Undecided	0	0.0	1,325	5.1	2,299	3.7	2,319	3.7
Not reported	0	0.0	1,101	4.2	307	0.5	307	0.5

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 E 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 Abilene Christian University performed better than the institution-type benchmark on the following SAILS Skill Sets:

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

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

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

Detailed Results - Data Table

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

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

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

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

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
SAILS Skill Sets				
Developing a Research Strategy	549 ±6	511 ±1	510 ±0	510 ±0
Selecting Finding Tools	560 ±7	515 ±1	509 ±1	509 ±1
Searching	532 ±6	493 ±1	489 ±0	489 ±0
Using Finding Tool Features	555 ±8	535 ±1	528 ±1	528 ±1
Retrieving Sources	566 ±8	523 ±1	518 ±1	518 ±1
Evaluating Sources	518 ±7	477 ±1	474 ±0	474 ±0
Documenting Sources	540 ±8	492 ±1	480 ±1	480 ±1
Understanding Economic, Legal, and Social Issues	519 ±7	475 ±1	471 ±1	471 ±1

B. Within Skill Sets

This section reports in detail the performance of Abilene Christian University students on the individual SAILS skill sets. For each skill set, the report includes: Summary of Results; Detailed Results - Data Table; Detailed Results - Chart; and ACRL Objectives Measured by the Skill Set.

1. SAILS Skill Set: Developing a Research Strategy

Summary of Results

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing:	Senior
Major:	Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Science/Math, Social Sciences/Psychology/PoliSci/Soci

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

Class Standing:	Junior
Major:	Engineering/Computer Science, Performing & Fine Arts/Music/Theatre, Other/Biblical Studies

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed better than the ACU-average-student benchmark:

Major:	Science/Math

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing:	Senior
Major:	Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Engineering/Computer Science, Health Sciences/Nursing/CSD, Humanities/English, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Class Standing:	Junior
Major:	Performing & Fine Arts/Music/Theatre

Detailed Results - Data Table

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

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

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

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

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	549 ±6	511 ±1	510 ±0	510 ±0
Class Standing				
Junior	515 ±20	528 ±2	519 ±1	519 ±1
Senior	553 ±7	536 ±2	526 ±1	526 ±1
Majors				
Agriculture / Environmental Studies	582 ±32	500 ±7	510 ±4	510 ±4
Business / Mktg / Mgmt / Acct / IS	539 ±12	504 ±2	510 ±1	510 ±1
Engineering / Computer Science	536 ±30	522 ±3	513 ±2	512 ±2
Health Sciences / Nursing / CSD	553 ±12	513 ±2	511 ±1	510 ±1
Humanities / English	578 ±29	536 ±7	536 ±4	535 ±4
Performing & Fine Arts / Music / Theatre	509 ±21	514 ±4	515 ±3	515 ±3
Science / Math	576 ±18	521 ±3	522 ±2	522 ±2
Social Sciences / Psychology / PoliSci / Soci	565 ±20	517 ±2	521 ±1	521 ±1
Other / Biblical Studies	515 ±32	505 ±2	503 ±1	502 ±1

Detailed Results - Chart

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

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

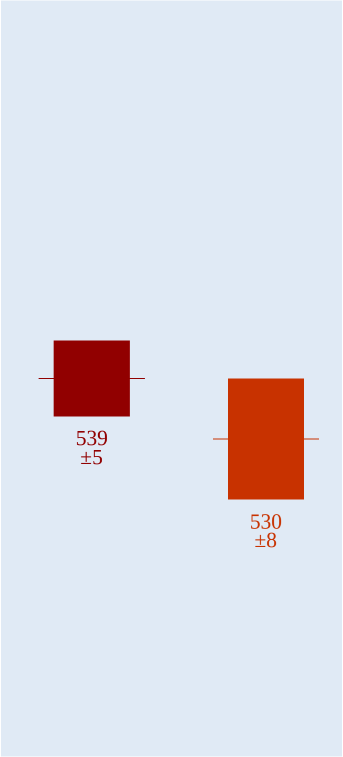
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

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

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

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

For example,


Not meaningfully different

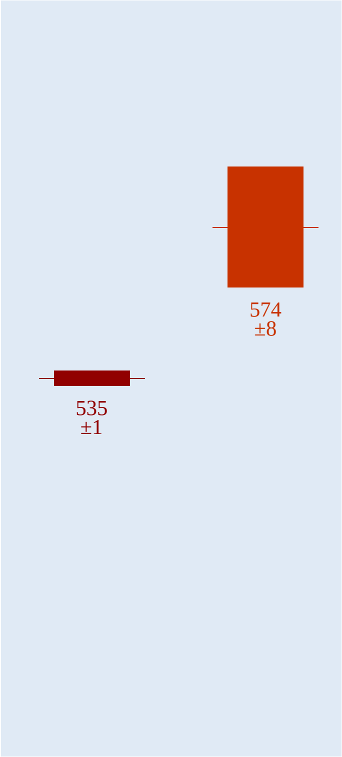

Meaningfully different

Figure 3.3 Chart for Skill Set: Developing a Research Strategy

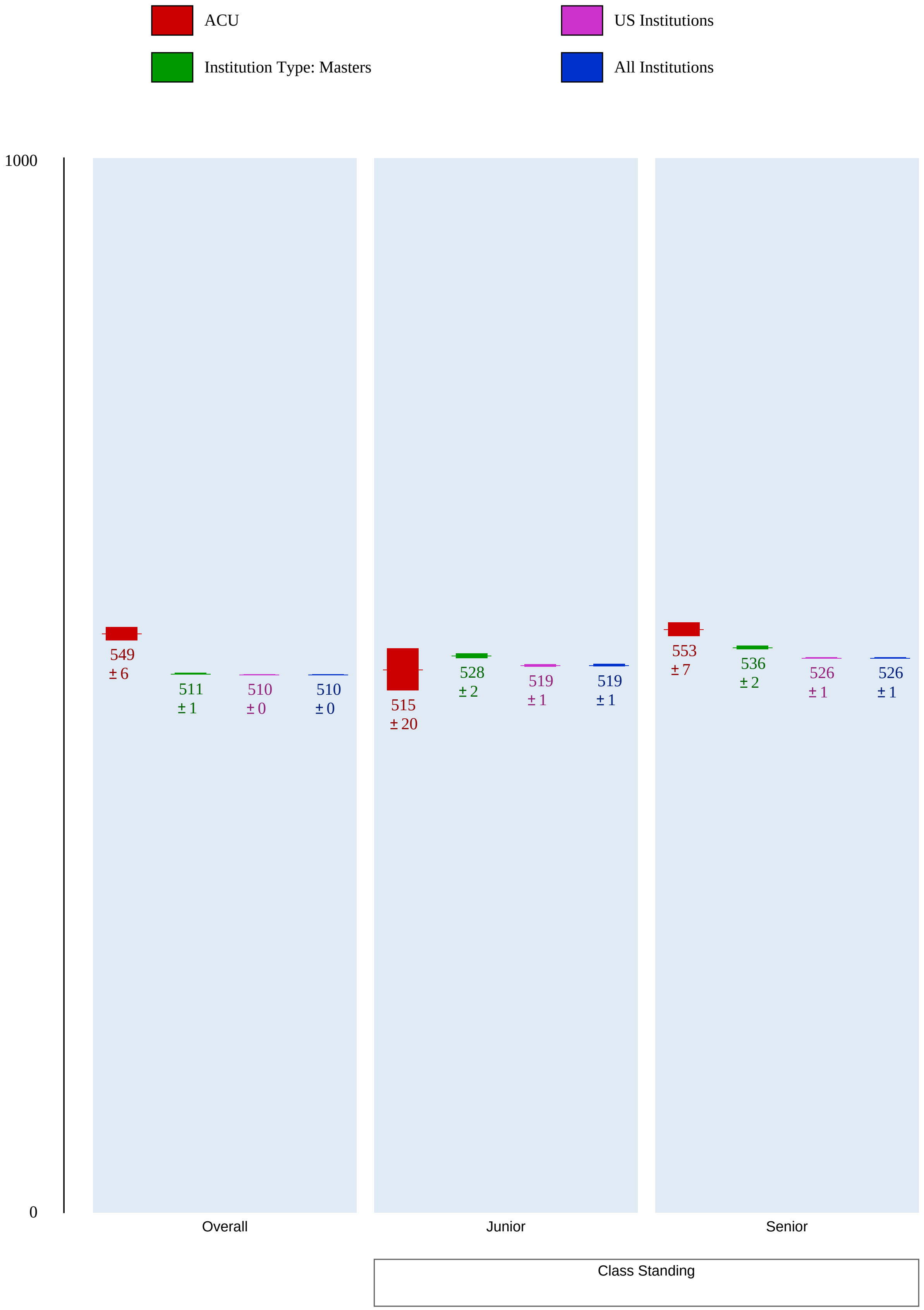


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

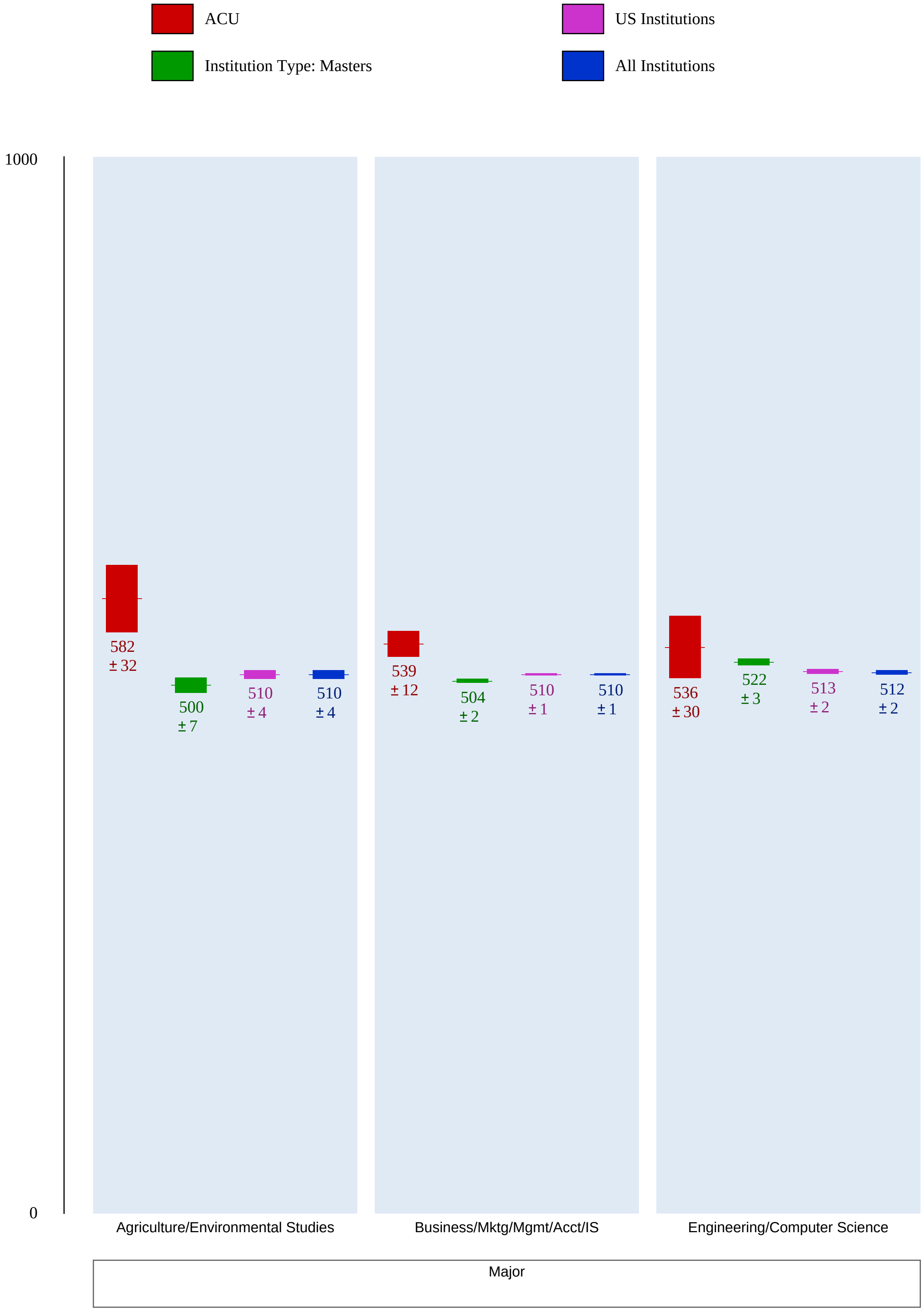


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

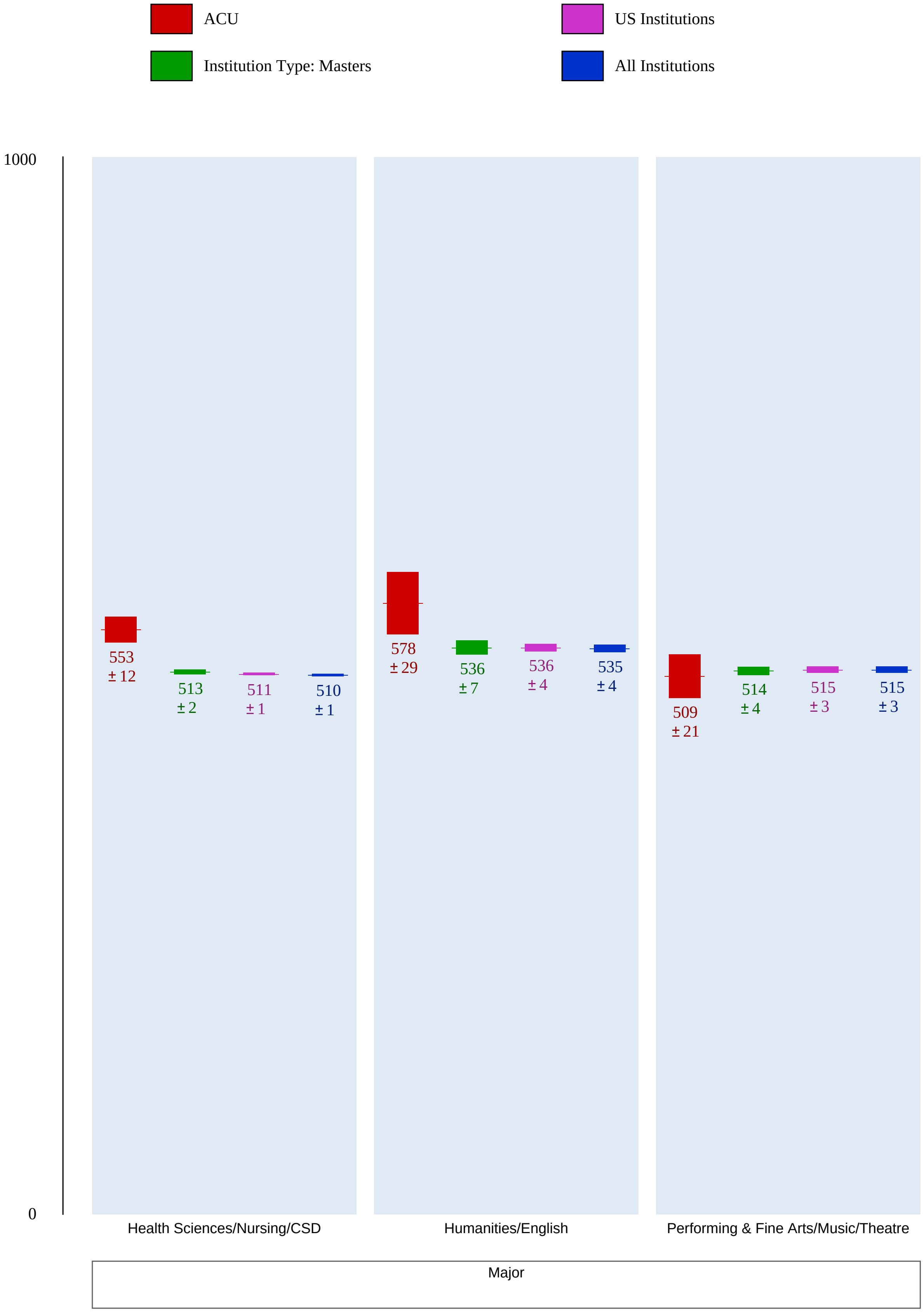


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

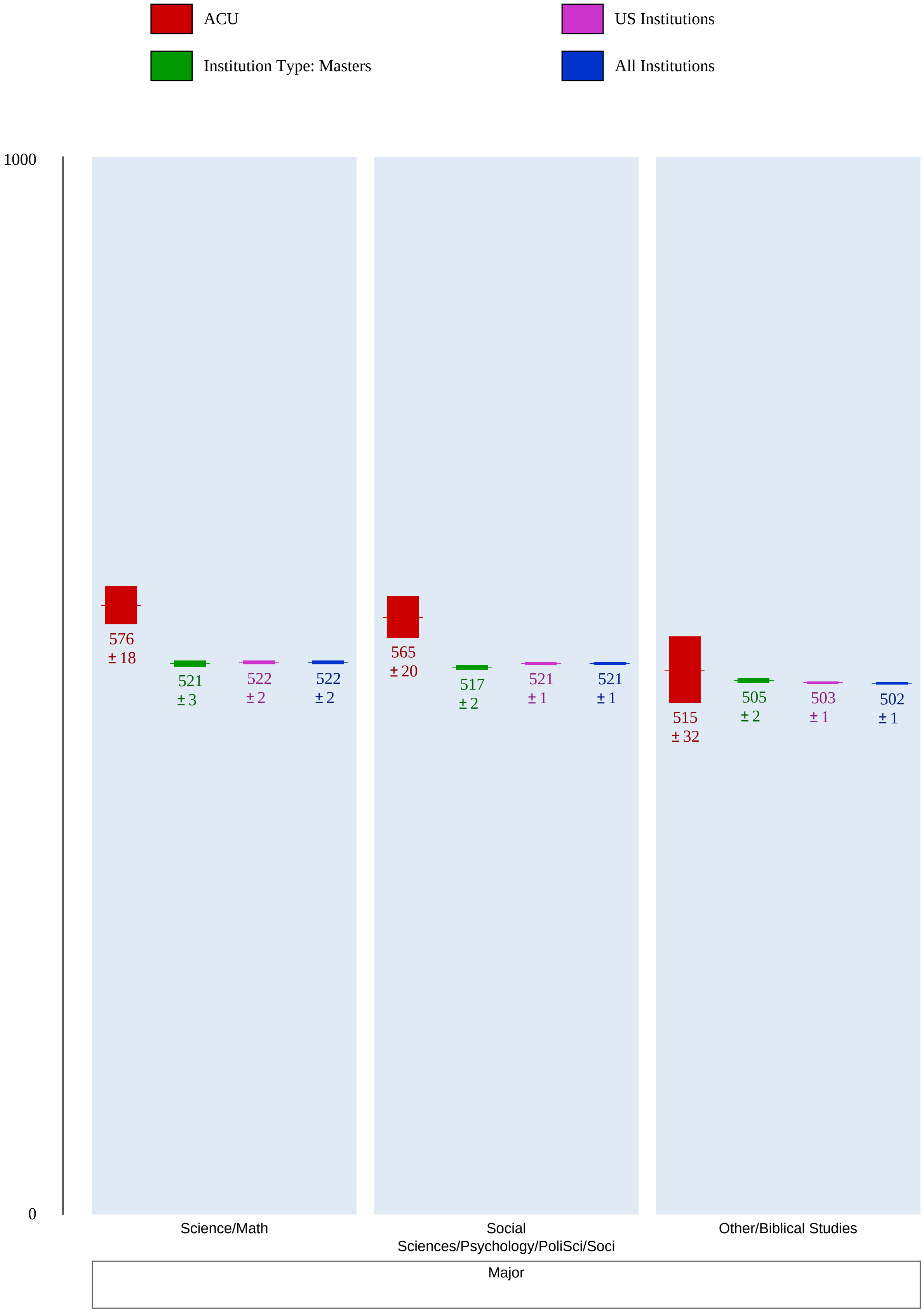


Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing: Senior
Major: Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Science/Math, Social Sciences/Psychology/PoliSci/Soci

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

Class Standing: Junior
Major: Engineering/Computer Science, Performing & Fine Arts/Music/Theatre, Other/Biblical Studies

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed better than the ACU-average-student benchmark:

Major: Agriculture/Environmental Studies

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing: Junior, Senior
Major: Business/Mktg/Mgmt/Acct/IS, Engineering/Computer Science, Health Sciences/Nursing/CSD, Humanities/English, Science/Math, Social Sciences/Psychology/PoliSci/Soci

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Major: Performing & Fine Arts/Music/Theatre, Other/Biblical Studies

Detailed Results - Data Table

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

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Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	560 ±7	515 ±1	509 ±1	509 ±1
Class Standing				
Junior	539 ±22	530 ±3	518 ±2	518 ±2
Senior	562 ±7	540 ±2	522 ±1	522 ±1
Majors				
Agriculture / Environmental Studies	629 ±29	509 ±10	512 ±5	512 ±5
Business / Mktg / Mgmt / Acct / IS	547 ±13	506 ±3	509 ±1	508 ±1
Engineering / Computer Science	557 ±48	536 ±4	529 ±3	527 ±3
Health Sciences / Nursing / CSD	575 ±14	521 ±3	510 ±2	510 ±2
Humanities / English	581 ±34	537 ±8	539 ±4	539 ±4
Performing & Fine Arts / Music / Theatre	522 ±22	512 ±5	517 ±4	516 ±4
Science / Math	581 ±21	526 ±4	532 ±2	531 ±2
Social Sciences / Psychology / PoliSci / Soci	559 ±26	519 ±3	513 ±2	513 ±1
Other / Biblical Studies	519 ±27	508 ±3	502 ±1	502 ±1

Detailed Results - Chart

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

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

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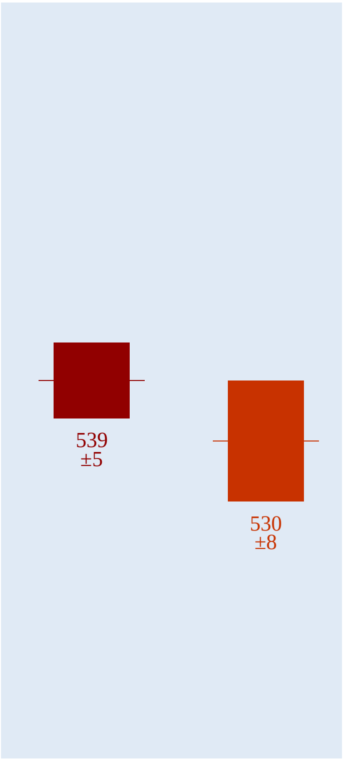
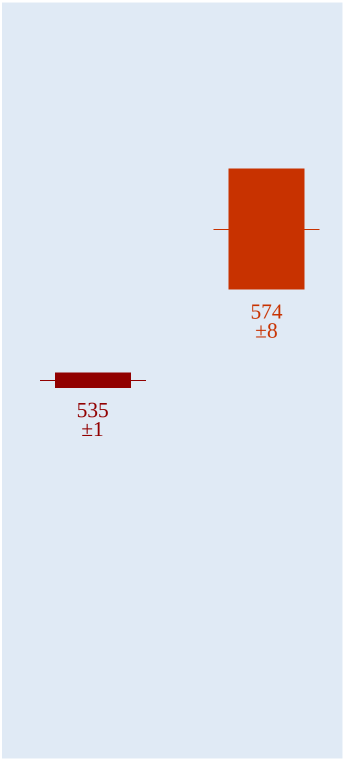


Not meaningfully different



Meaningfully different

Figure 3.6 Chart for Skill Set: Selecting Finding Tools

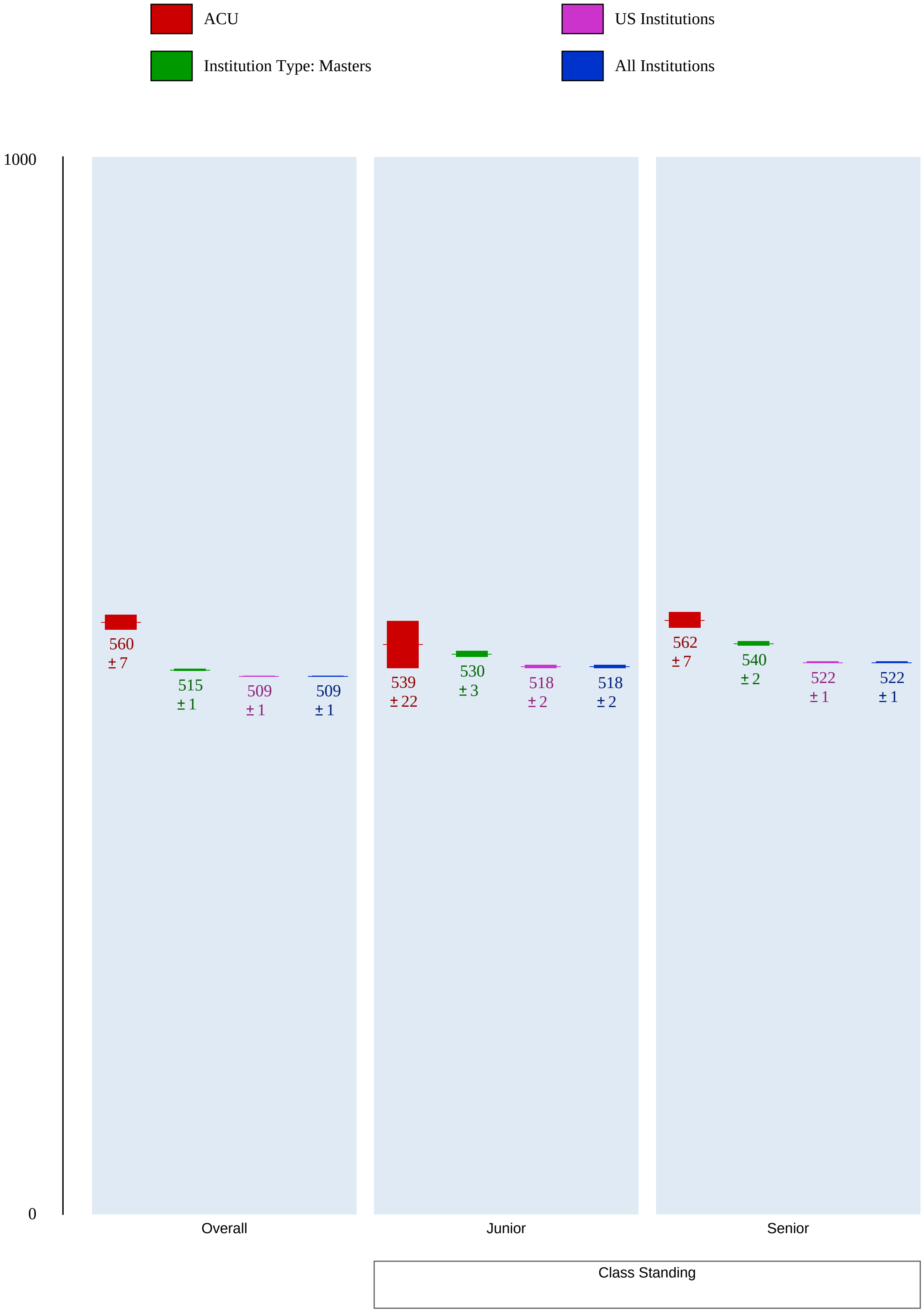


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

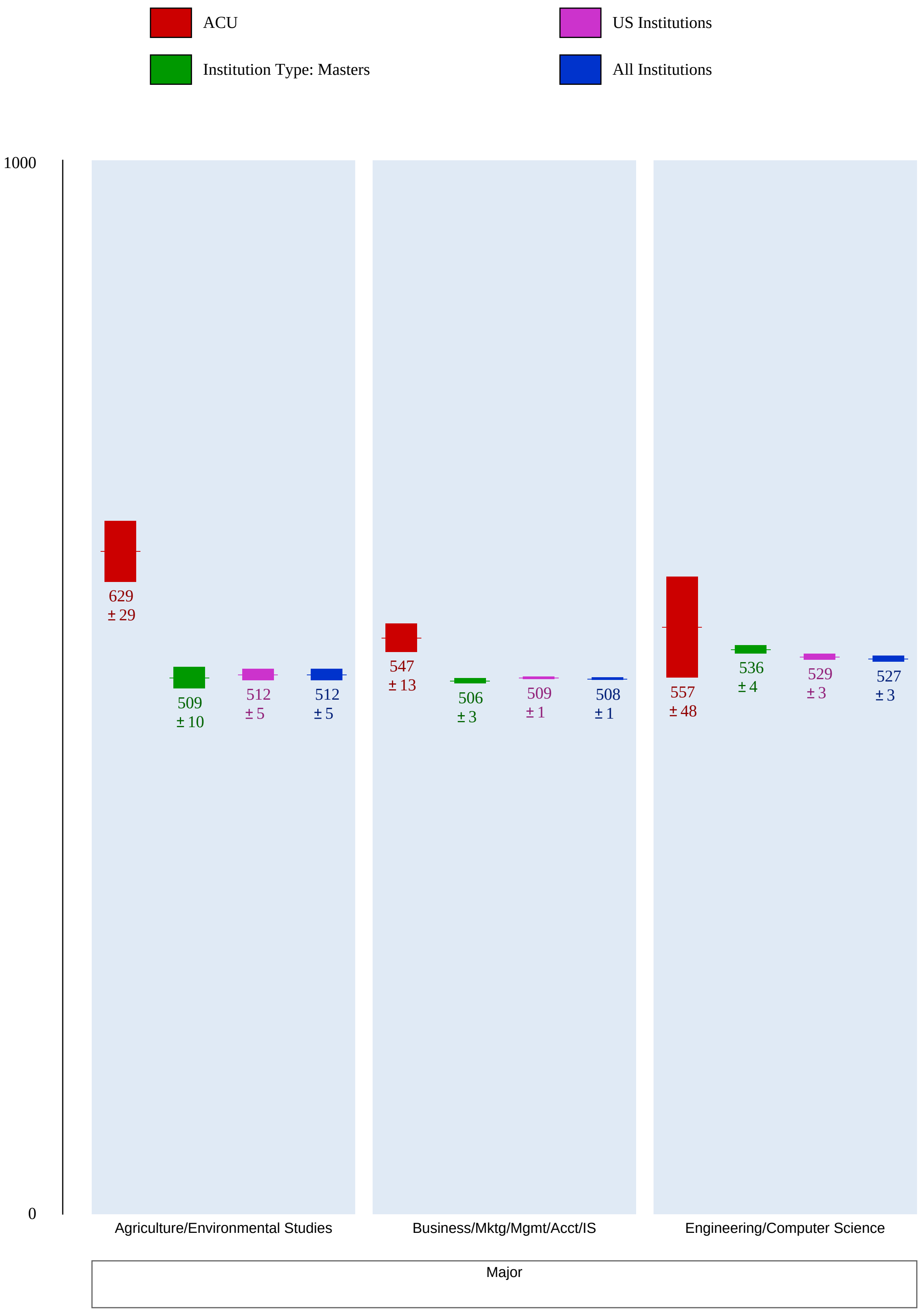


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

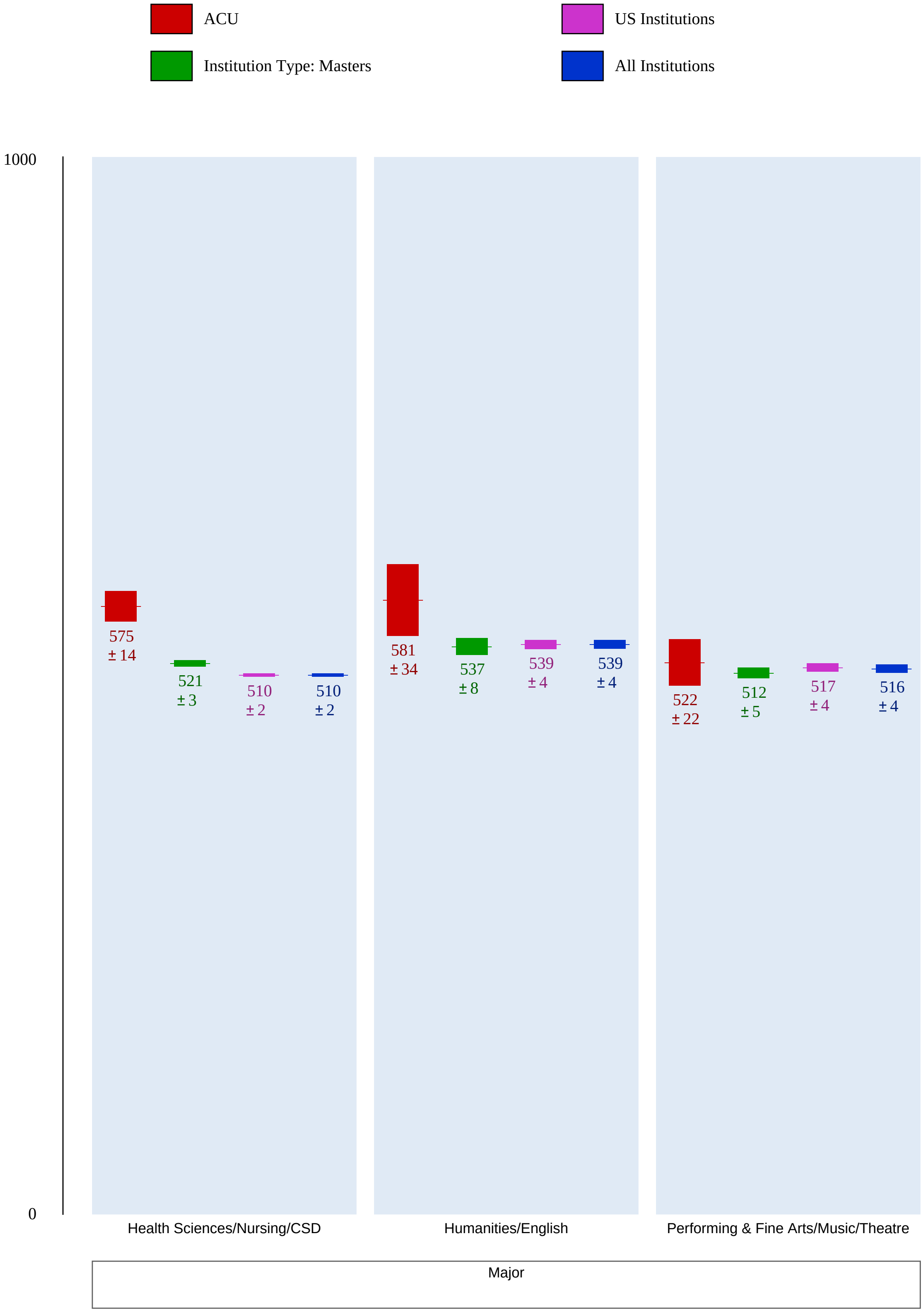


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

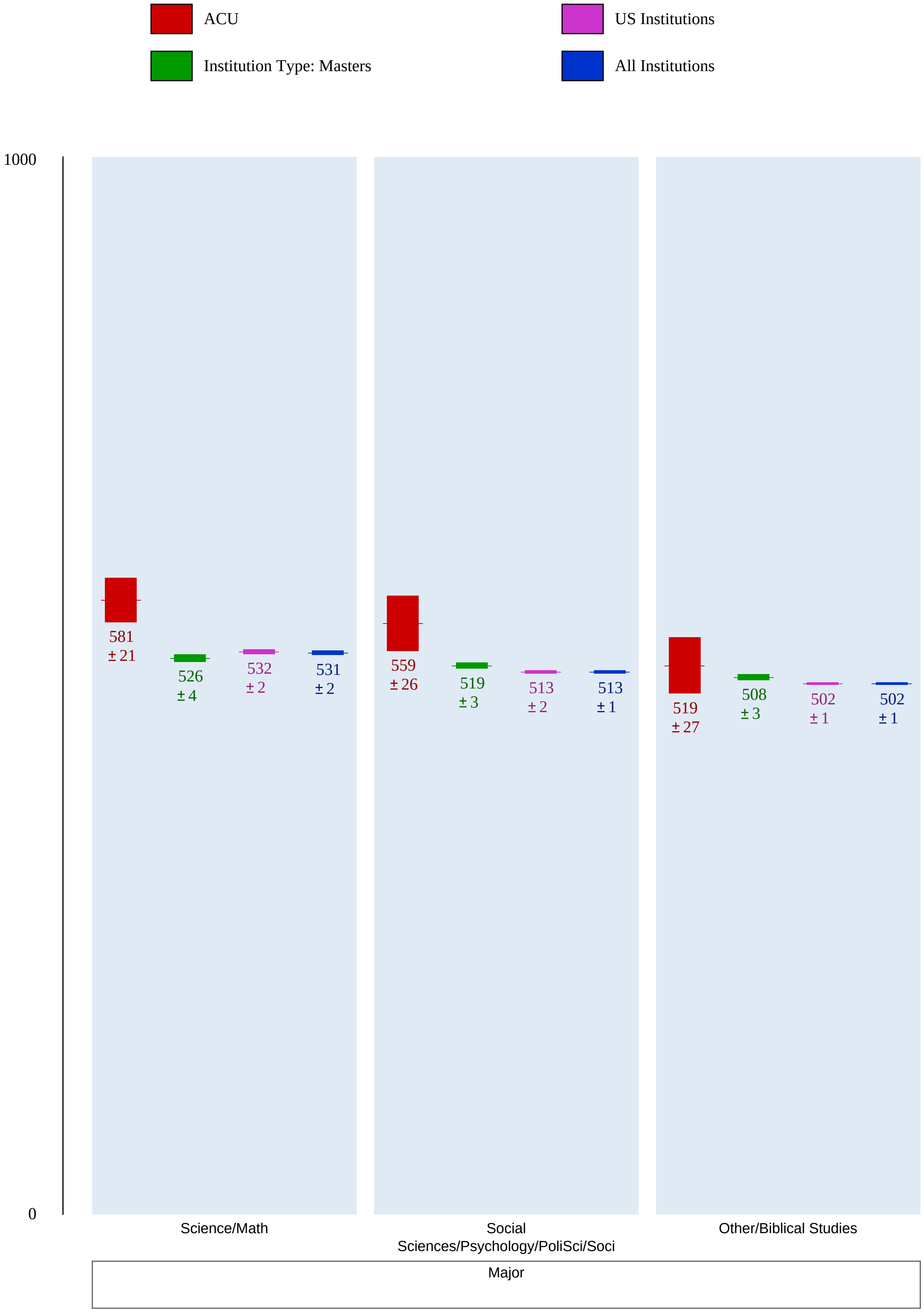


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. SAILS Skill Set: Searching

Summary of Results

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing:	Senior
Major:	Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Science/Math, Social Sciences/Psychology/PoliSci/Soci

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

Class Standing:	Junior
Major:	Engineering/Computer Science, Performing & Fine Arts/Music/Theatre, Other/Biblical Studies

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed better than the ACU-average-student benchmark:

Major:	Health Sciences/Nursing/CSD, Humanities/English

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing:	Senior
Major:	Agriculture/Environmental Studies, Engineering/Computer Science, Science/Math, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Class Standing:	Junior
Major:	Business/Mktg/Mgmt/Acct/IS, Performing & Fine Arts/Music/Theatre

Detailed Results - Data Table

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

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

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

Figure 3.8 Data Table for Skill Set: Searching

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	532 ±6	493 ±1	489 ±0	489 ±0
Class Standing				
Junior	498 ±23	508 ±2	498 ±1	498 ±1
Senior	535 ±6	518 ±2	502 ±1	502 ±1
Majors				
Agriculture / Environmental Studies	519 ±23	487 ±8	496 ±4	496 ±4
Business / Mktg / Mgmt / Acct / IS	508 ±11	484 ±2	490 ±1	490 ±1
Engineering / Computer Science	543 ±27	517 ±3	507 ±2	506 ±2
Health Sciences / Nursing / CSD	566 ±11	496 ±2	489 ±1	488 ±1
Humanities / English	597 ±28	511 ±7	513 ±4	512 ±3
Performing & Fine Arts / Music / Theatre	481 ±23	499 ±4	499 ±3	499 ±3
Science / Math	550 ±17	511 ±3	511 ±2	511 ±2
Social Sciences / Psychology / PoliSci / Soci	544 ±20	495 ±2	495 ±1	495 ±1
Other / Biblical Studies	503 ±29	488 ±2	482 ±1	482 ±1

Detailed Results - Chart

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

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

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

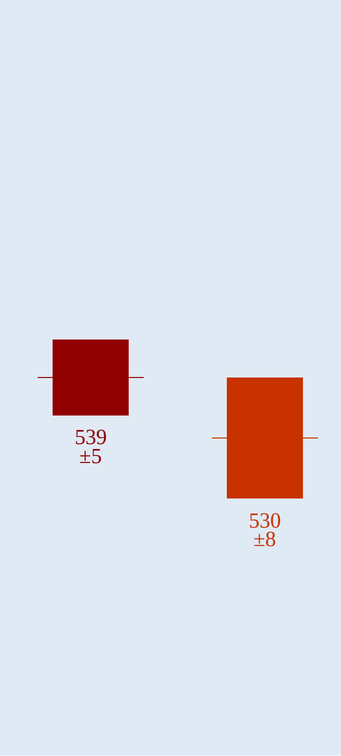
Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger.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

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

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

For example,

Not meaningfully different



Meaningfully different

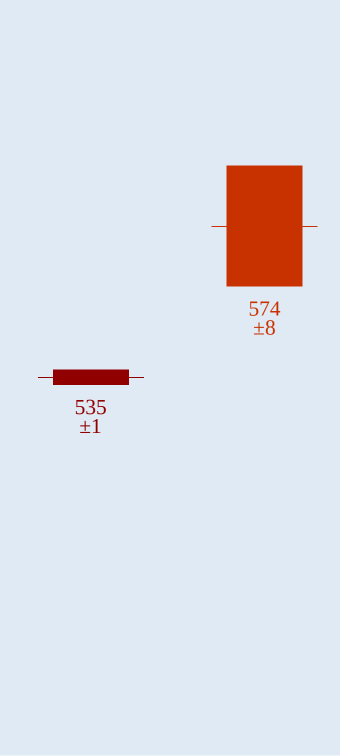


Figure 3.9 Chart for Skill Set: Searching

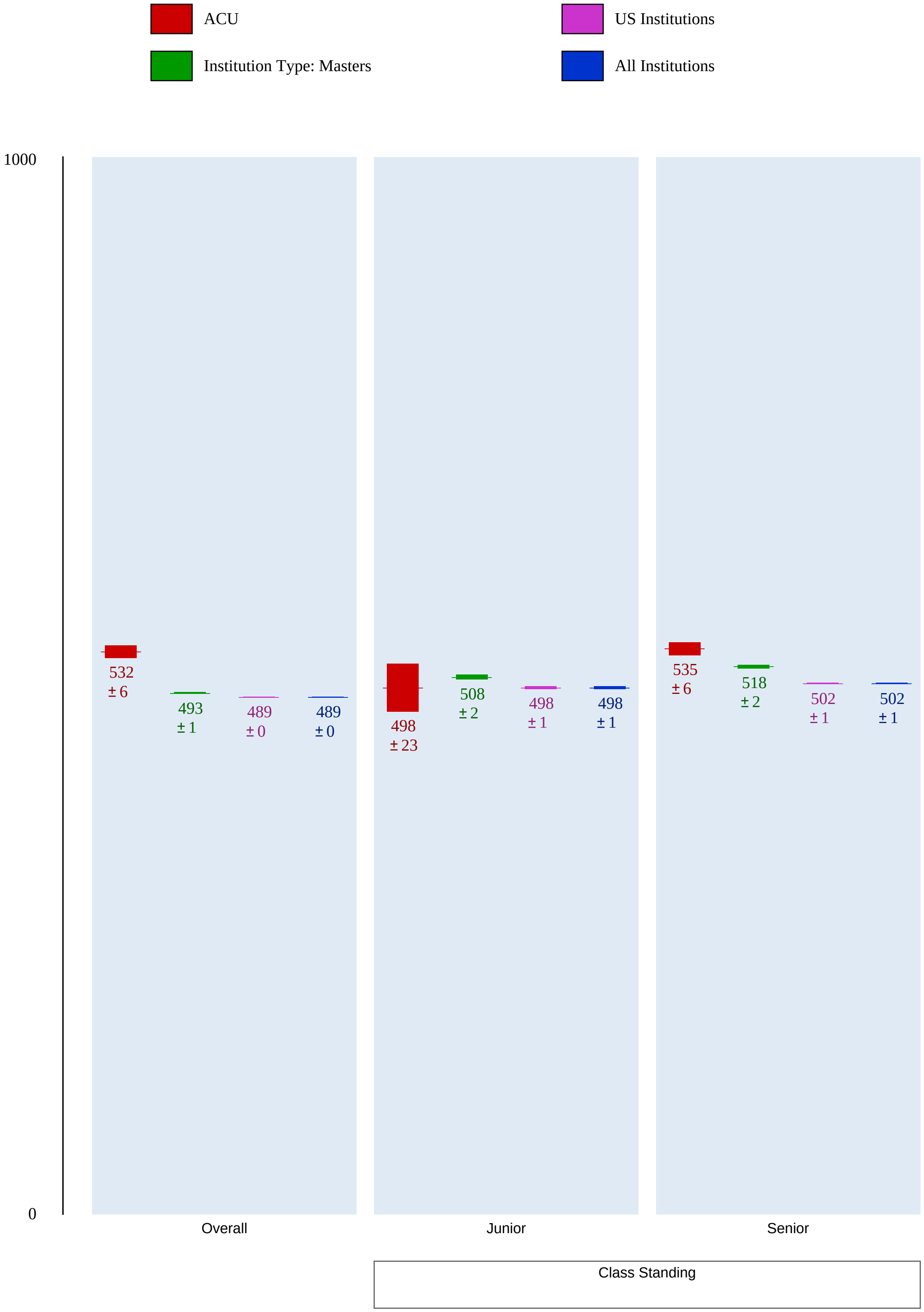


Figure 3.9 (continued) Chart for Skill Set: Searching

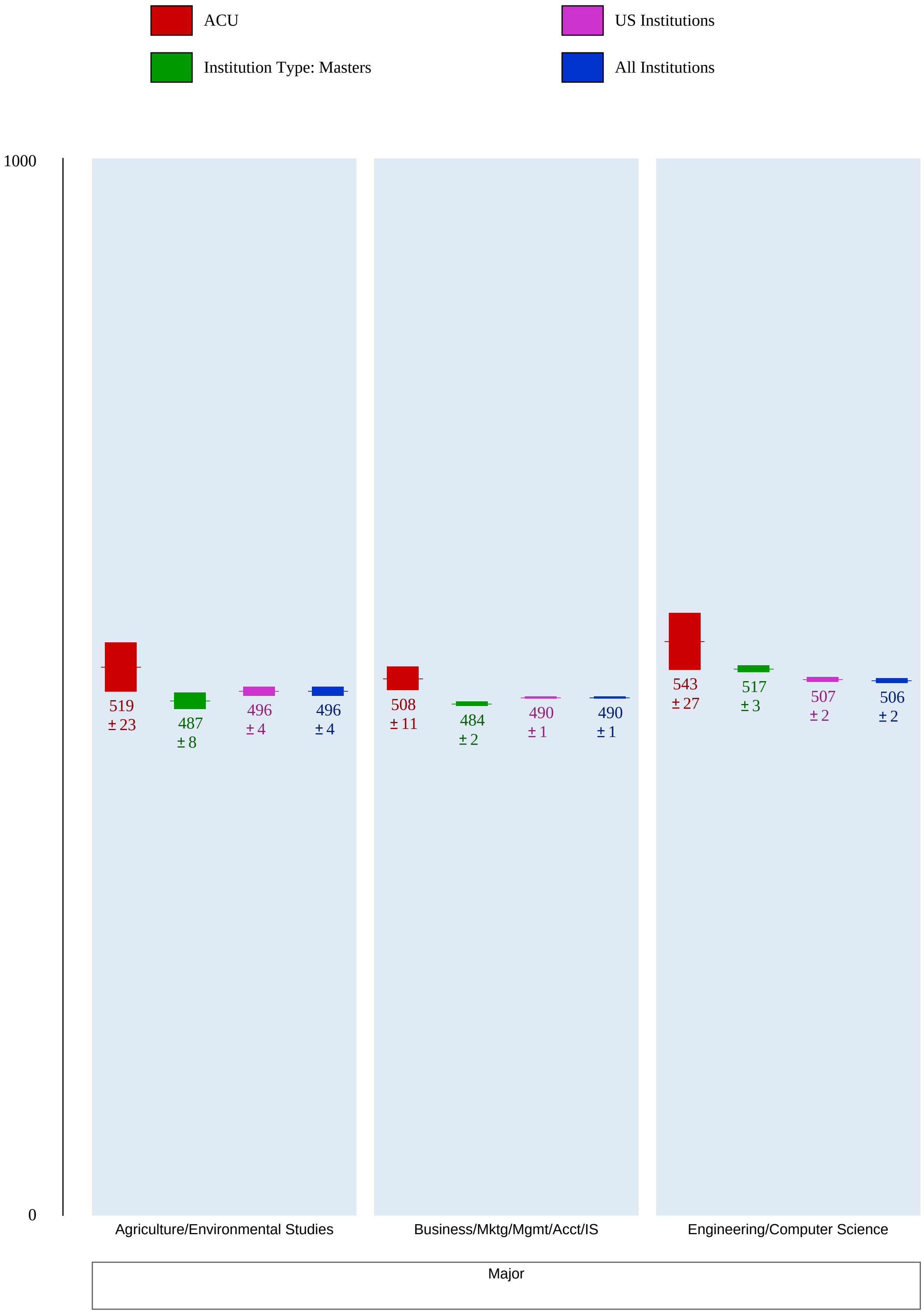


Figure 3.9 (continued) Chart for Skill Set: Searching

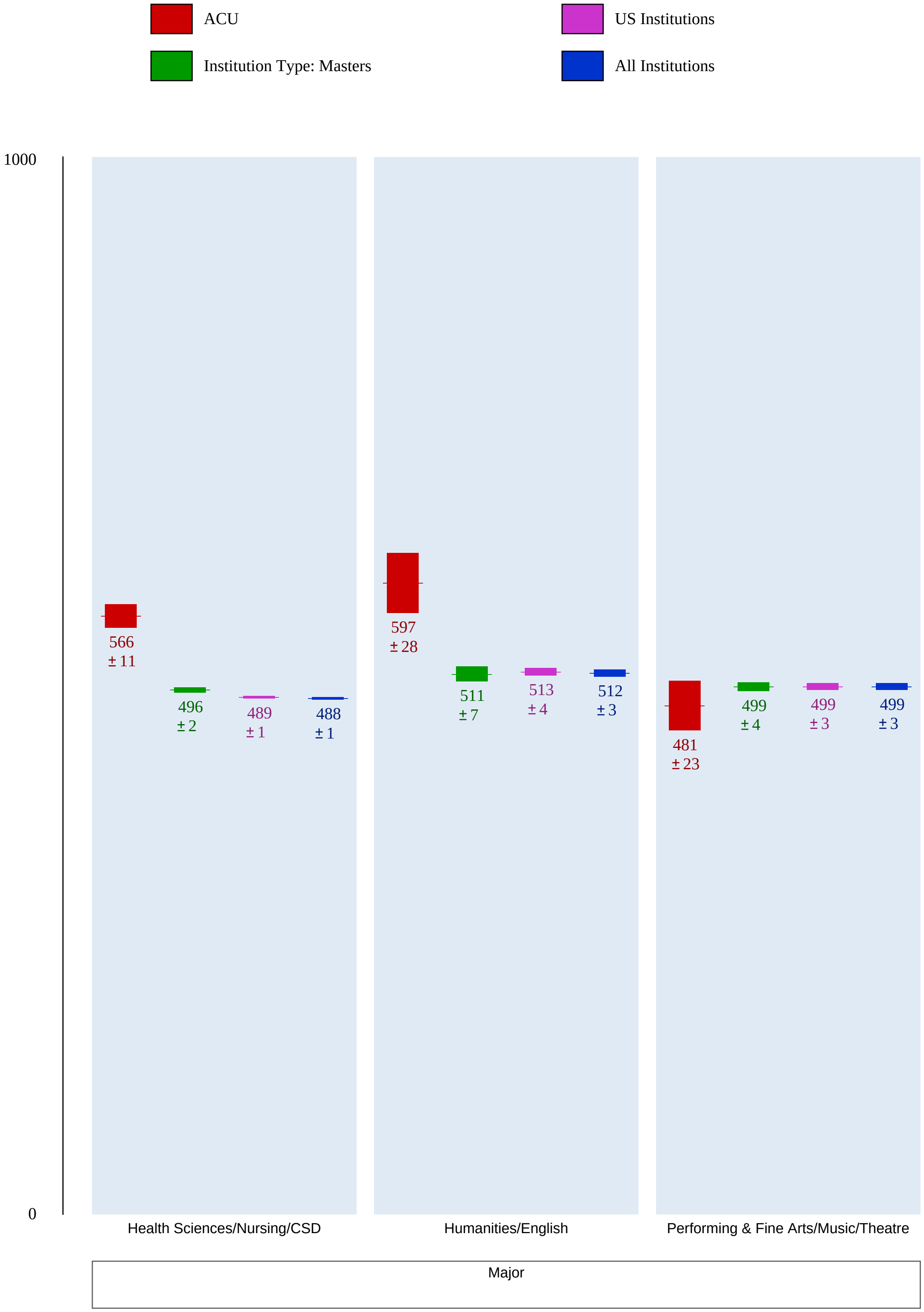


Figure 3.9 (continued) Chart for Skill Set: Searching

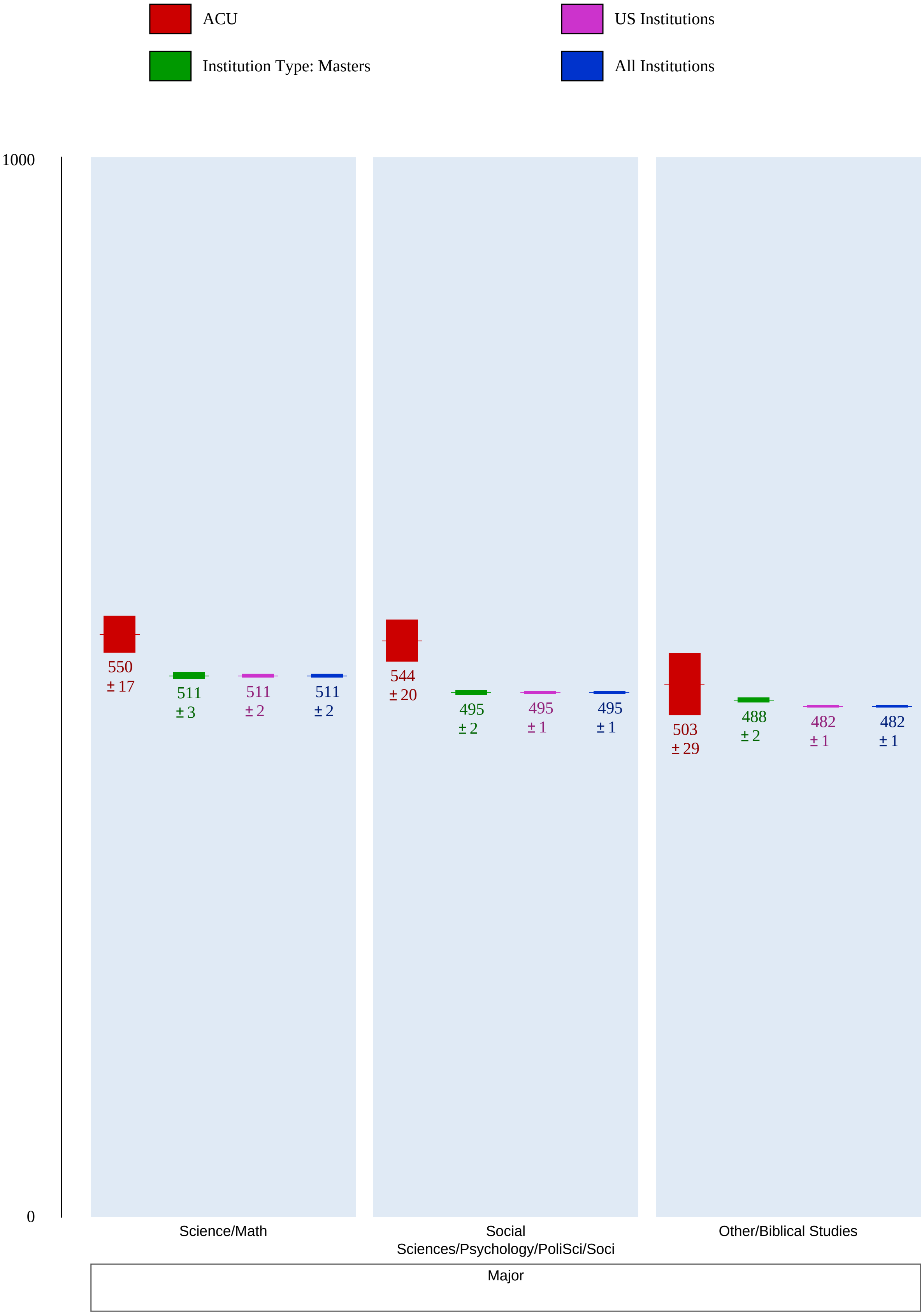


Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Major: Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD

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

Class Standing: Senior
Major: Engineering/Computer Science, Humanities/English, Science/Math, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

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

Class Standing: Junior
Major: Performing & Fine Arts/Music/Theatre

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed better than the ACU-average-student benchmark:

Major: Agriculture/Environmental Studies, Health Sciences/Nursing/CSD

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing: Senior
Major: Business/Mktg/Mgmt/Acct/IS, Engineering/Computer Science, Humanities/English, Science/Math

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Class Standing: Junior
Major: Performing & Fine Arts/Music/Theatre, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Detailed Results - Data Table

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

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

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

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

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	555 ±8	535 ±1	528 ±1	528 ±1
Class Standing				
Junior	493 ±30	545 ±3	534 ±2	534 ±2
Senior	561 ±9	553 ±2	540 ±1	540 ±1
Majors				
Agriculture / Environmental Studies	605 ±38	508 ±11	538 ±6	538 ±6
Business / Mktg / Mgmt / Acct / IS	550 ±15	526 ±3	527 ±1	527 ±1
Engineering / Computer Science	588 ±48	554 ±4	546 ±3	545 ±3
Health Sciences / Nursing / CSD	598 ±16	542 ±3	534 ±2	533 ±2
Humanities / English	524 ±43	535 ±9	538 ±5	538 ±5
Performing & Fine Arts / Music / Theatre	492 ±31	539 ±6	537 ±5	537 ±5
Science / Math	558 ±26	541 ±4	544 ±3	544 ±3
Social Sciences / Psychology / PoliSci / Soci	513 ±29	538 ±3	534 ±2	534 ±2
Other / Biblical Studies	492 ±44	536 ±3	522 ±1	522 ±1

Detailed Results - Chart

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

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

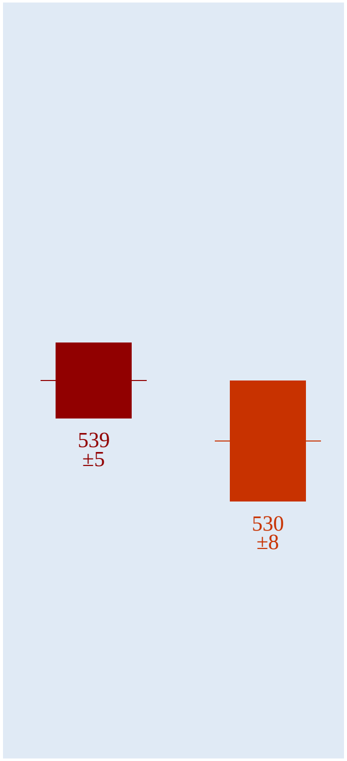
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

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

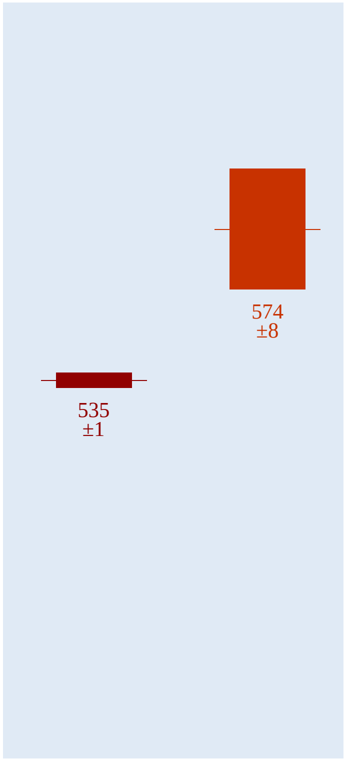
On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of ± 5 has a box that ranges from 530 to 520. The true group average score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

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

For example,



Not meaningfully different



Meaningfully different

Figure 3.12 Chart for Skill Set: Using Finding Tool Features

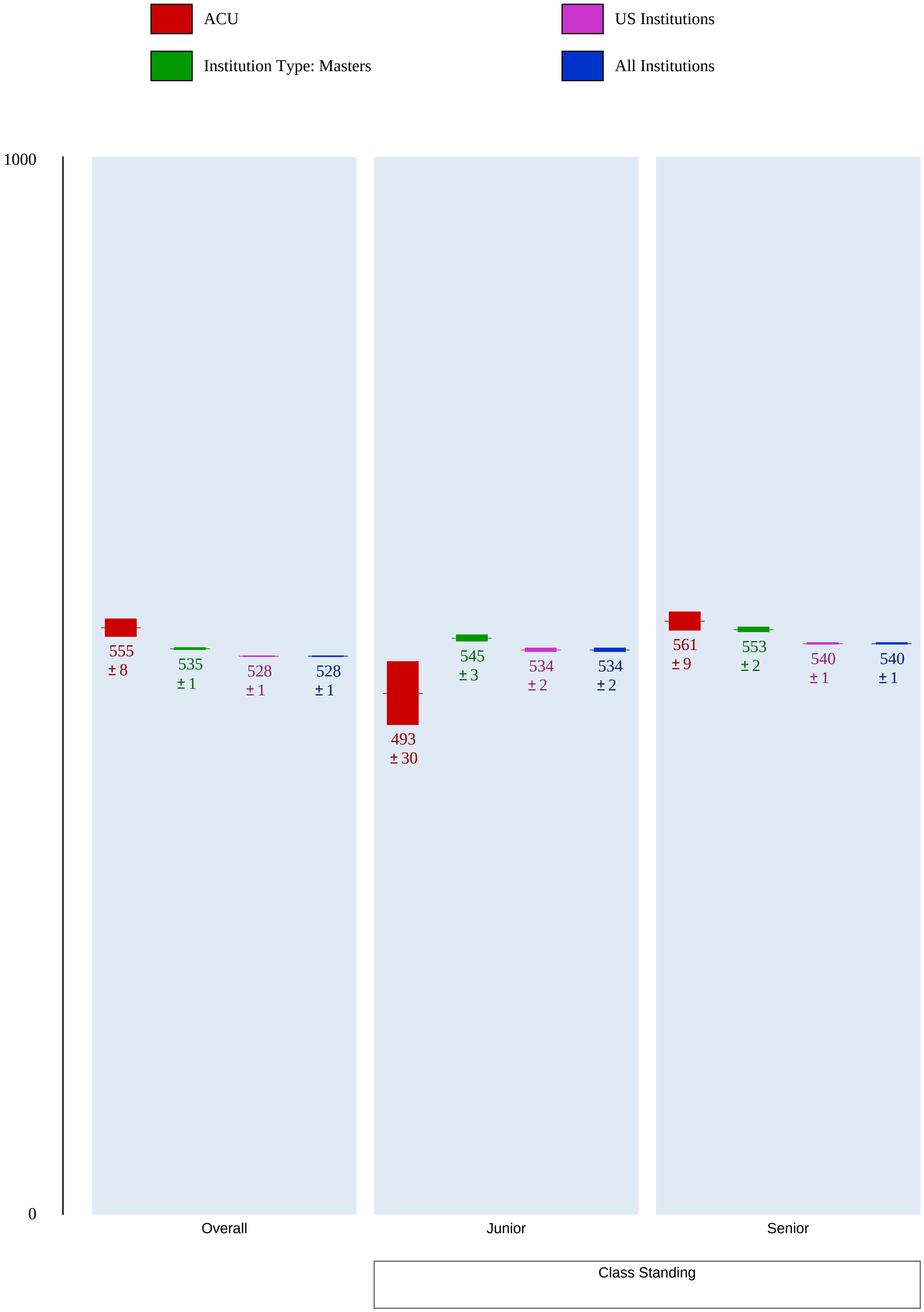


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

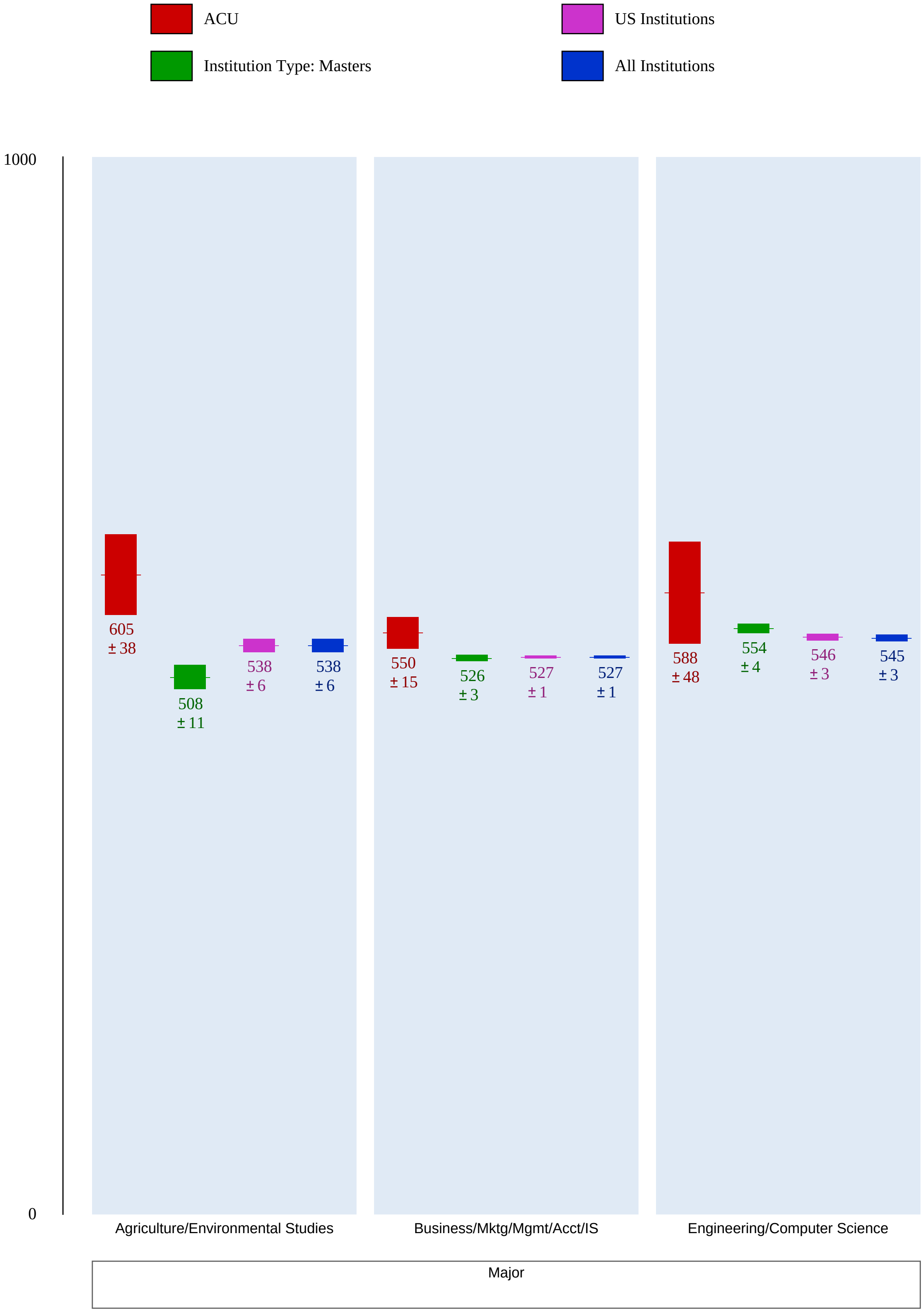


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

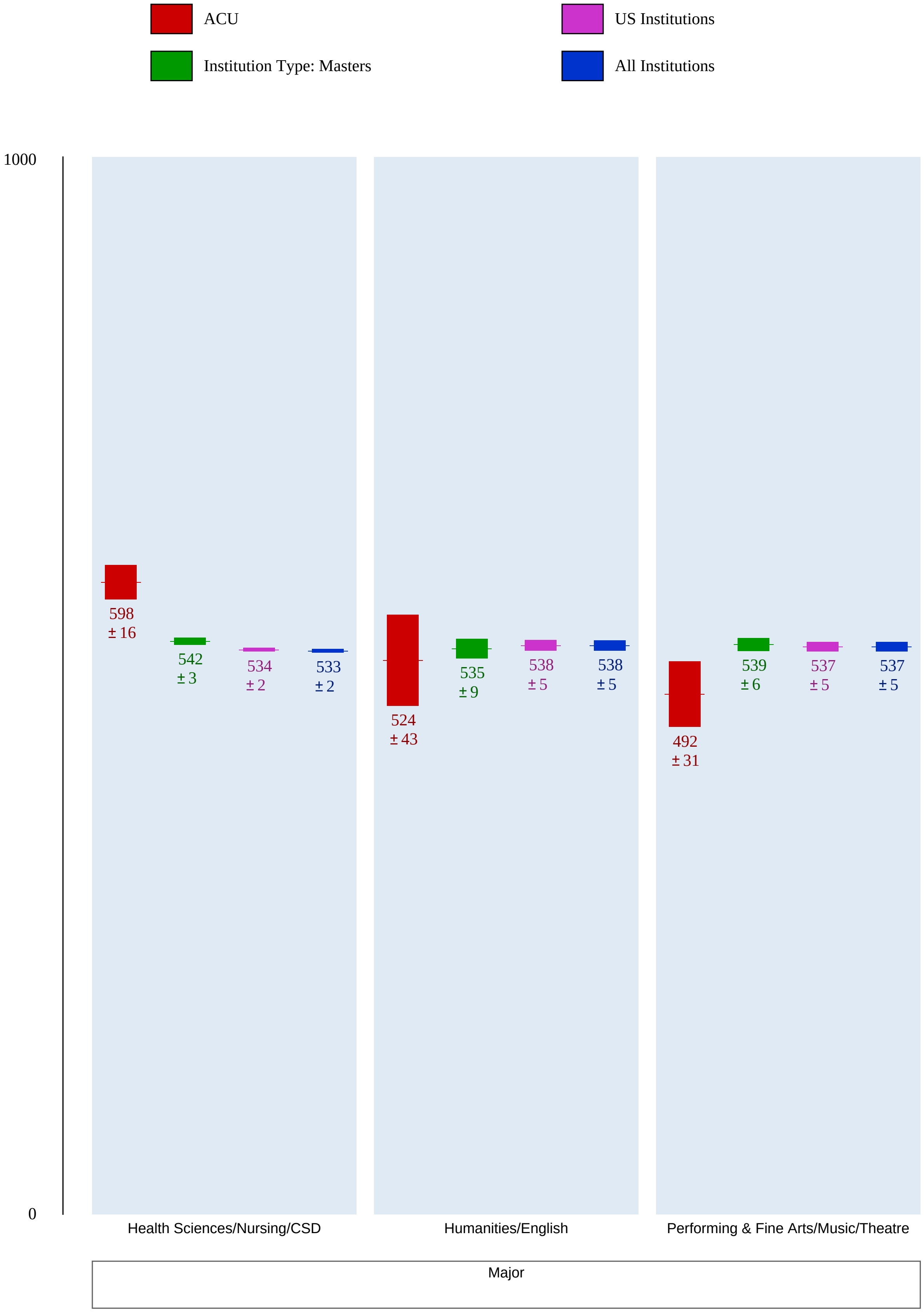


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

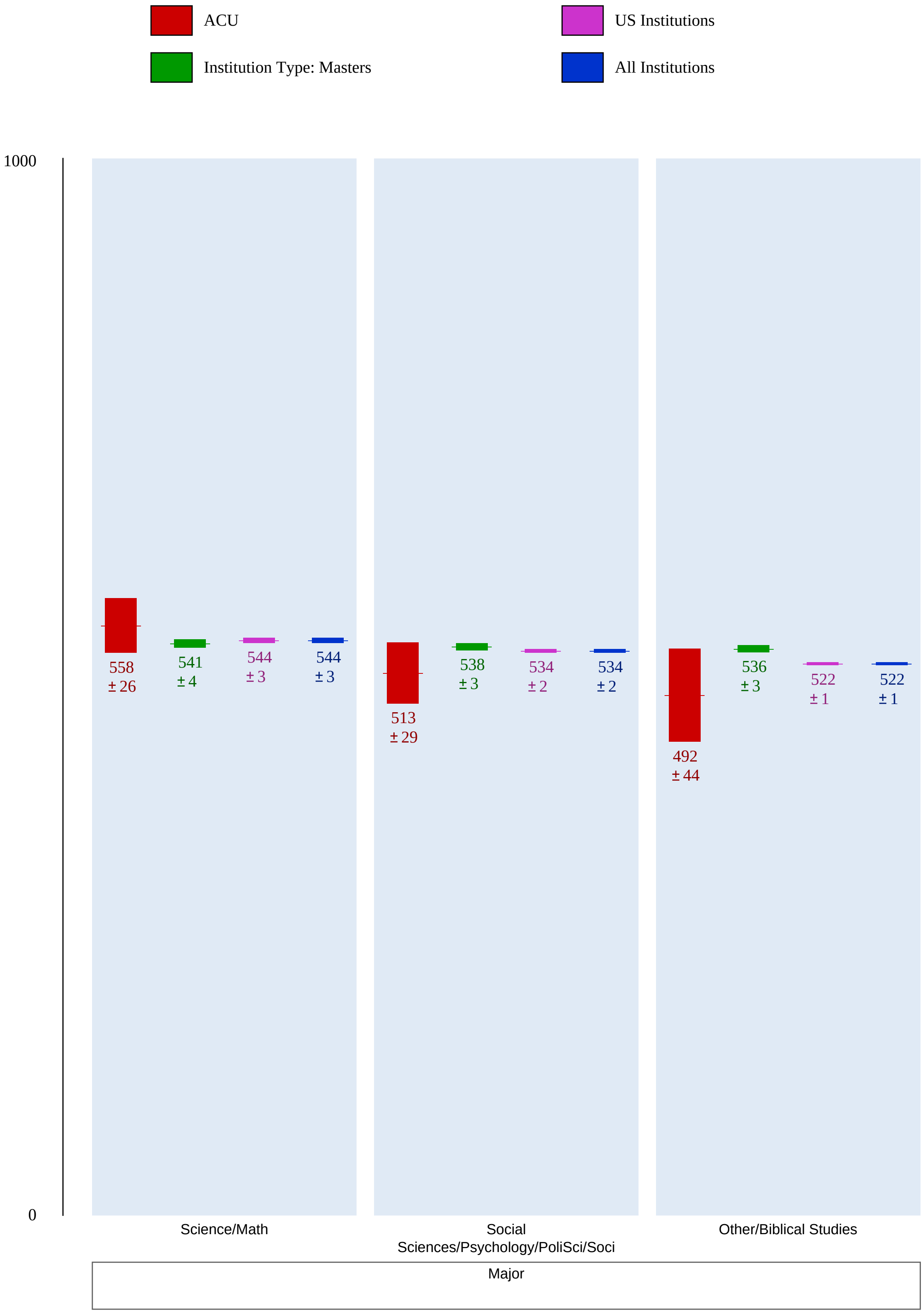


Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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

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

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

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

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

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

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

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

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

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

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

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

5. SAILS Skill Set: Retrieving Sources

Summary of Results

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Major: Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Science/Math

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

Class Standing: Junior, Senior
Major: Engineering/Computer Science, Performing & Fine Arts/Music/Theatre, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed better than the ACU-average-student benchmark:

Major: Humanities/English, Science/Math

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing: Senior
Major: Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Engineering/Computer Science, Health Sciences/Nursing/CSD, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Class Standing: Junior
Major: Performing & Fine Arts/Music/Theatre

Detailed Results - Data Table

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	566 ±8	523 ±1	518 ±1	518 ±1
Class Standing				
Junior	519 ±29	541 ±3	529 ±2	529 ±2
Senior	571 ±9	563 ±2	536 ±1	536 ±1
Majors				
Agriculture / Environmental Studies	595 ±37	499 ±11	523 ±6	523 ±6
Business / Mktg / Mgmt / Acct / IS	554 ±16	512 ±3	515 ±1	515 ±1
Engineering / Computer Science	528 ±44	533 ±4	523 ±3	523 ±3
Health Sciences / Nursing / CSD	572 ±17	528 ±3	522 ±2	522 ±2
Humanities / English	651 ±30	544 ±10	548 ±5	547 ±5
Performing & Fine Arts / Music / Theatre	514 ±34	532 ±6	531 ±5	532 ±5
Science / Math	609 ±25	539 ±4	538 ±3	538 ±3
Social Sciences / Psychology / PoliSci / Soci	556 ±29	532 ±3	528 ±2	528 ±2
Other / Biblical Studies	546 ±35	516 ±3	511 ±1	511 ±1

Detailed Results - Chart

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

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

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

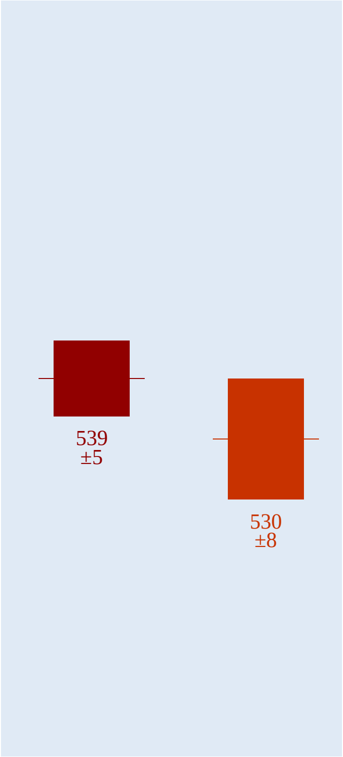
Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger.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

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

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

For example,

Not meaningfully different



Meaningfully different

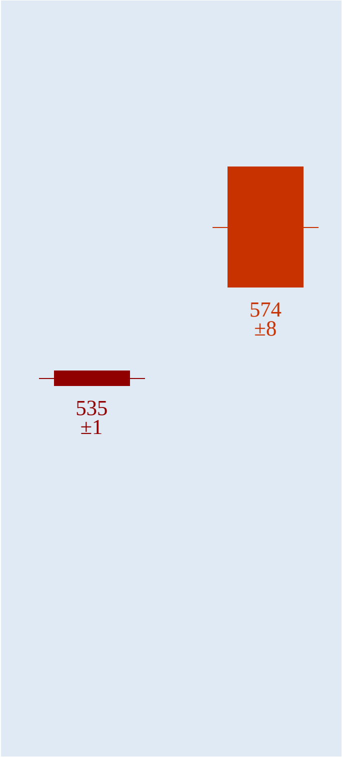


Figure 3.15 Chart for Skill Set: Retrieving Sources

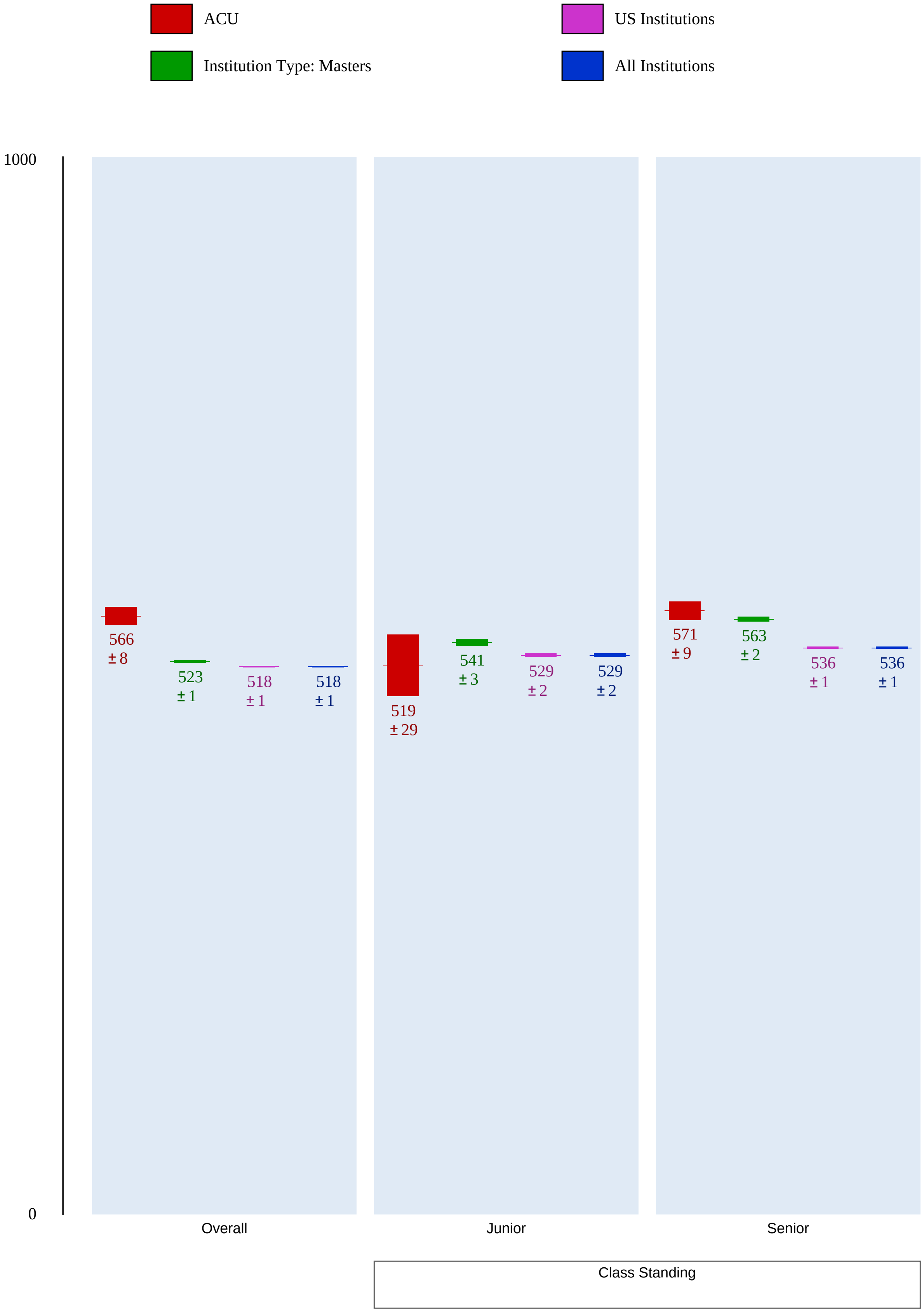


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

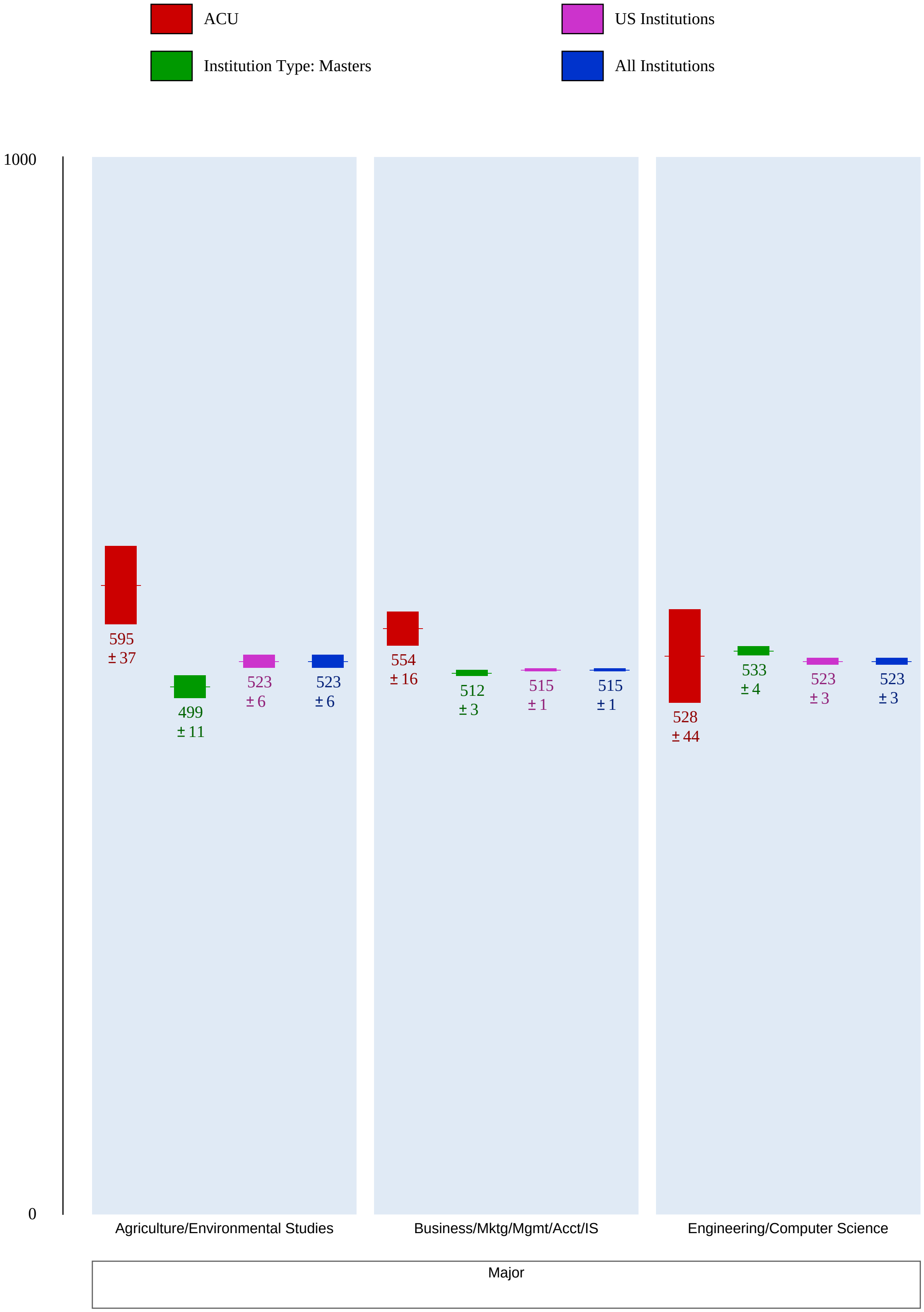


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

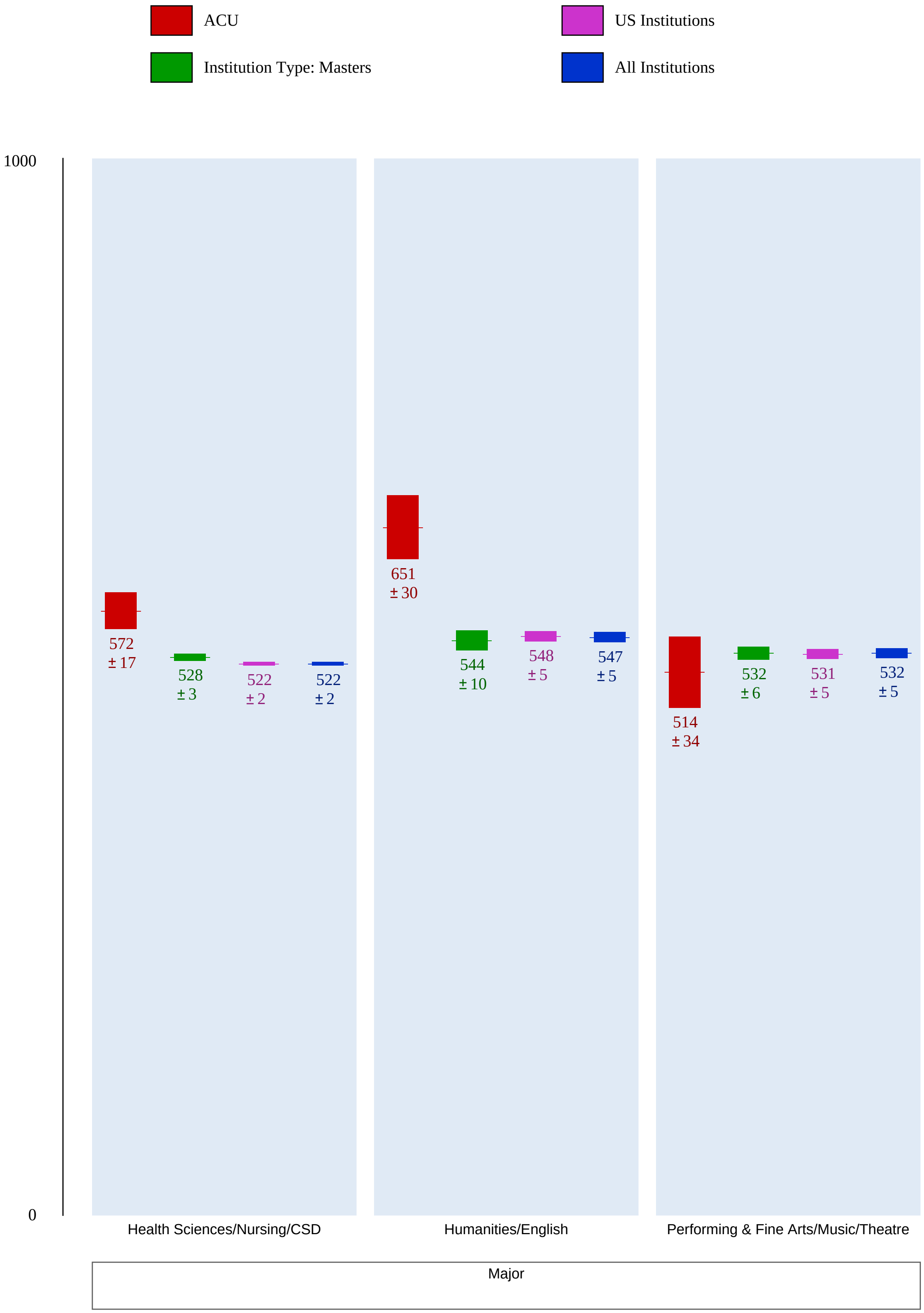


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

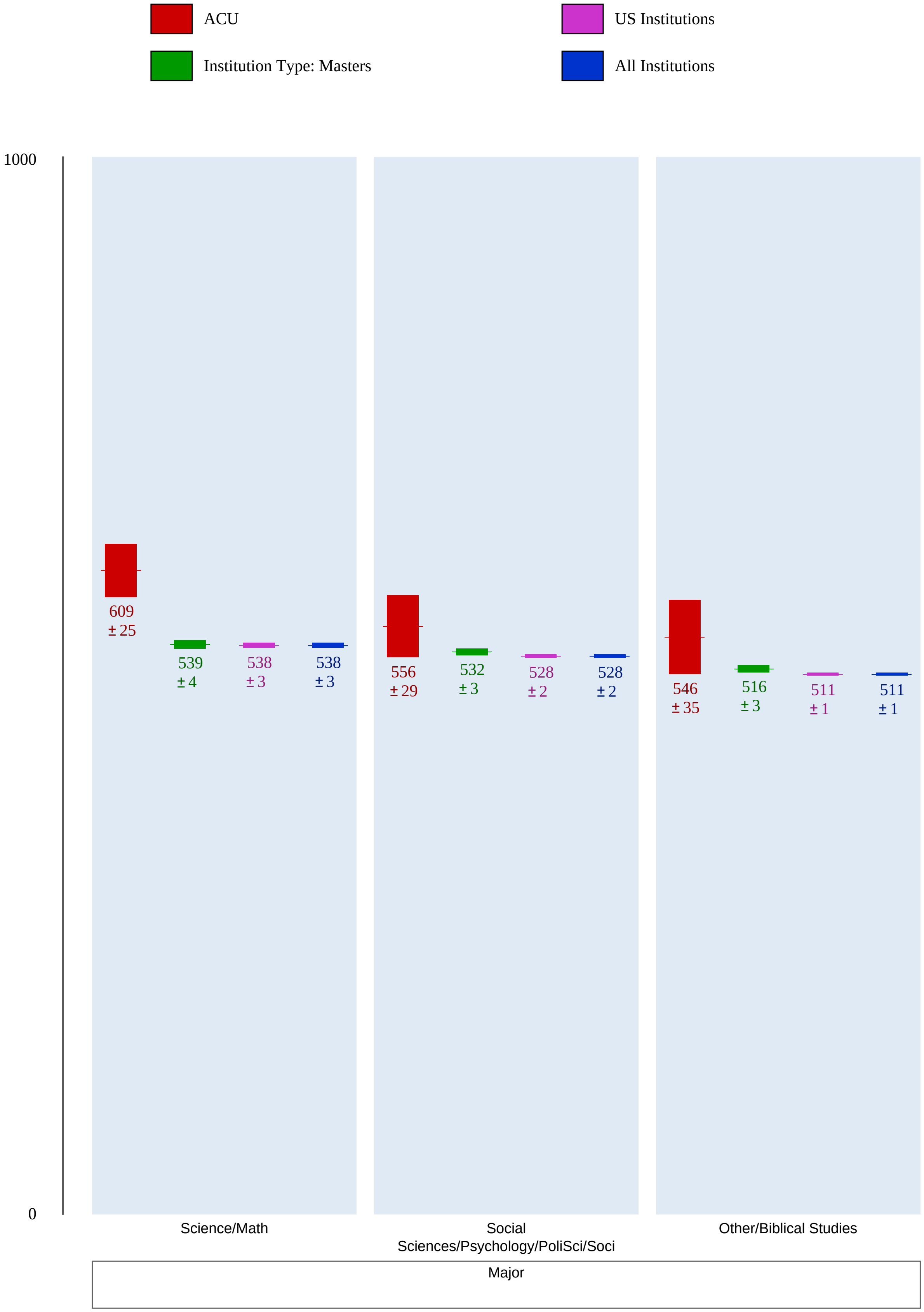


Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing:	Senior
Major:	Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Science/Math, Other/Biblical Studies

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

Class Standing:	Junior
Major:	Engineering/Computer Science, Performing & Fine Arts/Music/Theatre, Social Sciences/Psychology/PoliSci/Soci

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed better than the ACU-average-student benchmark:

Major:	Health Sciences/Nursing/CSD, Humanities/English, Science/Math

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing:	Junior, Senior
Major:	Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Engineering/Computer Science, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Major:	Performing & Fine Arts/Music/Theatre

Detailed Results - Data Table

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

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

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

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	518 ±7	477 ±1	474 ±0	474 ±0
Class Standing				
Junior	490 ±23	488 ±3	480 ±1	479 ±1
Senior	521 ±7	499 ±2	487 ±1	487 ±1
Majors				
Agriculture / Environmental Studies	523 ±30	466 ±8	485 ±5	485 ±5
Business / Mktg / Mgmt / Acct / IS	500 ±12	472 ±2	475 ±1	475 ±1
Engineering / Computer Science	494 ±36	497 ±4	488 ±3	487 ±3
Health Sciences / Nursing / CSD	545 ±15	477 ±3	471 ±1	471 ±1
Humanities / English	621 ±27	493 ±8	499 ±4	499 ±4
Performing & Fine Arts / Music / Theatre	471 ±21	485 ±5	485 ±4	485 ±4
Science / Math	549 ±23	487 ±3	491 ±2	490 ±2
Social Sciences / Psychology / PoliSci / Soci	495 ±26	476 ±3	480 ±1	480 ±1
Other / Biblical Studies	526 ±21	474 ±3	469 ±1	469 ±1

Detailed Results - Chart

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

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

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

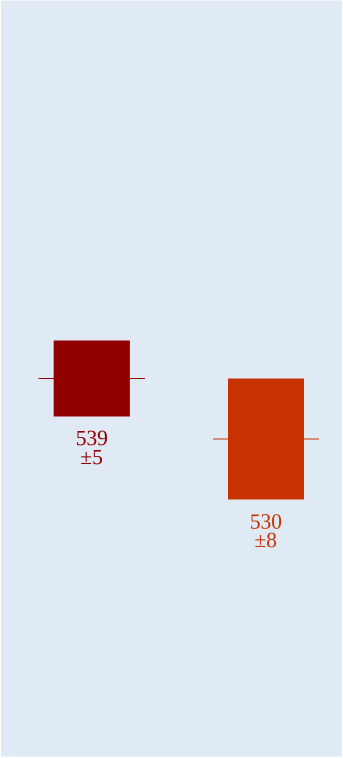
Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger.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

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

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

For example,

Not meaningfully different



Meaningfully different

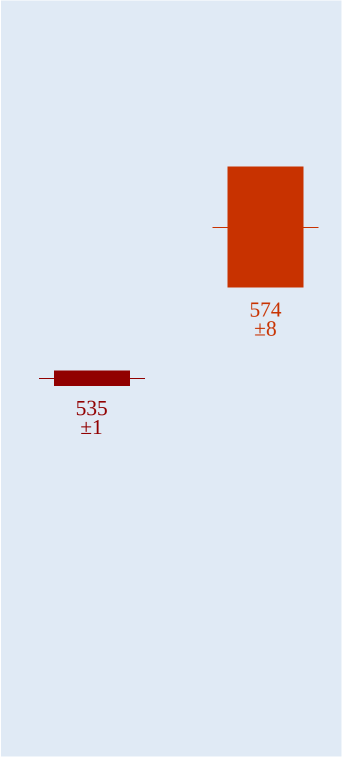


Figure 3.18 Chart for Skill Set: Evaluating Sources

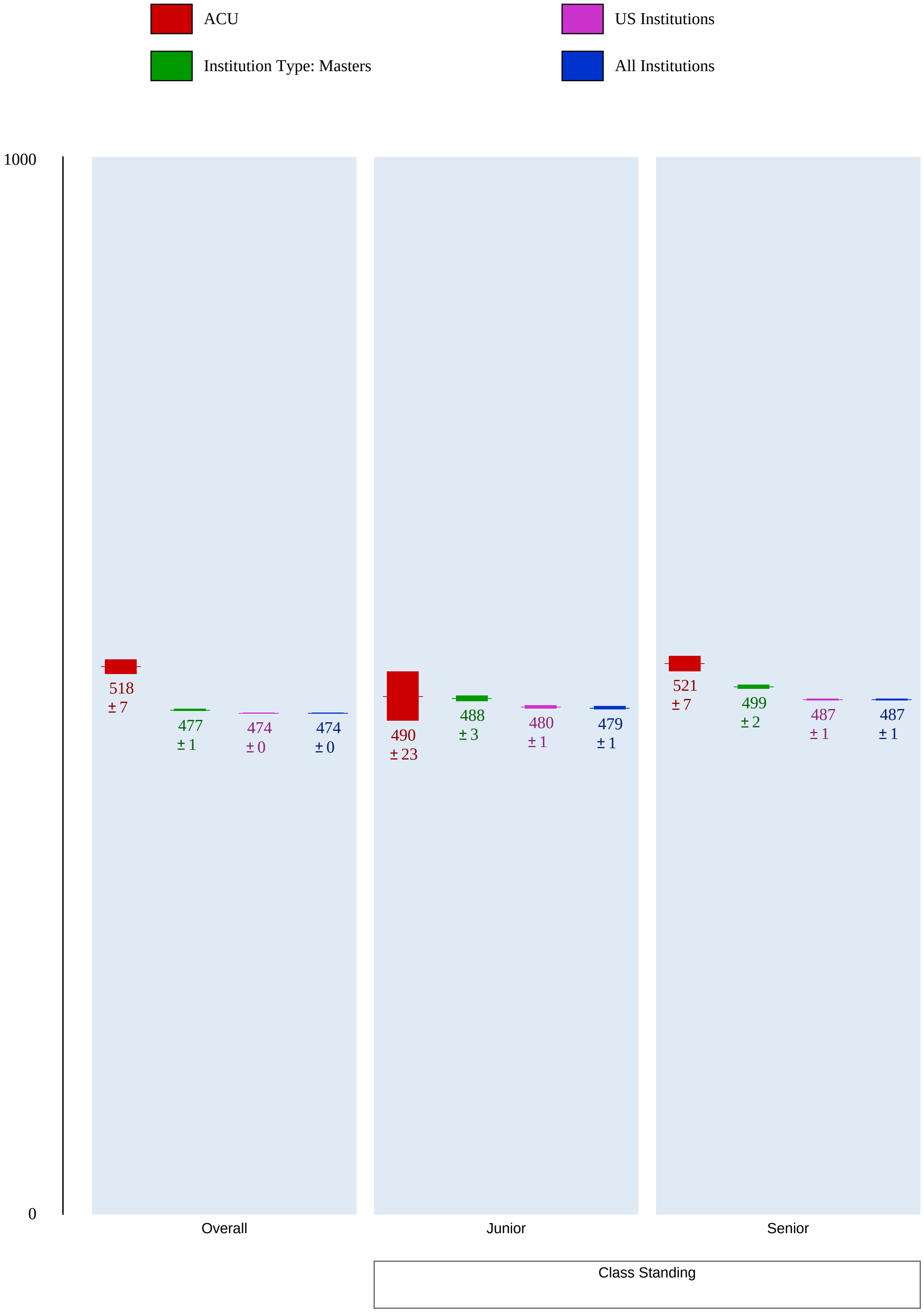


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

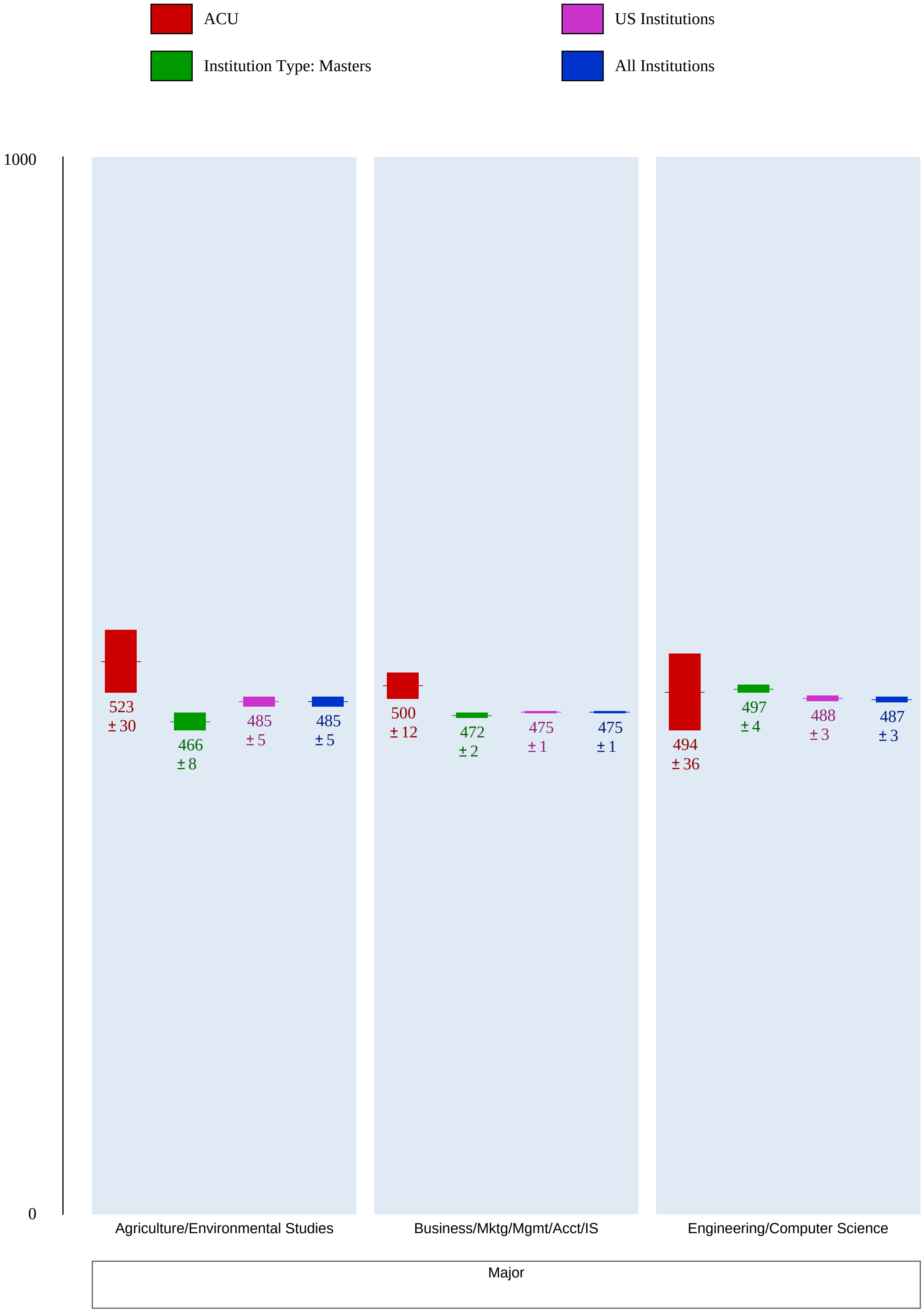


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

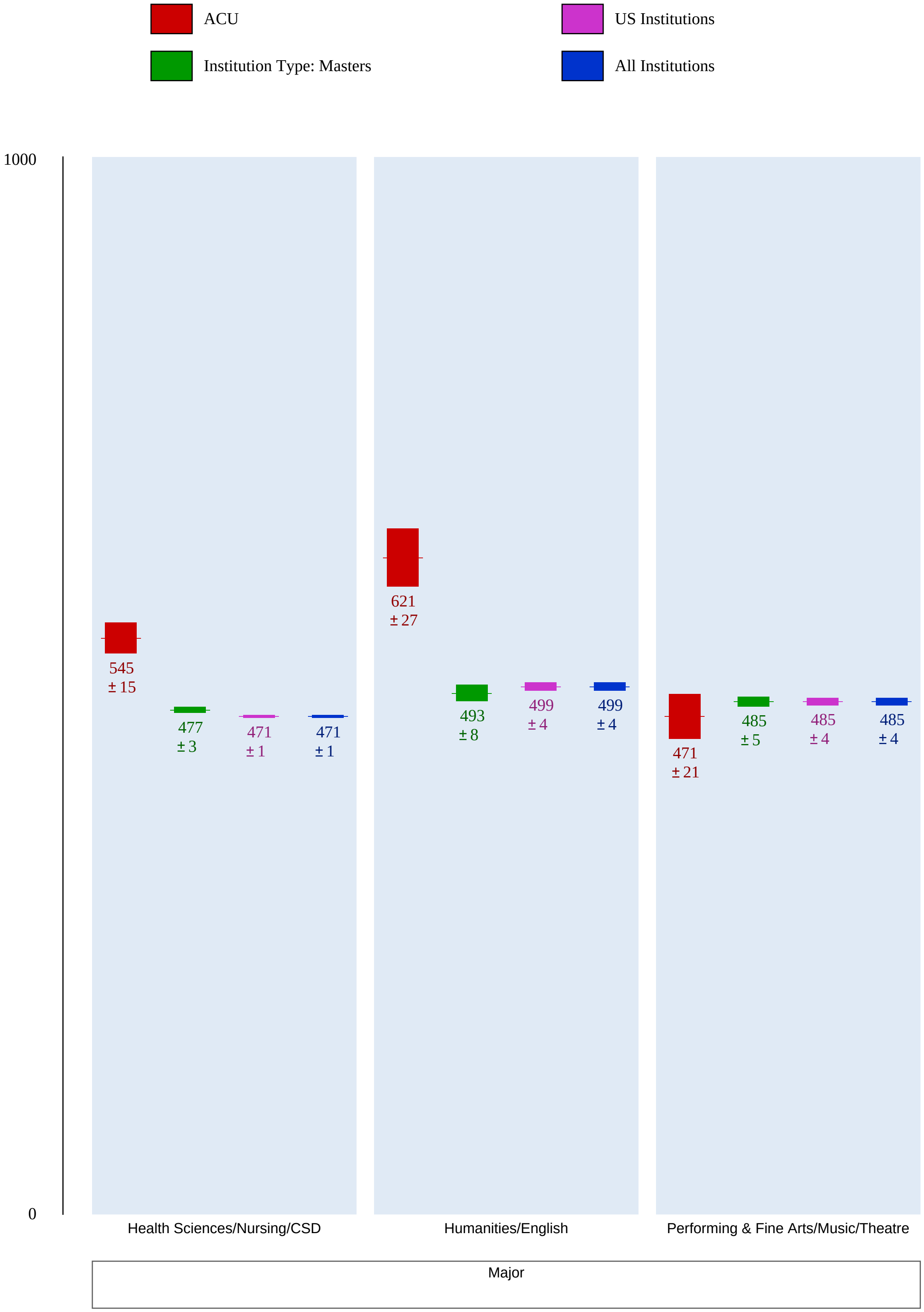


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

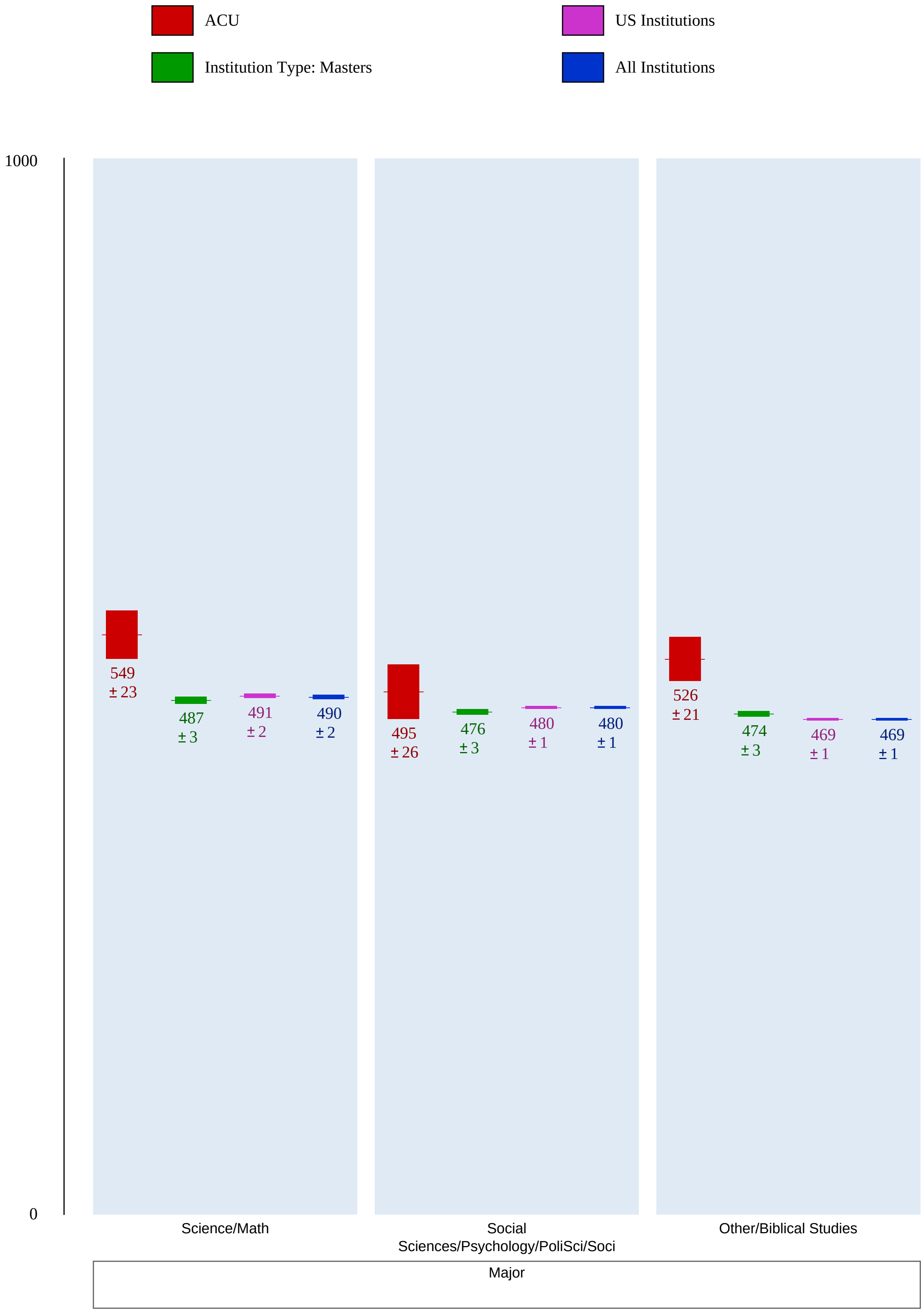


Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing: Senior
Major: Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Science/Math, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

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

Class Standing: Junior
Major: Engineering/Computer Science, Performing & Fine Arts/Music/Theatre

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed better than the ACU-average-student benchmark:

Major: Agriculture/Environmental Studies, Humanities/English

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing: Junior, Senior
Major: Engineering/Computer Science, Health Sciences/Nursing/CSD, Science/Math, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Major: Business/Mktg/Mgmt/Acct/IS, Performing & Fine Arts/Music/Theatre

Detailed Results - Data Table

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

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

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

Figure 3.20 Data Table for Skill Set: Documenting Sources

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	540 ±8	492 ±1	480 ±1	480 ±1
Class Standing				
Junior	525 ±29	514 ±3	493 ±2	492 ±2
Senior	542 ±9	530 ±2	496 ±1	496 ±1
Majors				
Agriculture / Environmental Studies	619 ±29	476 ±11	491 ±6	491 ±6
Business / Mktg / Mgmt / Acct / IS	510 ±15	486 ±3	474 ±1	474 ±1
Engineering / Computer Science	530 ±33	503 ±4	496 ±3	496 ±3
Health Sciences / Nursing / CSD	547 ±18	498 ±3	484 ±2	484 ±2
Humanities / English	621 ±42	508 ±9	511 ±5	511 ±5
Performing & Fine Arts / Music / Theatre	491 ±27	498 ±6	496 ±5	496 ±5
Science / Math	571 ±27	508 ±4	511 ±3	510 ±3
Social Sciences / Psychology / PoliSci / Soci	570 ±23	495 ±3	483 ±2	483 ±2
Other / Biblical Studies	523 ±37	483 ±3	469 ±1	469 ±1

Detailed Results - Chart

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

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

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

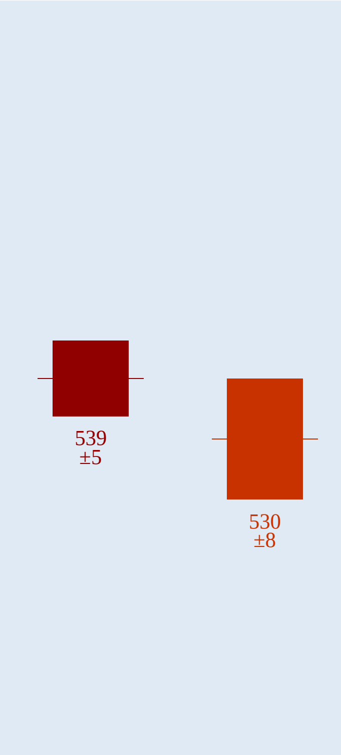
Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger.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

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

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

For example,

Not meaningfully different



Meaningfully different

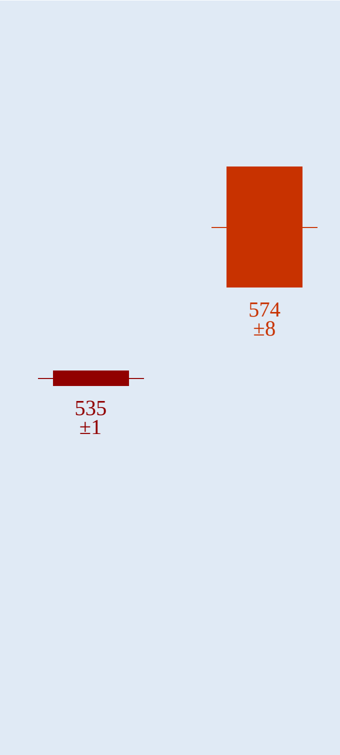


Figure 3.21 Chart for Skill Set: Documenting Sources

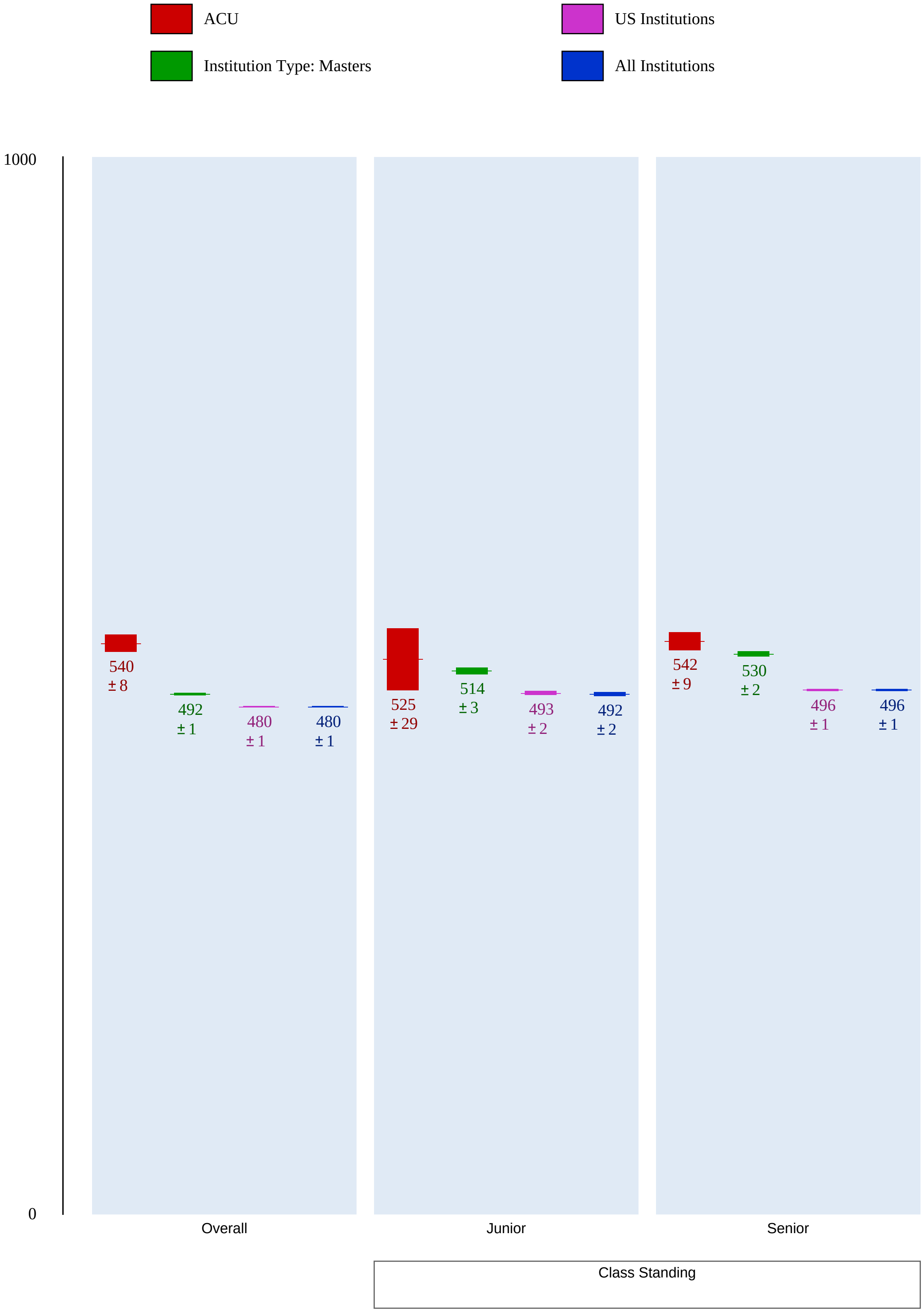


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

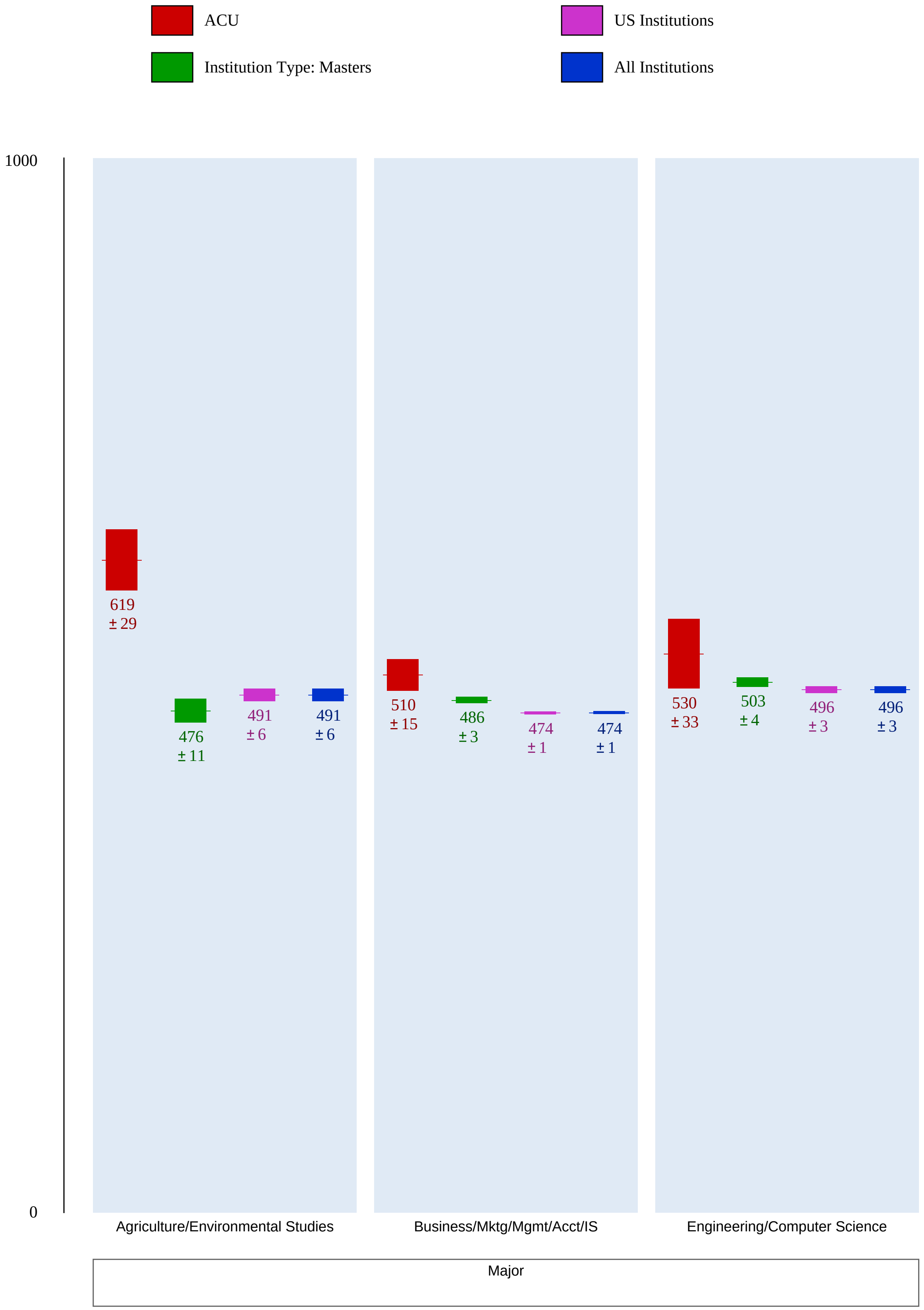


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

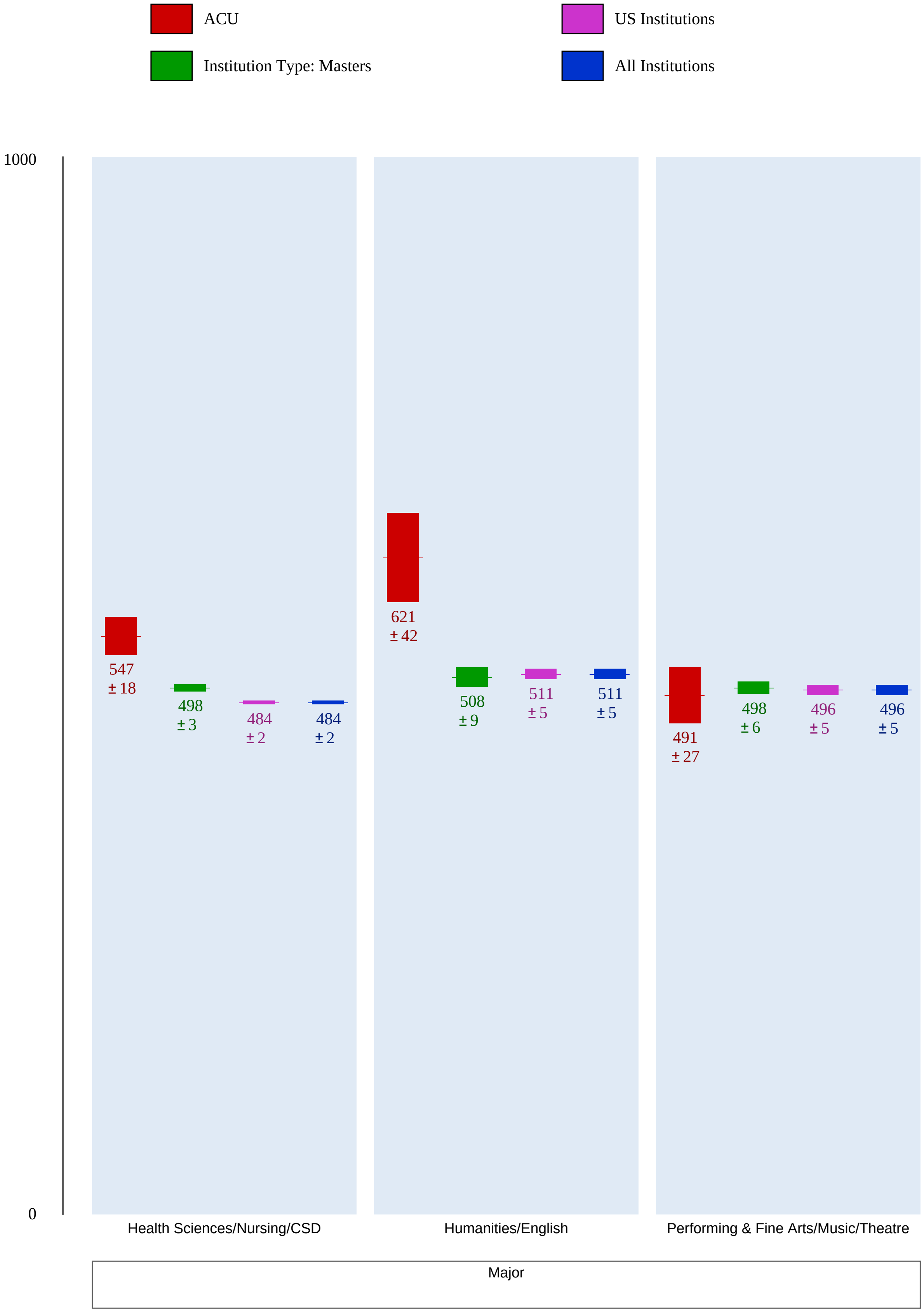


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

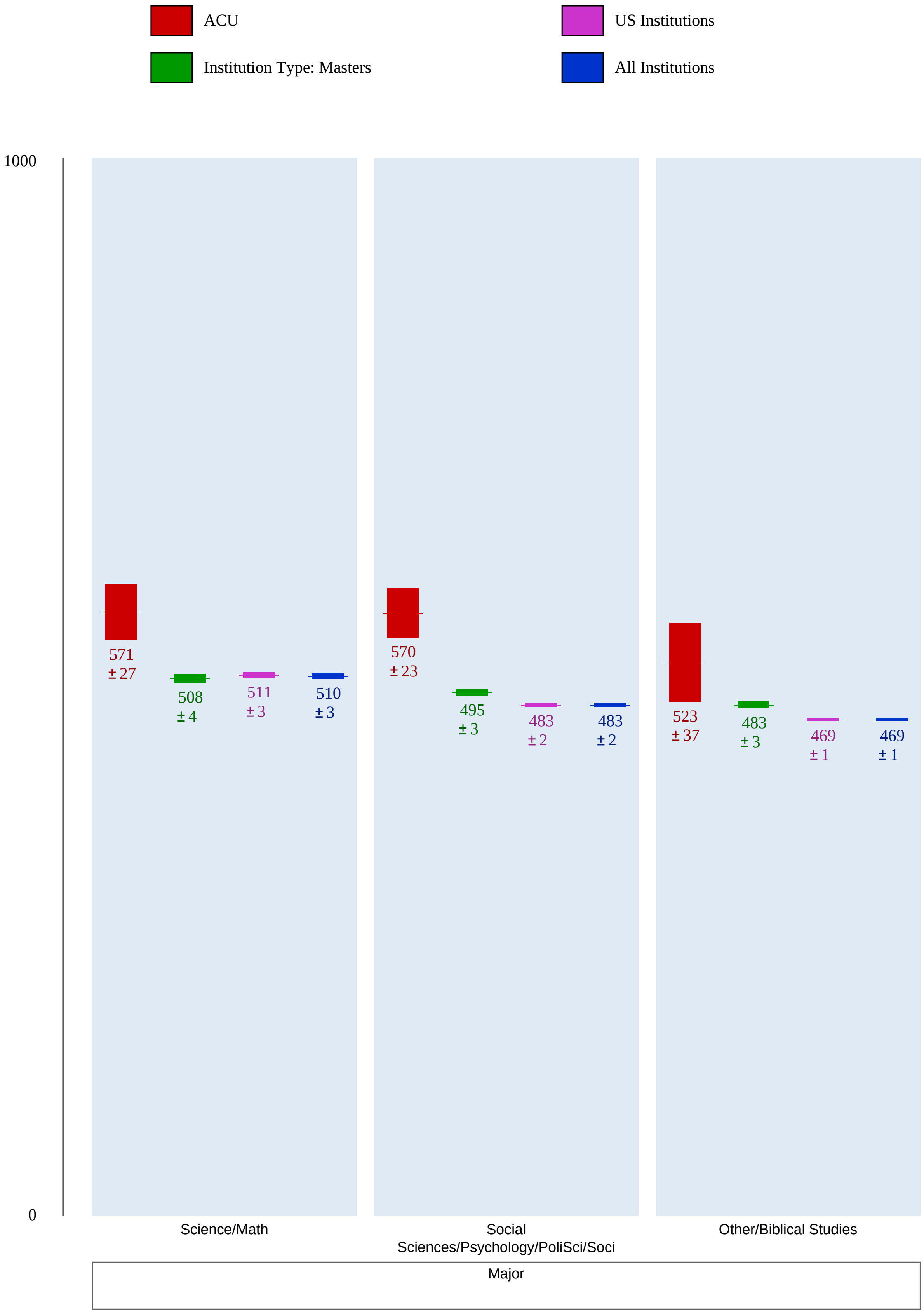


Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

Abilene Christian University Compared to Other Masters Institutions, by Demographic Characteristics

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

Class Standing:	Senior
Major:	Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Science/Math, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

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

Class Standing:	Junior
Major:	Performing & Fine Arts/Music/Theatre

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

Major:	Engineering/Computer Science

Demographic Groups within Abilene Christian University Compared to the ACU Overall Performance on This Skill Set

Within Abilene Christian University, the following groups performed about the same as the ACU-average-student benchmark:

Class Standing:	Senior
Major:	Agriculture/Environmental Studies, Business/Mktg/Mgmt/Acct/IS, Health Sciences/Nursing/CSD, Humanities/English, Performing & Fine Arts/Music/Theatre, Science/Math, Social Sciences/Psychology/PoliSci/Soci, Other/Biblical Studies

Within Abilene Christian University, the following groups performed worse than the ACU-average-student benchmark:

Class Standing:	Junior
Major:	Engineering/Computer Science

Detailed Results - Data Table

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

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

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

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

	Abilene Christian University	Institution Type: Masters	US Institutions	All Institutions
Overall	519 ±7	475 ±1	471 ±1	471 ±1
Class Standing				
Junior	481 ±23	492 ±3	479 ±2	479 ±2
Senior	522 ±7	500 ±2	487 ±1	487 ±1
Majors				
Agriculture / Environmental Studies	507 ±33	457 ±9	466 ±5	466 ±5
Business / Mktg / Mgmt / Acct / IS	516 ±13	474 ±2	475 ±1	475 ±1
Engineering / Computer Science	459 ±24	505 ±4	495 ±3	495 ±3
Health Sciences / Nursing / CSD	531 ±15	471 ±3	464 ±1	464 ±1
Humanities / English	558 ±36	499 ±8	497 ±4	497 ±4
Performing & Fine Arts / Music / Theatre	492 ±24	494 ±5	491 ±4	491 ±4
Science / Math	533 ±20	485 ±3	486 ±2	486 ±2
Social Sciences / Psychology / PoliSci / Soci	496 ±20	472 ±3	477 ±1	477 ±1
Other / Biblical Studies	524 ±36	468 ±3	466 ±1	466 ±1

Detailed Results - Chart

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

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

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

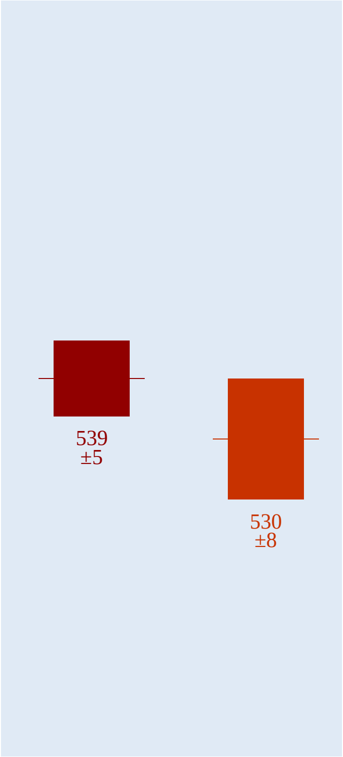
Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger.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

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

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

For example,

Not meaningfully different



Meaningfully different

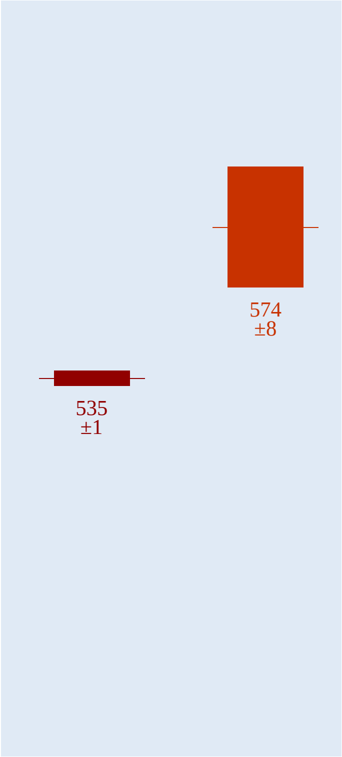


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues

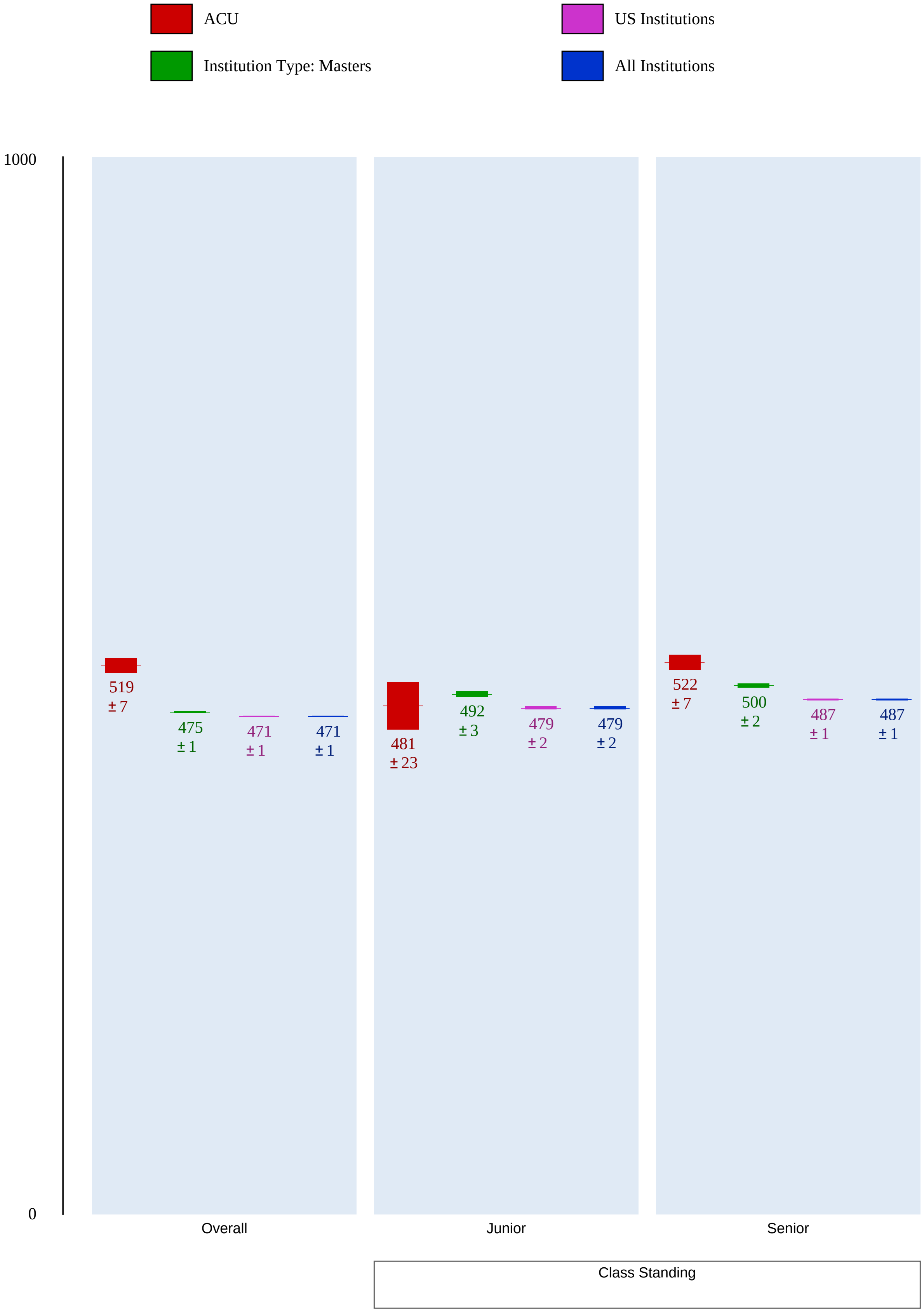


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

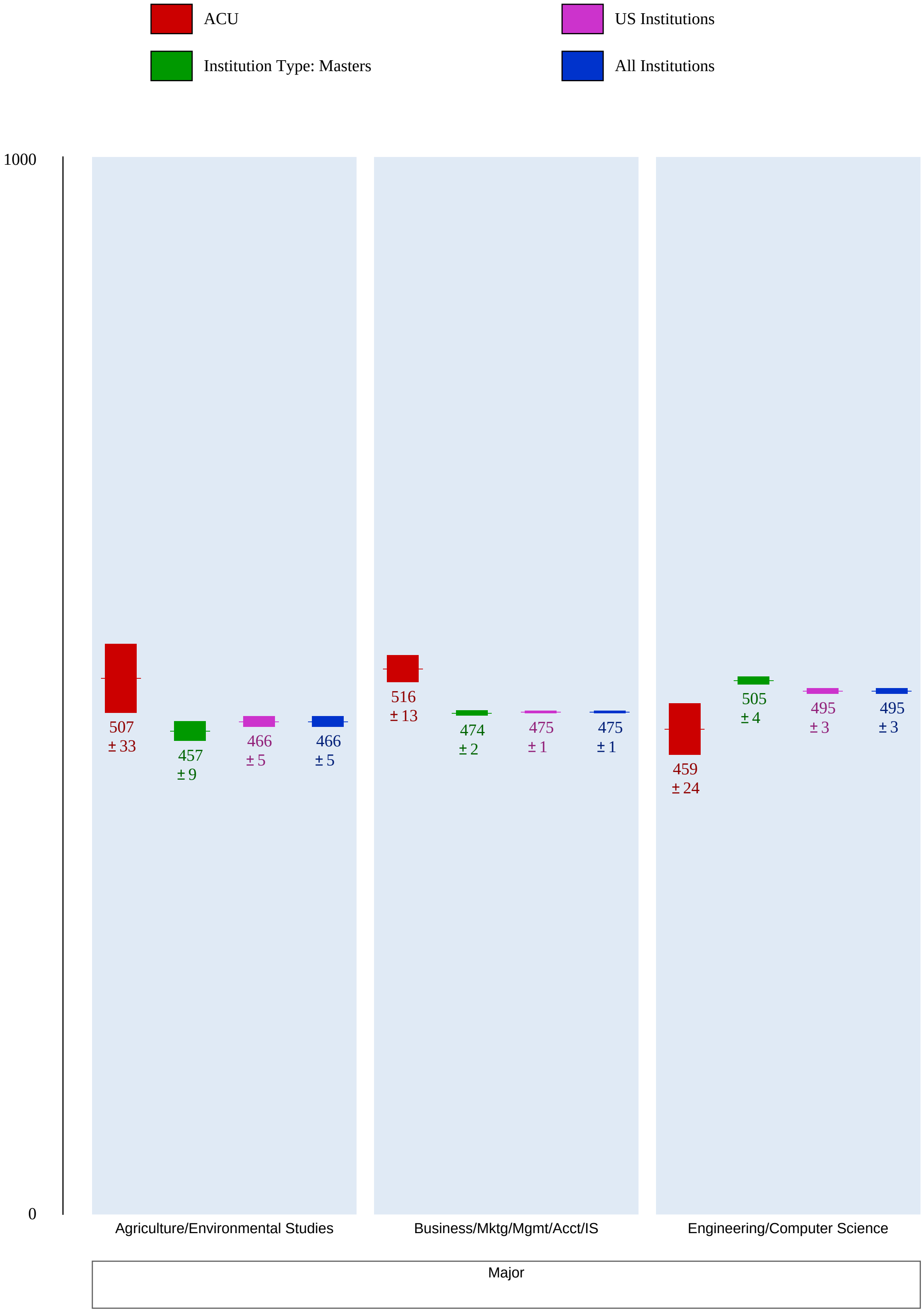


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

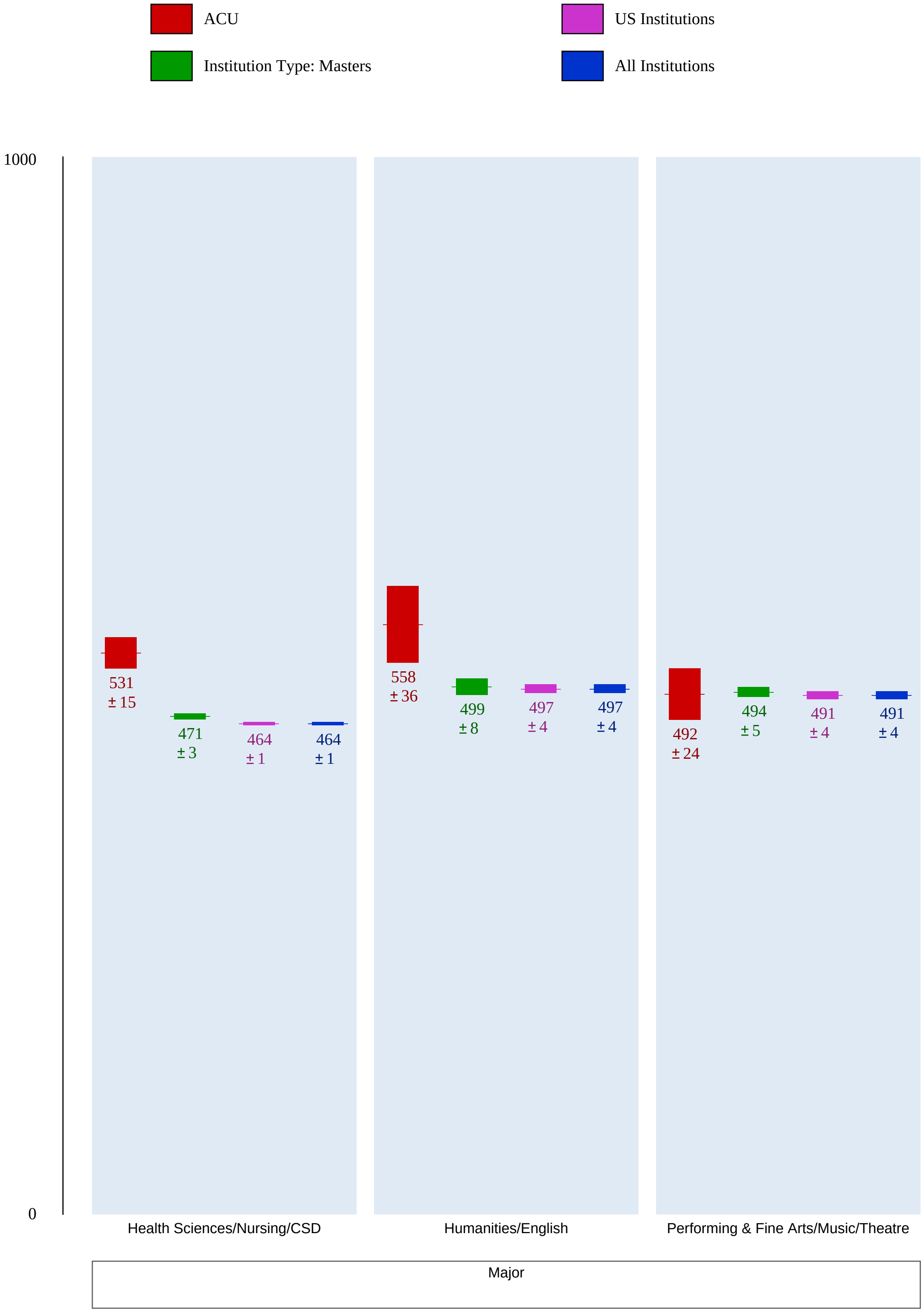


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

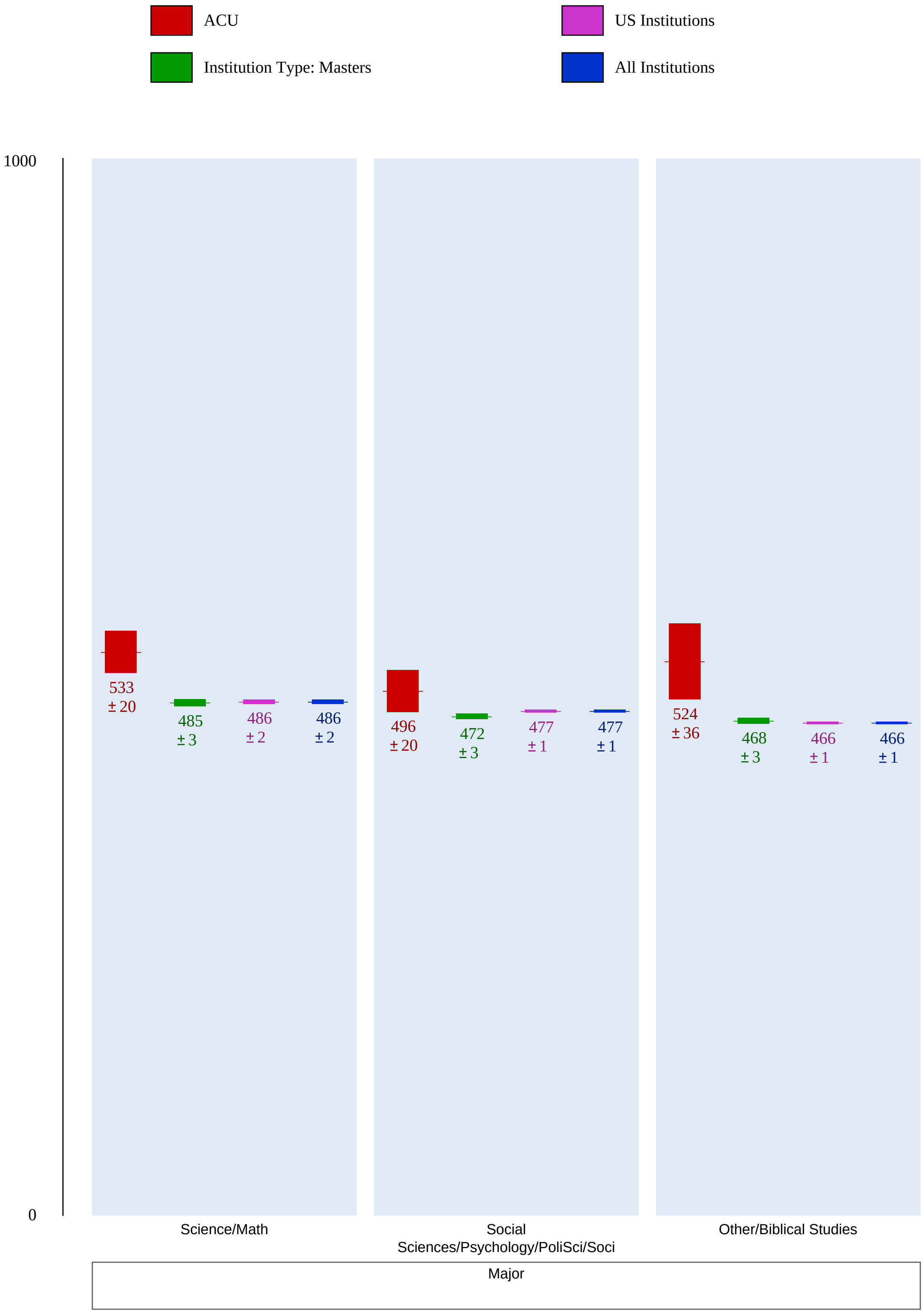


Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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

Detailed Results - Data Table

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

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

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

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

Figure 4.1 Data Table for ACRL Standards

	ACU	Institution Type: Masters	US Institutions	All Institutions
ACRL Standard				
Standard 1: Determines the Nature and Extent of the Information Needed	544 ±6	506 ±1	504 ±0	504 ±0
Standard 2: Accesses Needed Information Effectively and Efficiently	544 ±4	510 ±1	507 ±0	507 ±0
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	504 ±7	461 ±1	455 ±1	455 ±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	525 ±6	481 ±1	473 ±0	473 ±0

Detailed Results - Chart

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

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

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

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

For example,

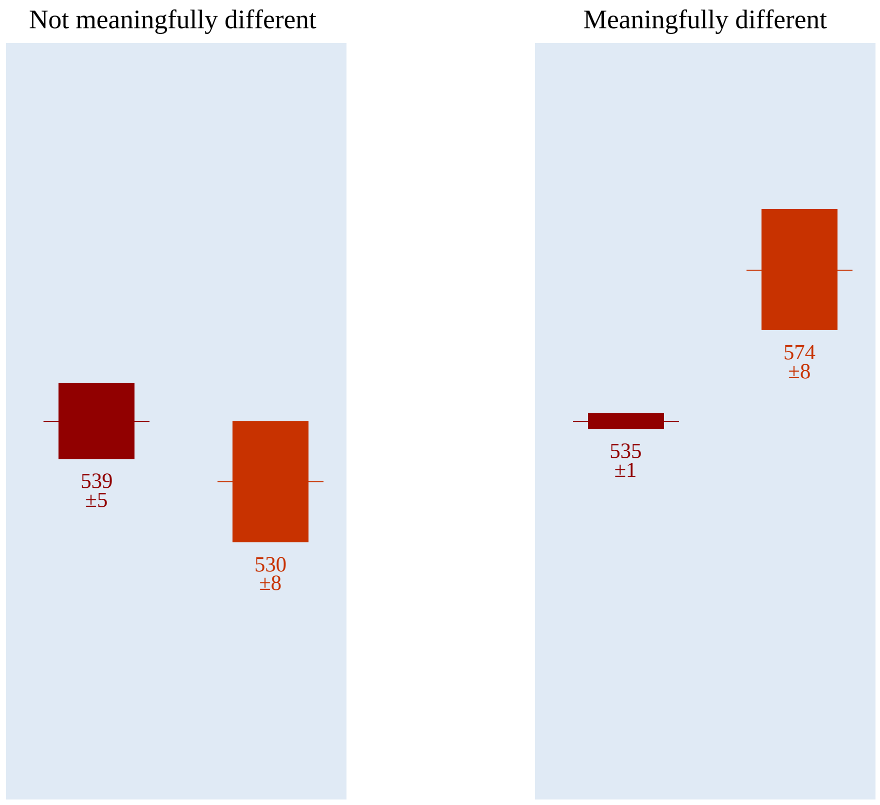

Figure 4.2 Chart for ACRL Standards

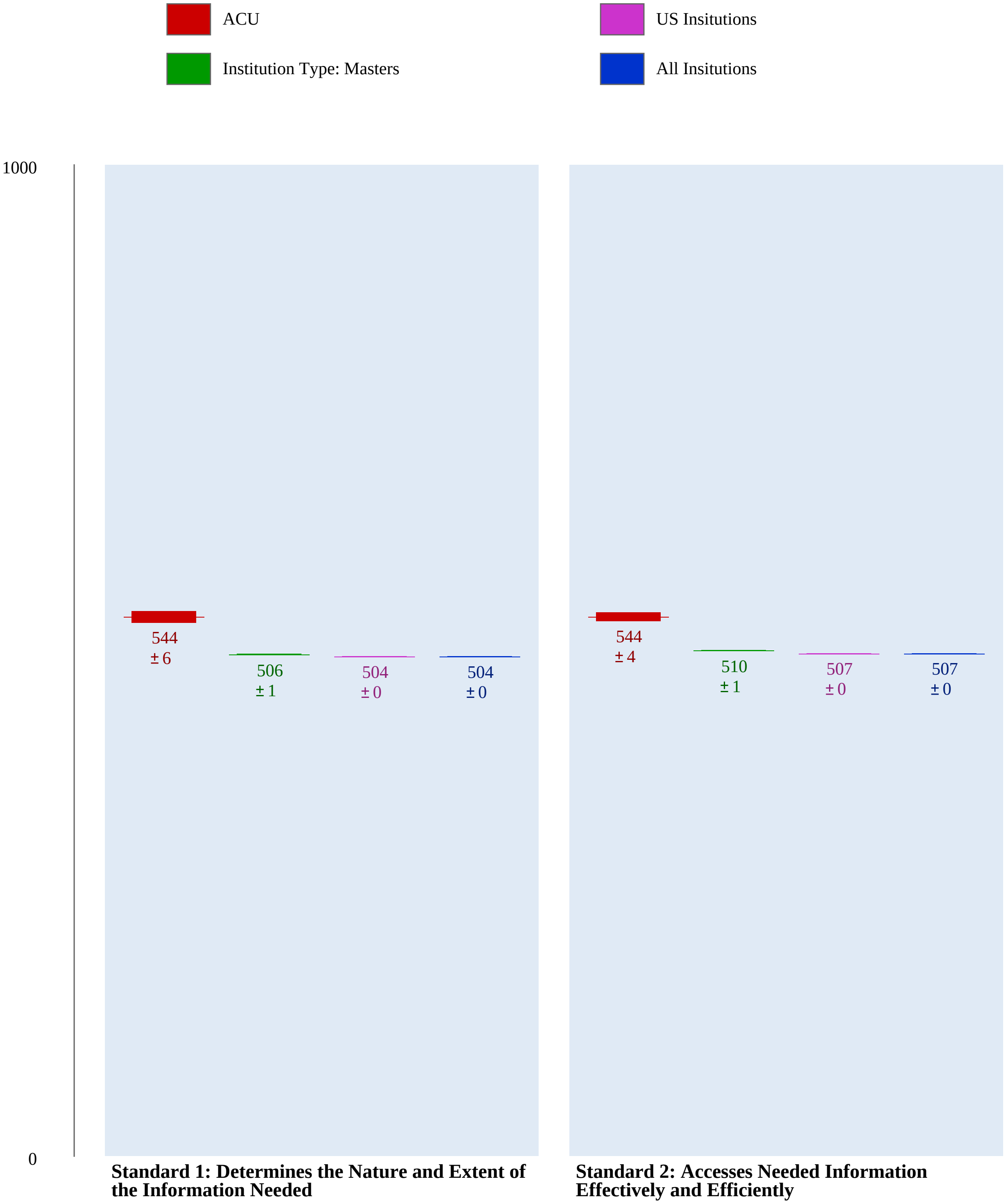

Figure 4.2 (continued) Chart for ACRL Standards

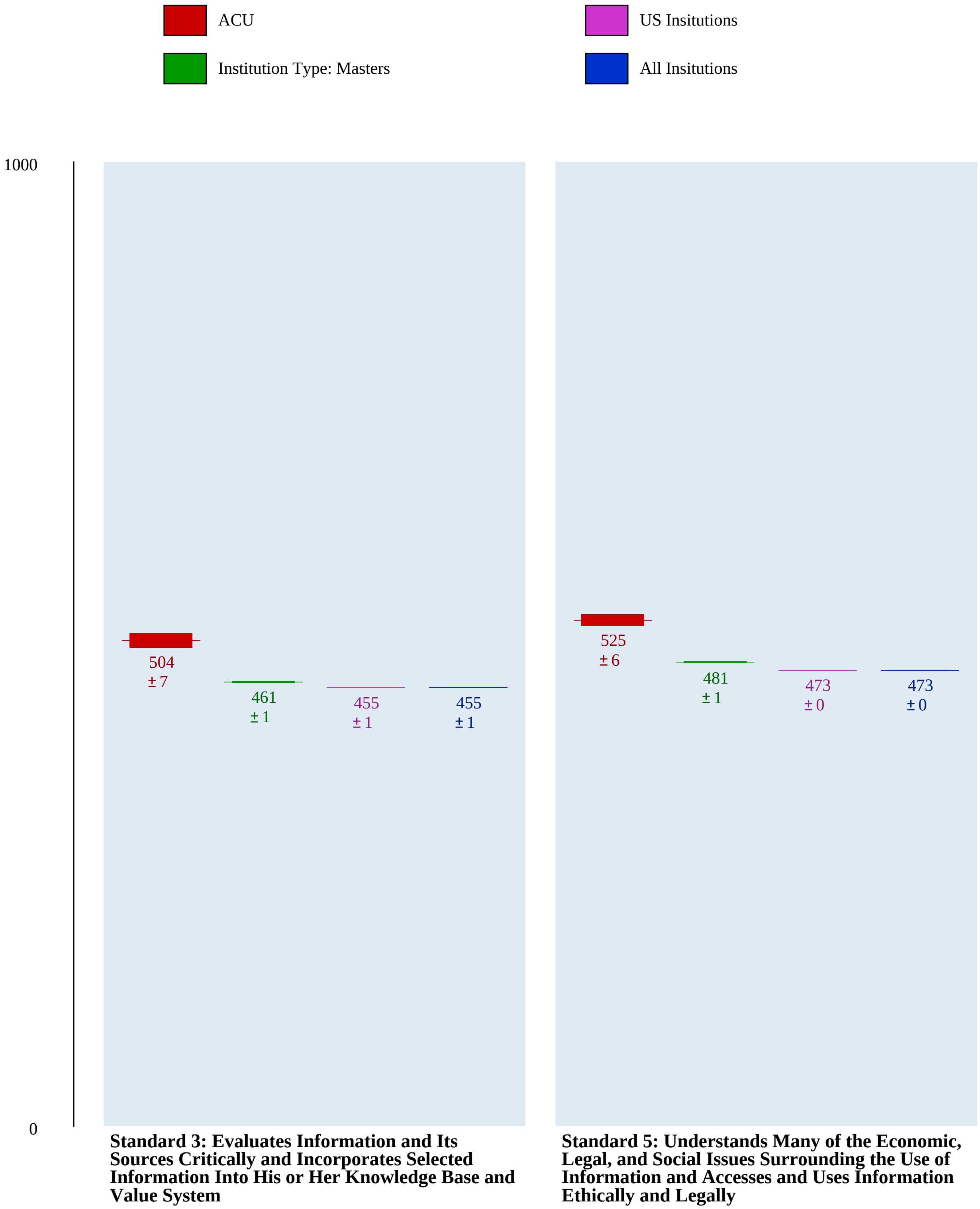

Figure 4.3 Objectives and Outcomes from ACRL Standard 1 Measured by the SAILS Test

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.2.3.1 Identifies various formats in which information is available.

1.2.4.1 Distinguishes characteristics of information provided for different audiences.

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

1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.

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

1.3.1.1 Determines if material is available immediately.

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

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

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

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

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

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

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently.

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

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

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

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

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

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

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

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

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

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

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

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

2.2.1.1 Describes a general process for searching for information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.3.3.1 Retrieves a document in print or electronic form.

2.3.3.2 Describes various retrieval methods for information not available locally.

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

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

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

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

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

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

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

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

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

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

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

2.5.5 Uses various technologies to manage the information selected and organized

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

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

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

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

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

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

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

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

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

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

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

3.4.1 Determines whether information satisfies the research or other information need

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

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

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

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

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

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

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

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

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

5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments

5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.

5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.

5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.

5.1.3 Identifies and discusses issues related to censorship and freedom of speech

5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")

5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds

5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

5.2.7 Demonstrates an understanding of institutional policies related to human subjects research

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

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

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

5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.

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

APPENDIX A

About Project SAILS

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

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

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

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

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

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

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

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

APPENDIX C

Test-Taker Profiles for Each Administration

		Abilene Christian University Fall 2013		Abilene Christian University Fall Freshmen 2014		Abilene Christian University Fall Capstone 2014		Abilene Christian University Cornerstone Fall 15	
		Fall 2013		Fall 2014		Spring 2015		Fall 2015	
		(n=754)		(n=706)		(n=351)		(n=561)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	745	98.8	697	98.7	0	0.0	550	98.0
	Sophomore	9	1.2	6	0.8	2	0.6	10	1.8
	Junior	0	0.0	2	0.3	55	15.7	1	0.2
	Senior	0	0.0	0	0.0	290	82.6	0	0.0
	Other	0	0.0	1	0.1	4	1.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	25	3.3	21	3.0	8	2.3	16	2.9
	Architecture	3	0.4	2	0.3	2	0.6	9	1.6
	Business/Mktg/Mgmt/Acct/IS	128	17.0	114	16.1	111	31.6	91	16.2
	Communications/Journalism	50	6.6	38	5.4	7	2.0	15	2.7
	Education	34	4.5	42	5.9	29	8.3	33	5.9
	Engineering/Computer Science	52	6.9	57	8.1	10	2.8	40	7.1
	General Studies	0	0.0	2	0.3	1	0.3	1	0.2
	Health Sciences/Nursing/CSD	127	16.8	132	18.7	38	10.8	127	22.6
	History	14	1.9	8	1.1	2	0.6	7	1.2
	Humanities/English	7	0.9	10	1.4	5	1.4	11	2.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	51	6.8	38	5.4	27	7.7	23	4.1
	Science/Math	87	11.5	80	11.3	33	9.4	64	11.4
	Social Sciences/Psychology/PoliSci/Soci	76	10.1	60	8.5	34	9.7	47	8.4
	Other/Biblical Studies	51	6.8	59	8.4	44	12.5	45	8.0
	Undecided	49	6.5	43	6.1	0	0.0	32	5.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Abilene Christian University Capstone 2015-16		Ashford University ENG122 Fall 2013		Ashford University EXP103 Fall 2013		Ashford University GEN499 Fall 2013	
		Spring 2016		Fall 2013		Fall 2013		Fall 2013	
		(n=346)		(n=502)		(n=116)		(n=1,588)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1	0.3	320	63.7	116	100.0	3	0.2
	Sophomore	0	0.0	91	18.1	0	0.0	36	2.3
	Junior	31	9.0	40	8.0	0	0.0	160	10.1
	Senior	313	90.5	17	3.4	0	0.0	1,345	84.7
	Other	1	0.3	34	6.8	0	0.0	44	2.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	15	4.3	5	1.0	0	0.0	7	0.4
	Architecture	1	0.3	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	104	30.1	112	22.3	43	37.1	477	30.0
	Communications/Journalism	5	1.4	2	0.4	2	1.7	28	1.8
	Education	9	2.6	85	16.9	18	15.5	308	19.4
	Engineering/Computer Science	15	4.3	1	0.2	4	3.4	1	0.1
	General Studies	1	0.3	3	0.6	0	0.0	17	1.1
	Health Sciences/Nursing/CSD	70	20.2	51	10.2	6	5.2	153	9.6
	History	4	1.2	7	1.4	0	0.0	18	1.1
	Humanities/English	14	4.0	4	0.8	0	0.0	22	1.4
	Law	0	0.0	9	1.8	5	4.3	18	1.1
	Military/Naval Science	0	0.0	6	1.2	0	0.0	3	0.2
	Performing & Fine Arts/Music/Theatre	28	8.1	2	0.4	0	0.0	4	0.3
	Science/Math	40	11.6	1	0.2	13	11.2	6	0.4
	Social Sciences/Psychology/PoliSci/Soci	23	6.6	92	18.3	11	9.5	298	18.8
	Other/Biblical Studies	17	4.9	113	22.5	14	12.1	225	14.2
	Undecided	0	0.0	9	1.8	0	0.0	3	0.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University ENG122 Spring 2014		Ashford University GEN499 Spring 2014		Ashford University ENG122 Fall 2014		Ashford University EXP103 Fall 2014	
		Spring 2014		Spring 2014		Fall 2014		Fall 2014	
		(n=499)		(n=2,376)		(n=636)		(n=120)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	320	64.1	3	0.1	398	62.6	120	100.0
	Sophomore	85	17.0	38	1.6	132	20.8	0	0.0
	Junior	59	11.8	241	10.1	63	9.9	0	0.0
	Senior	14	2.8	2,028	85.4	10	1.6	0	0.0
	Other	21	4.2	66	2.8	33	5.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	1.0	19	0.8	7	1.1	0	0.0
	Architecture	0	0.0	1	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	122	24.4	715	30.1	161	25.3	34	28.3
	Communications/Journalism	2	0.4	32	1.3	12	1.9	4	3.3
	Education	92	18.4	480	20.2	96	15.1	12	10.0
	Engineering/Computer Science	2	0.4	4	0.2	1	0.2	9	7.5
	General Studies	2	0.4	29	1.2	1	0.2	0	0.0
	Health Sciences/Nursing/CSD	59	11.8	232	9.8	66	10.4	7	5.8
	History	5	1.0	32	1.3	7	1.1	0	0.0
	Humanities/English	2	0.4	34	1.4	6	0.9	0	0.0
	Law	13	2.6	40	1.7	21	3.3	6	5.0
	Military/Naval Science	4	0.8	3	0.1	3	0.5	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	5	0.2	0	0.0	0	0.0
	Science/Math	0	0.0	5	0.2	2	0.3	17	14.2
	Social Sciences/Psychology/PoliSci/Soci	68	13.6	397	16.7	101	15.9	16	13.3
	Other/Biblical Studies	115	23.0	344	14.5	142	22.3	15	12.5
	Undecided	8	1.6	4	0.2	10	1.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University GEN499 Fall 2014		Ashford University GEN499 Fall 2014		Ashford University ENG122 Spring 2015		Ashford University GEN 499 Spring 2015	
		Fall 2014		Fall 2014		Spring 2015		Spring 2015	
		(n=2,896)		(n=76)		(n=3,030)		(n=60)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	6	0.2	0	0.0	1,870	61.7	0	0.0
	Sophomore	38	1.3	0	0.0	591	19.5	0	0.0
	Junior	354	12.2	8	10.5	330	10.9	28	46.7
	Senior	2,429	83.9	68	89.5	70	2.3	32	53.3
	Other	69	2.4	0	0.0	169	5.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	16	0.6	0	0.0	19	0.6	0	0.0
	Architecture	0	0.0	0	0.0	1	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	860	29.7	26	34.2	819	27.0	14	23.3
	Communications/Journalism	59	2.0	4	5.3	36	1.2	5	8.3
	Education	541	18.7	13	17.1	480	15.8	14	23.3
	Engineering/Computer Science	5	0.2	4	5.3	8	0.3	2	3.3
	General Studies	17	0.6	0	0.0	19	0.6	0	0.0
	Health Sciences/Nursing/CSD	245	8.5	2	2.6	301	9.9	2	3.3
	History	34	1.2	1	1.3	21	0.7	0	0.0
	Humanities/English	44	1.5	1	1.3	17	0.6	0	0.0
	Law	51	1.8	3	3.9	95	3.1	0	0.0
	Military/Naval Science	10	0.3	0	0.0	4	0.1	0	0.0
	Performing & Fine Arts/Music/Theatre	8	0.3	0	0.0	6	0.2	0	0.0
	Science/Math	8	0.3	2	2.6	5	0.2	5	8.3
	Social Sciences/Psychology/PoliSci/Soci	529	18.3	7	9.2	407	13.4	5	8.3
	Other/Biblical Studies	464	16.0	13	17.1	754	24.9	13	21.7
	Undecided	5	0.2	0	0.0	38	1.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University GEN499 Spring 2015		Ashford University ENG122 Fall 2015		Ashford University GEN499 Fall 2015		Ashford University ENG122 Spring 2016	
		Spring 2015		Fall 2015		Fall 2015		Spring 2016	
		(n=3,353)		(n=2,768)		(n=2,918)		(n=2,607)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	13	0.4	1,676	60.5	4	0.1	1,609	61.7
	Sophomore	43	1.3	520	18.8	33	1.1	509	19.5
	Junior	407	12.1	336	12.1	334	11.4	296	11.4
	Senior	2,809	83.8	55	2.0	2,478	84.9	38	1.5
	Other	81	2.4	181	6.5	69	2.4	155	5.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	19	0.6	13	0.5	20	0.7	14	0.5
	Architecture	0	0.0	4	0.1	1	0.0	2	0.1
	Business/Mktg/Mgmt/Acct/IS	1,059	31.6	756	27.3	878	30.1	702	26.9
	Communications/Journalism	58	1.7	36	1.3	51	1.7	33	1.3
	Education	489	14.6	406	14.7	522	17.9	415	15.9
	Engineering/Computer Science	3	0.1	9	0.3	6	0.2	11	0.4
	General Studies	34	1.0	21	0.8	24	0.8	23	0.9
	Health Sciences/Nursing/CSD	306	9.1	265	9.6	271	9.3	204	7.8
	History	51	1.5	24	0.9	32	1.1	20	0.8
	Humanities/English	44	1.3	24	0.9	39	1.3	14	0.5
	Law	79	2.4	81	2.9	59	2.0	96	3.7
	Military/Naval Science	8	0.2	12	0.4	8	0.3	18	0.7
	Performing & Fine Arts/Music/Theatre	4	0.1	6	0.2	9	0.3	12	0.5
	Science/Math	11	0.3	8	0.3	10	0.3	8	0.3
	Social Sciences/Psychology/PoliSci/Soci	592	17.7	366	13.2	499	17.1	378	14.5
	Other/Biblical Studies	583	17.4	692	25.0	481	16.5	620	23.8
	Undecided	13	0.4	45	1.6	8	0.3	37	1.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University GEN499 Spring 2016		Auburn University Spring 2015		Baker University 2015 Fall CASFreshme		Baldwin-Wallace College Freshmen 2013	
		Spring 2016		Spring 2015		Spring 2016		Fall 2013	
		(n=2,447)		(n=348)		(n=42)		(n=54)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	8	0.3	43	12.4	42	100.0	54	100.0
	Sophomore	25	1.0	82	23.6	0	0.0	0	0.0
	Junior	197	8.1	101	29.0	0	0.0	0	0.0
	Senior	2,169	88.6	122	35.1	0	0.0	0	0.0
	Other	48	2.0	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	20	0.8	15	4.3	0	0.0	1	1.9
	Architecture	2	0.1	28	8.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	716	29.3	38	10.9	8	19.0	7	13.0
	Communications/Journalism	52	2.1	12	3.4	2	4.8	2	3.7
	Education	407	16.6	23	6.6	8	19.0	5	9.3
	Engineering/Computer Science	6	0.2	92	26.4	2	4.8	2	3.7
	General Studies	13	0.5	21	6.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	234	9.6	41	11.8	10	23.8	9	16.7
	History	19	0.8	0	0.0	0	0.0	0	0.0
	Humanities/English	31	1.3	0	0.0	1	2.4	1	1.9
	Law	49	2.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	7	0.3	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	12	0.5	2	0.6	2	4.8	5	9.3
	Science/Math	4	0.2	44	12.6	2	4.8	4	7.4
	Social Sciences/Psychology/PoliSci/Soci	423	17.3	5	1.4	0	0.0	0	0.0
	Other/Biblical Studies	451	18.4	27	7.8	5	11.9	9	16.7
	Undecided	1	0.0	0	0.0	2	4.8	9	16.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Baldwin-Wallace College Senior 2013 Fall 2013		Baldwin-Wallace College BWSRFA14 Fall 2014		Baldwin-Wallace College Freshmen 2014 Fall 2014		Baldwin-Wallace College 2015 Freshman Fall 2015	
		(n=56)		(n=56)		(n=61)		(n=57)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	61	100.0	57	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	56	100.0	56	100.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	7	12.5	7	12.5	5	8.2	8	14.0
	Communications/Journalism	4	7.1	10	17.9	2	3.3	0	0.0
	Education	11	19.6	5	8.9	3	4.9	3	5.3
	Engineering/Computer Science	1	1.8	1	1.8	0	0.0	2	3.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	8	14.3	5	8.9	8	13.1	6	10.5
	History	4	7.1	2	3.6	0	0.0	0	0.0
	Humanities/English	4	7.1	3	5.4	0	0.0	3	5.3
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	2	3.6	7	12.5	9	14.8	6	10.5
	Science/Math	3	5.4	4	7.1	6	9.8	4	7.0
	Social Sciences/Psychology/PoliSci/Soci	6	10.7	2	3.6	10	16.4	6	10.5
	Other/Biblical Studies	6	10.7	10	17.9	9	14.8	8	14.0
	Undecided	0	0.0	0	0.0	9	14.8	11	19.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Baldwin-Wallace College 2015 Seniors Fall 2015 (n=60)		Baldwin-Wallace College Psychology FR 15 Fall 2015 (n=42)		Baldwin-Wallace College Psychology SR 16 Spring 2016 (n=27)		Belmont Abbey College Fall 2013 Fall 2013 (n=113)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	42	100.0	0	0.0	111	98.2
	Sophomore	0	0.0	0	0.0	0	0.0	2	1.8
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	60	100.0	0	0.0	27	100.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.7	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	7	11.7	0	0.0	0	0.0	16	14.2
	Communications/Journalism	4	6.7	0	0.0	0	0.0	0	0.0
	Education	5	8.3	0	0.0	0	0.0	14	12.4
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	1	0.9
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	6	10.0	1	2.4	0	0.0	4	3.5
	History	1	1.7	0	0.0	0	0.0	1	0.9
	Humanities/English	6	10.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	3	2.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	8	13.3	0	0.0	0	0.0	0	0.0
	Science/Math	7	11.7	0	0.0	0	0.0	9	8.0
	Social Sciences/Psychology/PoliSci/Soci	4	6.7	40	95.2	27	100.0	6	5.3
	Other/Biblical Studies	11	18.3	1	2.4	0	0.0	29	25.7
	Undecided	0	0.0	0	0.0	0	0.0	30	26.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Belmont Abbey College Spring 2014 Seniors		Belmont Abbey College Spring 2015 Senior		Bergen Community College 2014 DE Students (C)		Bergen Community College 2014 DE Students (T)	
		Spring 2014		Spring 2015		Spring 2015		Spring 2015	
		(n=69)		(n=61)		(n=54)		(n=52)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	16	29.6	24	46.2
	Sophomore	0	0.0	0	0.0	15	27.8	14	26.9
	Junior	0	0.0	2	3.3	12	22.2	10	19.2
	Senior	69	100.0	58	95.1	11	20.4	4	7.7
	Other	0	0.0	1	1.6	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	0	0.0	0	0.0	17	31.5	16	30.8
	Communications/Journalism	0	0.0	0	0.0	10	18.5	11	21.2
	Education	25	36.2	14	23.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	1	1.9	1	1.9
	General Studies	0	0.0	0	0.0	8	14.8	11	21.2
	Health Sciences/Nursing/CSD	2	2.9	0	0.0	1	1.9	2	3.8
	History	12	17.4	15	24.6	0	0.0	0	0.0
	Humanities/English	4	5.8	12	19.7	2	3.7	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	1	1.9	0	0.0
	Science/Math	9	13.0	11	18.0	0	0.0	0	0.0
	Social Sciences/Psychology/PoliSci/Soci	10	14.5	9	14.8	14	25.9	10	19.2
	Other/Biblical Studies	7	10.1	0	0.0	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		California State University, Fresno Fall 2014 Freshmen Fall 2014		California State University, Fresno Spring 2015 Seniors Spring 2015		California State University, Fresno Fall 2015 Freshmen Fall 2015		California State University, Fresno SAILS Seniors 2016 Spring 2016	
		(n=210)		(n=190)		(n=204)		(n=314)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	209	99.5	1	0.5	200	98.0	0	0.0
	Sophomore	1	0.5	3	1.6	3	1.5	1	0.3
	Junior	0	0.0	24	12.6	1	0.5	25	8.0
	Senior	0	0.0	161	84.7	0	0.0	279	88.9
	Other	0	0.0	1	0.5	0	0.0	9	2.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	11	5.2	14	7.4	12	5.9	19	6.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	28	13.3	23	12.1	21	10.3	55	17.5
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	17	8.1	18	9.5	17	8.3	28	8.9
	Engineering/Computer Science	14	6.7	16	8.4	15	7.4	15	4.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	50	23.8	43	22.6	46	22.5	61	19.4
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities/English	15	7.1	15	7.9	11	5.4	26	8.3
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	34	16.2	31	16.3	41	20.1	55	17.5
	Social Sciences/Psychology/PoliSci/Soci	17	8.1	27	14.2	19	9.3	54	17.2
	Other/Biblical Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Undecided	24	11.4	3	1.6	22	10.8	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		California State University, Los Angeles Freshmen Spring 2016		Cedarville University ProjectSAILSFall2013 Fall 2013		Cedarville University ProjectSAILSSpr2014 Spring 2014		Central Methodist University Fall 2013 Fall 2013	
		(n=59)		(n=87)		(n=108)		(n=93)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	47	79.7	86	98.9	0	0.0	0	0.0
	Sophomore	6	10.2	0	0.0	0	0.0	0	0.0
	Junior	4	6.8	0	0.0	0	0.0	51	54.8
	Senior	1	1.7	0	0.0	108	100.0	41	44.1
	Other	1	1.7	1	1.1	0	0.0	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	1.1
	Architecture	1	1.7	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	0	0.0	7	8.0	7	6.5	12	12.9
	Communications/Journalism	3	5.1	4	4.6	8	7.4	3	3.2
	Education	2	3.4	9	10.3	8	7.4	13	14.0
	Engineering/Computer Science	33	55.9	13	14.9	16	14.8	5	5.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	0	0.0	20	23.0	25	23.1	14	15.1
	History	0	0.0	3	3.4	9	8.3	3	3.2
	Humanities/English	0	0.0	2	2.3	3	2.8	2	2.2
	Law	0	0.0	0	0.0	0	0.0	3	3.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	12	20.3	5	5.7	11	10.2	4	4.3
	Science/Math	0	0.0	11	12.6	13	12.0	13	14.0
	Social Sciences/Psychology/PoliSci/Soci	1	1.7	5	5.7	5	4.6	4	4.3
	Other/Biblical Studies	7	11.9	0	0.0	3	2.8	16	17.2
	Undecided	0	0.0	8	9.2	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Central Methodist University Spring 2014		Central Methodist University Fall 2014		Central Methodist University Spring 2015		Central Methodist University Fall 2015	
		Spring 2014		Fall 2014		Spring 2015		Fall 2015	
		(n=55)		(n=88)		(n=76)		(n=99)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	2	3.6	2	2.3	3	3.9	2	2.0
	Junior	32	58.2	35	39.8	45	59.2	46	46.5
	Senior	21	38.2	51	58.0	28	36.8	51	51.5
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	1.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	10	18.2	11	12.5	8	10.5	9	9.1
	Communications/Journalism	3	5.5	1	1.1	1	1.3	1	1.0
	Education	5	9.1	20	22.7	21	27.6	17	17.2
	Engineering/Computer Science	2	3.6	4	4.5	2	2.6	2	2.0
	General Studies	0	0.0	3	3.4	2	2.6	2	2.0
	Health Sciences/Nursing/CSD	6	10.9	5	5.7	6	7.9	19	19.2
	History	0	0.0	1	1.1	4	5.3	0	0.0
	Humanities/English	0	0.0	2	2.3	1	1.3	7	7.1
	Law	1	1.8	1	1.1	2	2.6	3	3.0
	Military/Naval Science	0	0.0	6	6.8	0	0.0	7	7.1
	Performing & Fine Arts/Music/Theatre	4	7.3	3	3.4	3	3.9	1	1.0
	Science/Math	8	14.5	7	8.0	9	11.8	13	13.1
	Social Sciences/Psychology/PoliSci/Soci	3	5.5	6	6.8	3	3.9	7	7.1
	Other/Biblical Studies	13	23.6	18	20.5	13	17.1	11	11.1
	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

		Central Methodist University Spring 2016		Chapman University Brandman_2013 -2014		Coastal Carolina University CCU Fall 2013 1st yr		Coastal Carolina University CCU Fall 2014 1st yr	
		Spring 2016		Spring 2014		Spring 2014		Fall 2014	
		(n=49)		(n=1,837)		(n=225)		(n=216)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	173	9.4	180	80.0	190	88.0
	Sophomore	2	4.1	249	13.6	25	11.1	11	5.1
	Junior	33	67.3	841	45.8	11	4.9	7	3.2
	Senior	14	28.6	486	26.5	9	4.0	8	3.7
	Other	0	0.0	88	4.8	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	8	16.3	514	28.0	68	30.2	47	21.8
	Communications/Journalism	1	2.0	0	0.0	7	3.1	28	13.0
	Education	10	20.4	176	9.6	6	2.7	3	1.4
	Engineering/Computer Science	1	2.0	32	1.7	4	1.8	5	2.3
	General Studies	0	0.0	166	9.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	4	8.2	7	0.4	15	6.7	15	6.9
	History	0	0.0	2	0.1	2	0.9	2	0.9
	Humanities/English	2	4.1	12	0.7	16	7.1	8	3.7
	Law	0	0.0	183	10.0	0	0.0	0	0.0
	Military/Naval Science	4	8.2	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	2	4.1	0	0.0	10	4.4	23	10.6
	Science/Math	6	12.2	0	0.0	32	14.2	34	15.7
	Social Sciences/Psychology/PoliSci/Soci	2	4.1	559	30.4	17	7.6	26	12.0
	Other/Biblical Studies	9	18.4	177	9.6	36	16.0	23	10.6
	Undecided	0	0.0	9	0.5	12	5.3	2	0.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Coker College Fall 2014 First Year Fall 2014 (n=69)		Colorado Mesa University TESTING FALL2014 Fall 2014 (n=621)		Colorado Mountain College 2014 Spring 45 Cred. Spring 2014 (n=87)		Colorado Mountain College 2014 Fall 15 Cred Fall 2014 (n=57)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	69	100.0	617	99.4	2	2.3	42	73.7
	Sophomore	0	0.0	3	0.5	40	46.0	6	10.5
	Junior	0	0.0	1	0.2	25	28.7	1	1.8
	Senior	0	0.0	0	0.0	20	23.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	8	14.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	18	2.9	9	10.3	1	1.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	15	21.7	118	19.0	20	23.0	6	10.5
	Communications/Journalism	7	10.1	16	2.6	0	0.0	0	0.0
	Education	6	8.7	32	5.2	1	1.1	3	5.3
	Engineering/Computer Science	1	1.4	35	5.6	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	17	19.5	8	14.0
	Health Sciences/Nursing/CSD	11	15.9	156	25.1	10	11.5	5	8.8
	History	0	0.0	5	0.8	0	0.0	0	0.0
	Humanities/English	0	0.0	9	1.4	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 & Fine Arts/Music/Theatre	5	7.2	23	3.7	0	0.0	0	0.0
	Science/Math	6	8.7	34	5.5	9	10.3	7	12.3
	Social Sciences/Psychology/PoliSci/Soci	0	0.0	78	12.6	0	0.0	0	0.0
	Other/Biblical Studies	13	18.8	0	0.0	18	20.7	16	28.1
	Undecided	5	7.2	97	15.6	3	3.4	11	19.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Concordia College Freshmen Fall 2013		Concordia College Sp 2015 Seniors Spring 2015		Concordia College Sp 2015 Sophomores Spring 2015		East Central University 2013 Fall UNIV 1001 Fall 2013	
		(n=100)		(n=92)		(n=66)		(n=412)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	98	98.0	0	0.0	0	0.0	404	98.1
	Sophomore	2	2.0	11	12.0	56	84.8	6	1.5
	Junior	0	0.0	3	3.3	2	3.0	2	0.5
	Senior	0	0.0	78	84.8	8	12.1	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	2	2.2	0	0.0	8	1.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	12	12.0	16	17.4	13	19.7	64	15.5
	Communications/Journalism	6	6.0	7	7.6	4	6.1	7	1.7
	Education	12	12.0	8	8.7	7	10.6	33	8.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	17	4.1
	General Studies	1	1.0	0	0.0	0	0.0	2	0.5
	Health Sciences/Nursing/CSD	12	12.0	15	16.3	8	12.1	41	10.0
	History	1	1.0	0	0.0	1	1.5	3	0.7
	Humanities/English	3	3.0	8	8.7	3	4.5	7	1.7
	Law	2	2.0	0	0.0	0	0.0	6	1.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	3	3.0	6	6.5	5	7.6	9	2.2
	Science/Math	26	26.0	15	16.3	12	18.2	37	9.0
	Social Sciences/Psychology/PoliSci/Soci	5	5.0	11	12.0	11	16.7	23	5.6
	Other/Biblical Studies	5	5.0	4	4.3	2	3.0	133	32.3
	Undecided	12	12.0	0	0.0	0	0.0	22	5.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		East Central University 2013 Fall UNIV 3001 Fall 2013		East Central University 2014 Fall UNIV 1001 Fall 2014		East Central University 2014 Fall UNIV 3001 Fall 2014		East Central University 2015 Fall UNIV 1001 Fall 2015	
		(n=176)		(n=467)		(n=160)		(n=607)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	465	99.6	0	0.0	603	99.3
	Sophomore	18	10.2	1	0.2	22	13.8	4	0.7
	Junior	105	59.7	0	0.0	91	56.9	0	0.0
	Senior	53	30.1	1	0.2	47	29.4	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.6	13	2.8	2	1.3	13	2.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	30	17.0	62	13.3	29	18.1	83	13.7
	Communications/Journalism	6	3.4	12	2.6	5	3.1	11	1.8
	Education	24	13.6	33	7.1	30	18.8	27	4.4
	Engineering/Computer Science	4	2.3	21	4.5	5	3.1	69	11.4
	General Studies	2	1.1	0	0.0	0	0.0	2	0.3
	Health Sciences/Nursing/CSD	11	6.3	71	15.2	20	12.5	87	14.3
	History	3	1.7	8	1.7	2	1.3	4	0.7
	Humanities/English	9	5.1	5	1.1	3	1.9	10	1.6
	Law	2	1.1	9	1.9	6	3.8	18	3.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	9	5.1	14	3.0	3	1.9	17	2.8
	Science/Math	18	10.2	51	10.9	13	8.1	62	10.2
	Social Sciences/Psychology/PoliSci/Soci	13	7.4	24	5.1	6	3.8	20	3.3
	Other/Biblical Studies	44	25.0	129	27.6	36	22.5	163	26.9
	Undecided	0	0.0	15	3.2	0	0.0	21	3.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		East Central University 2015 Fall UNIV 3001 Fall 2015		Eastern Shore Community College 2014 Graduates Spring 2014		Eckerd College 2013Freshmen Fall 2013		Eckerd College 2013Seniors Fall 2013	
		(n=138)		(n=56)		(n=98)		(n=112)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	97	99.0	0	0.0
	Sophomore	23	16.7	0	0.0	1	1.0	0	0.0
	Junior	72	52.2	0	0.0	0	0.0	4	3.6
	Senior	43	31.2	0	0.0	0	0.0	108	96.4
	Other	0	0.0	56	100.0	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	4	2.9	0	0.0	16	16.3	9	8.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	22	15.9	6	10.7	10	10.2	18	16.1
	Communications/Journalism	7	5.1	0	0.0	2	2.0	6	5.4
	Education	14	10.1	12	21.4	0	0.0	0	0.0
	Engineering/Computer Science	4	2.9	5	8.9	1	1.0	0	0.0
	General Studies	3	2.2	10	17.9	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	14	10.1	1	1.8	0	0.0	0	0.0
	History	2	1.4	0	0.0	0	0.0	4	3.6
	Humanities/English	3	2.2	2	3.6	0	0.0	5	4.5
	Law	3	2.2	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	5	3.6	0	0.0	5	5.1	5	4.5
	Science/Math	9	6.5	6	10.7	26	26.5	30	26.8
	Social Sciences/Psychology/PoliSci/Soci	7	5.1	1	1.8	11	11.2	18	16.1
	Other/Biblical Studies	41	29.7	11	19.6	10	10.2	17	15.2
	Undecided	0	0.0	2	3.6	17	17.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Eckerd College Freshmen2014 Fall 2014 (n=103)		Eckerd College Seniors2014 Fall 2014 (n=100)		Eckerd College Freshman 2015 Fall 2015 (n=120)		Eckerd College Seniors 2015 Fall 2015 (n=93)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	102	99.0	0	0.0	117	97.5	0	0.0
	Sophomore	1	1.0	0	0.0	3	2.5	0	0.0
	Junior	0	0.0	2	2.0	0	0.0	1	1.1
	Senior	0	0.0	98	98.0	0	0.0	92	98.9
	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	12	11.7	14	14.0	10	8.3	11	11.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	11	10.7	11	11.0	11	9.2	15	16.1
	Communications/Journalism	1	1.0	8	8.0	3	2.5	7	7.5
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	1	1.0	1	1.0	1	0.8	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	1	1.0	0	0.0	4	4.3
	Humanities/English	1	1.0	1	1.0	0	0.0	2	2.2
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	2	1.9	6	6.0	5	4.2	1	1.1
	Science/Math	38	36.9	28	28.0	49	40.8	23	24.7
	Social Sciences/Psychology/PoliSci/Soci	9	8.7	19	19.0	16	13.3	18	19.4
	Other/Biblical Studies	13	12.6	10	10.0	7	5.8	12	12.9
	Undecided	15	14.6	1	1.0	18	15.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Glendale Community College Director of Assessme Spring 2014		Grand Valley State University Winter 2015 Spring 2015		Harrisburg University of Science and Technology Fall 2013 FR Fall 2013		Harrisburg University of Science and Technology 2014-5 all Spring 2015	
		(n=287)		(n=408)		(n=88)		(n=96)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	90	31.4	46	11.3	87	98.9	73	76.0
	Sophomore	144	50.2	84	20.6	1	1.1	2	2.1
	Junior	0	0.0	95	23.3	0	0.0	17	17.7
	Senior	0	0.0	144	35.3	0	0.0	2	2.1
	Other	53	18.5	39	9.6	0	0.0	2	2.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.7	2	0.5	1	1.1	1	1.0
	Architecture	1	0.3	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	30	10.5	62	15.2	3	3.4	5	5.2
	Communications/Journalism	4	1.4	28	6.9	0	0.0	0	0.0
	Education	18	6.3	40	9.8	0	0.0	0	0.0
	Engineering/Computer Science	25	8.7	30	7.4	26	29.5	31	32.3
	General Studies	12	4.2	8	2.0	1	1.1	0	0.0
	Health Sciences/Nursing/CSD	51	17.8	75	18.4	2	2.3	6	6.3
	History	1	0.3	5	1.2	0	0.0	0	0.0
	Humanities/English	2	0.7	6	1.5	0	0.0	0	0.0
	Law	0	0.0	11	2.7	0	0.0	1	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	11	3.8	12	2.9	0	0.0	0	0.0
	Science/Math	21	7.3	36	8.8	26	29.5	16	16.7
	Social Sciences/Psychology/PoliSci/Soci	24	8.4	36	8.8	0	0.0	0	0.0
	Other/Biblical Studies	56	19.5	45	11.0	19	21.6	31	32.3
	Undecided	29	10.1	12	2.9	10	11.4	5	5.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Harrisburg University of Science and Technology SU2015-SP2016		Indiana University East Fall 2013 Cohort		Indiana University East Spring 2015		Indiana Wesleyan University Spring 2015	
		Spring 2016		Fall 2013		Spring 2015		Spring 2015	
		(n=113)		(n=237)		(n=129)		(n=203)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	61	54.0	161	67.9	85	65.9	22	10.8
	Sophomore	5	4.4	46	19.4	22	17.1	44	21.7
	Junior	37	32.7	20	8.4	14	10.9	70	34.5
	Senior	9	8.0	7	3.0	7	5.4	65	32.0
	Other	1	0.9	3	1.3	1	0.8	2	1.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	1.8	0	0.0	1	0.8	0	0.0
	Architecture	0	0.0	0	0.0	1	0.8	0	0.0
	Business/Mktg/Mgmt/Acct/IS	3	2.7	28	11.8	29	22.5	19	9.4
	Communications/Journalism	1	0.9	5	2.1	4	3.1	4	2.0
	Education	0	0.0	28	11.8	9	7.0	28	13.8
	Engineering/Computer Science	41	36.3	6	2.5	2	1.6	2	1.0
	General Studies	0	0.0	4	1.7	7	5.4	2	1.0
	Health Sciences/Nursing/CSD	3	2.7	47	19.8	13	10.1	40	19.7
	History	0	0.0	2	0.8	3	2.3	1	0.5
	Humanities/English	0	0.0	10	4.2	7	5.4	5	2.5
	Law	0	0.0	4	1.7	1	0.8	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	2	0.8	0	0.0	13	6.4
	Science/Math	41	36.3	8	3.4	19	14.7	19	9.4
	Social Sciences/Psychology/PoliSci/Soci	0	0.0	27	11.4	13	10.1	34	16.7
	Other/Biblical Studies	19	16.8	39	16.5	12	9.3	33	16.3
	Undecided	3	2.7	27	11.4	8	6.2	3	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Johnson & Wales University Winter Cohort 2014		Johnson & Wales University Spring 2015		Johnson & Wales University JWU Spring 2016		Kean University 2013-2014 Gen Ed	
		Spring 2014		Spring 2015		Spring 2016		Fall 2013	
		(n=754)		(n=1,191)		(n=893)		(n=343)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	333	44.2	190	16.0	275	30.8	140	40.8
	Sophomore	133	17.6	211	17.7	161	18.0	74	21.6
	Junior	91	12.1	209	17.5	74	8.3	43	12.5
	Senior	192	25.5	581	48.8	375	42.0	84	24.5
	Other	5	0.7	0	0.0	8	0.9	2	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	10	0.8	1	0.1	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	190	25.2	368	30.9	229	25.6	71	20.7
	Communications/Journalism	0	0.0	12	1.0	9	1.0	15	4.4
	Education	0	0.0	0	0.0	0	0.0	57	16.6
	Engineering/Computer Science	20	2.7	34	2.9	23	2.6	7	2.0
	General Studies	1	0.1	7	0.6	6	0.7	1	0.3
	Health Sciences/Nursing/CSD	368	48.8	85	7.1	52	5.8	19	5.5
	History	0	0.0	0	0.0	0	0.0	3	0.9
	Humanities/English	0	0.0	0	0.0	4	0.4	10	2.9
	Law	16	2.1	53	4.5	26	2.9	17	5.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	0	0.0	19	5.5
	Science/Math	0	0.0	6	0.5	4	0.4	27	7.9
	Social Sciences/Psychology/PoliSci/Soci	3	0.4	39	3.3	9	1.0	31	9.0
	Other/Biblical Studies	155	20.6	554	46.5	510	57.1	43	12.5
	Undecided	1	0.1	23	1.9	20	2.2	23	6.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Kean University Spring 2014 Gen Ed		Lancaster Bible College AUD 2014-2-015		Lincoln Memorial University 2013 Freshmen		Loyola University Spring 2016	
		Spring 2014		Spring 2015		Fall 2013		Spring 2016	
		(n=120)		(n=54)		(n=138)		(n=110)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	21	17.5	0	0.0	137	99.3	24	21.8
	Sophomore	1	0.8	0	0.0	0	0.0	26	23.6
	Junior	10	8.3	0	0.0	1	0.7	29	26.4
	Senior	87	72.5	0	0.0	0	0.0	31	28.2
	Other	1	0.8	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	54	100.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	4	2.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	0	0.0	0	0.0	11	8.0	6	5.5
	Communications/Journalism	0	0.0	0	0.0	4	2.9	5	4.5
	Education	20	16.7	0	0.0	6	4.3	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	1	0.9
	Health Sciences/Nursing/CSD	8	6.7	0	0.0	23	16.7	5	4.5
	History	10	8.3	0	0.0	1	0.7	7	6.4
	Humanities/English	0	0.0	0	0.0	3	2.2	13	11.8
	Law	0	0.0	0	0.0	3	2.2	3	2.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	5	4.2	0	0.0	0	0.0	18	16.4
	Science/Math	43	35.8	0	0.0	16	11.6	9	8.2
	Social Sciences/Psychology/PoliSci/Soci	11	9.2	0	0.0	4	2.9	26	23.6
	Other/Biblical Studies	22	18.3	54	100.0	50	36.2	16	14.5
	Undecided	1	0.8	0	0.0	13	9.4	1	0.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lynchburg College Freshman 2013 Fall 2013 (n=96)		Lynchburg College Spring 2014 Seniors Spring 2014 (n=116)		Lynchburg College Freshman 2014 Fall 2014 (n=104)		Lynchburg College Spring2016 Spring 2016 (n=127)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	91	94.8	0	0.0	99	95.2	0	0.0
	Sophomore	5	5.2	0	0.0	1	1.0	0	0.0
	Junior	0	0.0	1	0.9	4	3.8	0	0.0
	Senior	0	0.0	115	99.1	0	0.0	126	99.2
	Other	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
Student Major	Agriculture/Environmental Studies	2	2.1	5	4.3	2	1.9	2	1.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	9	9.4	24	20.7	9	8.7	12	9.4
	Communications/Journalism	2	2.1	13	11.2	3	2.9	14	11.0
	Education	10	10.4	11	9.5	3	2.9	20	15.7
	Engineering/Computer Science	2	2.1	0	0.0	9	8.7	3	2.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	18	18.8	21	18.1	19	18.3	22	17.3
	History	1	1.0	0	0.0	1	1.0	0	0.0
	Humanities/English	0	0.0	8	6.9	2	1.9	10	7.9
	Law	2	2.1	2	1.7	3	2.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	1	1.0	1	0.9	2	1.9	0	0.0
	Science/Math	5	5.2	8	6.9	8	7.7	7	5.5
	Social Sciences/Psychology/PoliSci/Soci	7	7.3	14	12.1	10	9.6	12	9.4
	Other/Biblical Studies	22	22.9	9	7.8	19	18.3	25	19.7
	Undecided	15	15.6	0	0.0	14	13.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Manchester Community College MCC Fall 2015		Mansfield University 2014-15 Seniors		Misericordia University SAILS_Seniors _S2014		Molloy College Fall 2013_FR	
		Fall 2015		Spring 2015		Spring 2014		Fall 2013	
		(n=500)		(n=319)		(n=119)		(n=390)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	458	91.6	0	0.0	0	0.0	385	98.7
	Sophomore	42	8.4	0	0.0	0	0.0	5	1.3
	Junior	0	0.0	12	3.8	16	13.4	0	0.0
	Senior	0	0.0	305	95.6	102	85.7	0	0.0
	Other	0	0.0	2	0.6	1	0.8	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	39	7.8	28	8.8	12	10.1	78	20.0
	Communications/Journalism	9	1.8	4	1.3	13	10.9	8	2.1
	Education	12	2.4	27	8.5	24	20.2	30	7.7
	Engineering/Computer Science	28	5.6	7	2.2	0	0.0	5	1.3
	General Studies	144	28.8	6	1.9	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	42	8.4	44	13.8	53	44.5	133	34.1
	History	0	0.0	7	2.2	7	5.9	3	0.8
	Humanities/English	26	5.2	1	0.3	0	0.0	2	0.5
	Law	0	0.0	42	13.2	0	0.0	7	1.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	22	4.4	15	4.7	0	0.0	6	1.5
	Science/Math	0	0.0	75	23.5	9	7.6	14	3.6
	Social Sciences/Psychology/PoliSci/Soci	15	3.0	50	15.7	0	0.0	14	3.6
	Other/Biblical Studies	86	17.2	13	4.1	1	0.8	36	9.2
	Undecided	77	15.4	0	0.0	0	0.0	53	13.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Molloy College Spring 2014_Seniors Spring 2014		Molloy College Fall2015 Fall 2015		Norfolk State University Spring 2015 - Pre Spring 2015		Northern State University 2013 Fall Freshmen Spring 2014	
		(n=120)		(n=121)		(n=89)		(n=194)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	121	100.0	72	80.9	194	100.0
	Sophomore	1	0.8	0	0.0	9	10.1	0	0.0
	Junior	9	7.5	0	0.0	5	5.6	0	0.0
	Senior	110	91.7	0	0.0	3	3.4	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	5	2.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	2	1.7	27	22.3	11	12.4	42	21.6
	Communications/Journalism	3	2.5	2	1.7	10	11.2	3	1.5
	Education	23	19.2	5	4.1	2	2.2	28	14.4
	Engineering/Computer Science	0	0.0	0	0.0	12	13.5	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	7	5.8	39	32.2	9	10.1	20	10.3
	History	9	7.5	0	0.0	1	1.1	3	1.5
	Humanities/English	0	0.0	1	0.8	0	0.0	4	2.1
	Law	0	0.0	2	1.7	0	0.0	2	1.0
	Military/Naval Science	0	0.0	1	0.8	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	1	0.8	15	12.4	3	3.4	16	8.2
	Science/Math	16	13.3	8	6.6	4	4.5	13	6.7
	Social Sciences/Psychology/PoliSci/Soci	56	46.7	1	0.8	10	11.2	14	7.2
	Other/Biblical Studies	3	2.5	17	14.0	24	27.0	24	12.4
	Undecided	0	0.0	3	2.5	3	3.4	20	10.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Northern State University Seniors 2013-14 Spring 2014		Northern State University 2014 Freshmen Spring 2015		Northern State University 2014 Upperclassmen Spring 2015		Northern State University 2015 Freshmen Spring 2016	
		(n=115)		(n=271)		(n=246)		(n=65)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	271	100.0	0	0.0	65	100.0
	Sophomore	33	28.7	0	0.0	50	20.3	0	0.0
	Junior	27	23.5	0	0.0	81	32.9	0	0.0
	Senior	45	39.1	0	0.0	103	41.9	0	0.0
	Other	10	8.7	0	0.0	12	4.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	2.6	2	0.7	1	0.4	5	7.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	1	0.9	36	13.3	15	6.1	0	0.0
	Communications/Journalism	2	1.7	4	1.5	1	0.4	2	3.1
	Education	16	13.9	59	21.8	100	40.7	11	16.9
	Engineering/Computer Science	0	0.0	0	0.0	3	1.2	0	0.0
	General Studies	1	0.9	4	1.5	3	1.2	2	3.1
	Health Sciences/Nursing/CSD	8	7.0	18	6.6	8	3.3	7	10.8
	History	0	0.0	6	2.2	30	12.2	2	3.1
	Humanities/English	6	5.2	6	2.2	2	0.8	1	1.5
	Law	1	0.9	2	0.7	3	1.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	1	0.9	15	5.5	8	3.3	4	6.2
	Science/Math	34	29.6	23	8.5	35	14.2	19	29.2
	Social Sciences/Psychology/PoliSci/Soci	25	21.7	22	8.1	21	8.5	11	16.9
	Other/Biblical Studies	16	13.9	25	9.2	13	5.3	0	0.0
	Undecided	1	0.9	49	18.1	3	1.2	1	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Northern State University 2015 Upperclassmen Spring 2016 (n=50)		Pacific Union College Library Program Review 2013 Fall 2013 (n=57)		Palm Beach State College Spring 2016 ENC1102 Spring 2016 (n=275)		Patrick Henry College 2013F Incoming Stude Fall 2013 (n=76)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	30	52.6	179	65.1	71	93.4
	Sophomore	1	2.0	17	29.8	67	24.4	5	6.6
	Junior	6	12.0	9	15.8	9	3.3	0	0.0
	Senior	43	86.0	1	1.8	3	1.1	0	0.0
	Other	0	0.0	0	0.0	17	6.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	6.0	0	0.0	0	0.0	1	1.3
	Architecture	0	0.0	1	1.8	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	5	10.0	5	8.8	0	0.0	0	0.0
	Communications/Journalism	1	2.0	2	3.5	0	0.0	3	3.9
	Education	4	8.0	1	1.8	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	3	5.3	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	1	1.3
	Health Sciences/Nursing/CSD	5	10.0	20	35.1	0	0.0	0	0.0
	History	1	2.0	2	3.5	0	0.0	7	9.2
	Humanities/English	1	2.0	3	5.3	0	0.0	2	2.6
	Law	0	0.0	0	0.0	0	0.0	5	6.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	1.3
	Performing & Fine Arts/Music/Theatre	1	2.0	3	5.3	0	0.0	1	1.3
	Science/Math	28	56.0	7	12.3	0	0.0	0	0.0
	Social Sciences/Psychology/PoliSci/Soci	1	2.0	4	7.0	0	0.0	4	5.3
	Other/Biblical Studies	0	0.0	2	3.5	0	0.0	29	38.2
	Undecided	0	0.0	4	7.0	0	0.0	22	28.9
	Not Reported	0	0.0	0	0.0	275	100.0	0	0.0

		Patrick Henry College 2014Sp Seniors Spring 2014		Patrick Henry College 2014F Incoming Stude Spring 2015		Patrick Henry College 2016SP Commencement Spring 2016		Pennsylvania College of Technology Spring 2014 Project Spring 2014	
		(n=52)		(n=89)		(n=60)		(n=254)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	88	98.9	0	0.0	10	3.9
	Sophomore	0	0.0	1	1.1	0	0.0	92	36.2
	Junior	0	0.0	0	0.0	0	0.0	73	28.7
	Senior	52	100.0	0	0.0	58	96.7	70	27.6
	Other	0	0.0	0	0.0	2	3.3	9	3.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	1.1	0	0.0	15	5.9
	Architecture	0	0.0	0	0.0	0	0.0	54	21.3
	Business/Mktg/Mgmt/Acct/IS	0	0.0	3	3.4	4	6.7	11	4.3
	Communications/Journalism	5	9.6	5	5.6	5	8.3	0	0.0
	Education	0	0.0	0	0.0	0	0.0	1	0.4
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	75	29.5
	General Studies	1	1.9	1	1.1	10	16.7	0	0.0
	Health Sciences/Nursing/CSD	0	0.0	0	0.0	0	0.0	14	5.5
	History	5	9.6	4	4.5	3	5.0	0	0.0
	Humanities/English	4	7.7	0	0.0	4	6.7	0	0.0
	Law	2	3.8	7	7.9	0	0.0	2	0.8
	Military/Naval Science	0	0.0	0	0.0	2	3.3	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology/PoliSci/Soci	10	19.2	6	6.7	32	53.3	0	0.0
	Other/Biblical Studies	25	48.1	36	40.4	0	0.0	82	32.3
	Undecided	0	0.0	26	29.2	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pepperdine University Library 2015 Fall Freshman Fall 2015		Pepperdine University Library 2015 Fall Senior Fall 2015		Pikeville College Completed Eng 2014 Spring 2014		Pikeville College Grads 2014 Spring 2014	
		(n=246)		(n=179)		(n=177)		(n=158)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	246	100.0	0	0.0	38	21.5	0	0.0
	Sophomore	0	0.0	0	0.0	84	47.5	0	0.0
	Junior	0	0.0	0	0.0	43	24.3	2	1.3
	Senior	0	0.0	179	100.0	11	6.2	155	98.1
	Other	0	0.0	0	0.0	1	0.6	1	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	2	1.1	3	1.9
	Business/Mktg/Mgmt/Acct/IS	62	25.2	20	11.2	30	16.9	28	17.7
	Communications/Journalism	37	15.0	32	17.9	12	6.8	11	7.0
	Education	0	0.0	0	0.0	19	10.7	6	3.8
	Engineering/Computer Science	0	0.0	0	0.0	3	1.7	4	2.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	0	0.0	0	0.0	11	6.2	8	5.1
	History	2	0.8	1	0.6	2	1.1	7	4.4
	Humanities/English	15	6.1	21	11.7	2	1.1	0	0.0
	Law	0	0.0	0	0.0	6	3.4	5	3.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	16	6.5	8	4.5	0	0.0	0	0.0
	Science/Math	58	23.6	42	23.5	41	23.2	42	26.6
	Social Sciences/Psychology/PoliSci/Soci	22	8.9	39	21.8	15	8.5	31	19.6
	Other/Biblical Studies	9	3.7	16	8.9	25	14.1	13	8.2
	Undecided	25	10.2	0	0.0	9	5.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pikeville College Comp. Eng 2015 Spring 2015		Pikeville College Grads 2015 Spring 2015		Pikeville College Complete Eng. 2016 Spring 2016		Pikeville College Grad 16 Spring 2016	
		(n=260)		(n=213)		(n=195)		(n=193)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	77	29.6	0	0.0	60	30.8	0	0.0
	Sophomore	117	45.0	0	0.0	101	51.8	0	0.0
	Junior	51	19.6	0	0.0	30	15.4	2	1.0
	Senior	14	5.4	213	100.0	4	2.1	188	97.4
	Other	1	0.4	0	0.0	0	0.0	3	1.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.4	0	0.0	0	0.0	1	0.5
	Architecture	2	0.8	2	0.9	1	0.5	1	0.5
	Business/Mktg/Mgmt/Acct/IS	34	13.1	42	19.7	32	16.4	31	16.1
	Communications/Journalism	15	5.8	33	15.5	13	6.7	23	11.9
	Education	33	12.7	14	6.6	22	11.3	11	5.7
	Engineering/Computer Science	7	2.7	1	0.5	3	1.5	4	2.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	21	8.1	13	6.1	23	11.8	12	6.2
	History	9	3.5	6	2.8	6	3.1	9	4.7
	Humanities/English	3	1.2	4	1.9	2	1.0	1	0.5
	Law	5	1.9	4	1.9	10	5.1	4	2.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	45	17.3	31	14.6	31	15.9	36	18.7
	Social Sciences/Psychology/PoliSci/Soci	37	14.2	35	16.4	24	12.3	46	23.8
	Other/Biblical Studies	46	17.7	28	13.1	26	13.3	14	7.3
	Undecided	2	0.8	0	0.0	2	1.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		River Parishes Community College Fall Freshmen Fall 2013		River Parishes Community College Spring 2014 30+ Hour Fall 2013		Saint Mary's College of California ENG5 library session Spring 2014		Samford University Fall 2014 Fall 2014	
		(n=248)		(n=251)		(n=92)		(n=827)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	247	99.6	6	2.4	80	87.0	405	49.0
	Sophomore	0	0.0	197	78.5	10	10.9	77	9.3
	Junior	0	0.0	24	9.6	1	1.1	80	9.7
	Senior	0	0.0	11	4.4	1	1.1	250	30.2
	Other	1	0.4	13	5.2	0	0.0	15	1.8
	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	3	3.3	3	0.4
	Architecture	1	0.4	0	0.0	0	0.0	7	0.8
	Business/Mktg/Mgmt/Acct/IS	24	9.7	31	12.4	11	12.0	132	16.0
	Communications/Journalism	0	0.0	2	0.8	5	5.4	58	7.0
	Education	16	6.5	19	7.6	0	0.0	65	7.9
	Engineering/Computer Science	7	2.8	4	1.6	3	3.3	8	1.0
	General Studies	61	24.6	60	23.9	3	3.3	0	0.0
	Health Sciences/Nursing/CSD	22	8.9	46	18.3	8	8.7	238	28.8
	History	1	0.4	2	0.8	1	1.1	26	3.1
	Humanities/English	0	0.0	5	2.0	5	5.4	14	1.7
	Law	3	1.2	0	0.0	0	0.0	3	0.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	2	0.8	1	0.4	2	2.2	24	2.9
	Science/Math	7	2.8	17	6.8	21	22.8	51	6.2
	Social Sciences/Psychology/PoliSci/Soci	9	3.6	21	8.4	16	17.4	44	5.3
	Other/Biblical Studies	74	29.8	23	9.2	6	6.5	101	12.2
	Undecided	21	8.5	19	7.6	8	8.7	53	6.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		San Antonio College Sp15 1302 Post (coh) Spring 2015		San Antonio College Sp15 FTIC Post (coh) Spring 2015		San Antonio College SP15 FTIC Pre (coh) Spring 2015		San Juan College SJC Group 2 Spring 2014	
			(n=160)		(n=339)		(n=404)		(n=64)
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	105	65.6	322	95.0	383	94.8	47	73.4
	Sophomore	44	27.5	12	3.5	15	3.7	14	21.9
	Junior	6	3.8	0	0.0	0	0.0	1	1.6
	Senior	3	1.9	1	0.3	1	0.2	0	0.0
	Other	2	1.3	4	1.2	5	1.2	2	3.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	0.9	4	1.0	0	0.0
	Architecture	4	2.5	8	2.4	9	2.2	0	0.0
	Business/Mktg/Mgmt/Acct/IS	18	11.3	47	13.9	53	13.1	6	9.4
	Communications/Journalism	4	2.5	8	2.4	8	2.0	0	0.0
	Education	17	10.6	20	5.9	27	6.7	1	1.6
	Engineering/Computer Science	6	3.8	27	8.0	23	5.7	9	14.1
	General Studies	4	2.5	4	1.2	1	0.2	1	1.6
	Health Sciences/Nursing/CSD	34	21.3	57	16.8	63	15.6	18	28.1
	History	1	0.6	2	0.6	2	0.5	0	0.0
	Humanities/English	1	0.6	24	7.1	31	7.7	1	1.6
	Law	6	3.8	13	3.8	18	4.5	2	3.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	7	4.4	11	3.2	6	1.5	3	4.7
	Science/Math	19	11.9	26	7.7	48	11.9	2	3.1
	Social Sciences/Psychology/PoliSci/Soci	10	6.3	22	6.5	20	5.0	1	1.6
	Other/Biblical Studies	24	15.0	54	15.9	74	18.3	8	12.5
	Undecided	5	3.1	13	3.8	17	4.2	12	18.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Seward County Community College and Area Technical FYS 2013 Fall 2013		Seward County Community College and Area Technical 2014 Graduate Assess Spring 2014		Seward County Community College and Area Technical Spring 2015 Graduate Spring 2015		St. Johns River State College Fall 2013 ENC 1102 Fall 2013	
		(n=54)		(n=56)		(n=81)		(n=75)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	51	94.4	2	3.6	1	1.2	21	28.0
	Sophomore	2	3.7	43	76.8	71	87.7	44	58.7
	Junior	1	1.9	2	3.6	1	1.2	5	6.7
	Senior	0	0.0	5	8.9	3	3.7	1	1.3
	Other	0	0.0	4	7.1	5	6.2	4	5.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.9	0	0.0	2	2.5	1	1.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	13	24.1	8	14.3	21	25.9	12	16.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	1	1.3
	Education	4	7.4	3	5.4	4	4.9	2	2.7
	Engineering/Computer Science	4	7.4	3	5.4	2	2.5	4	5.3
	General Studies	0	0.0	0	0.0	0	0.0	1	1.3
	Health Sciences/Nursing/CSD	4	7.4	10	17.9	10	12.3	18	24.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities/English	0	0.0	0	0.0	1	1.2	0	0.0
	Law	2	3.7	1	1.8	3	3.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	1	1.9	0	0.0	3	3.7	1	1.3
	Science/Math	3	5.6	4	7.1	8	9.9	1	1.3
	Social Sciences/Psychology/PoliSci/Soci	4	7.4	5	8.9	4	4.9	3	4.0
	Other/Biblical Studies	9	16.7	22	39.3	17	21.0	11	14.7
	Undecided	9	16.7	0	0.0	6	7.4	20	26.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		St. Johns River State College Spring 2015 ENC 1102 Spring 2015 (n=94)		St. Johns River State College Spring 2016 ENC 1102 Spring 2016 (n=77)		The Culinary Institute of America AOS Fall 2015 Fall 2015 (n=101)		The Culinary Institute of America BPS_spring2016 Spring 2016 (n=103)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	59	62.8	52	67.5	58	57.4	0	0.0
	Sophomore	18	19.1	14	18.2	43	42.6	1	1.0
	Junior	2	2.1	3	3.9	0	0.0	29	28.2
	Senior	0	0.0	0	0.0	0	0.0	73	70.9
	Other	15	16.0	8	10.4	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	2.1	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	1.3	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	14	14.9	9	11.7	4	4.0	84	81.6
	Communications/Journalism	0	0.0	2	2.6	0	0.0	0	0.0
	Education	5	5.3	7	9.1	0	0.0	0	0.0
	Engineering/Computer Science	3	3.2	3	3.9	0	0.0	0	0.0
	General Studies	4	4.3	1	1.3	0	0.0	12	11.7
	Health Sciences/Nursing/CSD	10	10.6	11	14.3	0	0.0	0	0.0
	History	0	0.0	2	2.6	0	0.0	0	0.0
	Humanities/English	1	1.1	0	0.0	0	0.0	0	0.0
	Law	3	3.2	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	5	5.3	2	2.6	0	0.0	0	0.0
	Science/Math	2	2.1	6	7.8	1	1.0	7	6.8
	Social Sciences/Psychology/PoliSci/Soci	4	4.3	1	1.3	0	0.0	0	0.0
	Other/Biblical Studies	12	12.8	9	11.7	96	95.0	0	0.0
	Undecided	29	30.9	23	29.9	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Thomas College Fall 2013 Fall 2013		Thomas College Spring 2014 Spring 2014		Thomas College Fall 2014 Fall 2014		Thomas College Spring 2015 Spring 2015	
		(n=222)		(n=147)		(n=206)		(n=145)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	219	98.6	128	87.1	203	98.5	123	84.8
	Sophomore	3	1.4	14	9.5	2	1.0	16	11.0
	Junior	0	0.0	4	2.7	0	0.0	6	4.1
	Senior	0	0.0	1	0.7	0	0.0	0	0.0
	Other	0	0.0	0	0.0	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	45	20.3	26	17.7	37	18.0	35	24.1
	Communications/Journalism	5	2.3	5	3.4	2	1.0	3	2.1
	Education	19	8.6	18	12.2	23	11.2	15	10.3
	Engineering/Computer Science	8	3.6	8	5.4	9	4.4	7	4.8
	General Studies	0	0.0	2	1.4	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	1	0.5	1	0.7	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities/English	0	0.0	0	0.0	0	0.0	0	0.0
	Law	5	2.3	2	1.4	7	3.4	4	2.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	1	0.7
	Social Sciences/Psychology/PoliSci/Soci	20	9.0	17	11.6	23	11.2	15	10.3
	Other/Biblical Studies	103	46.4	64	43.5	93	45.1	60	41.4
	Undecided	16	7.2	4	2.7	12	5.8	5	3.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Thomas College Fall 2015		Thomas College Spring 2016		Thomas Edison State College AY2014		Thomas Edison State College AY2015	
		Fall 2015		Spring 2016		Spring 2014		Spring 2015	
		(n=201)		(n=139)		(n=661)		(n=600)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	191	95.0	119	85.6	93	14.1	82	13.7
	Sophomore	6	3.0	18	12.9	48	7.3	46	7.7
	Junior	3	1.5	2	1.4	168	25.4	146	24.3
	Senior	1	0.5	0	0.0	188	28.4	174	29.0
	Other	0	0.0	0	0.0	164	24.8	152	25.3
	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	1	0.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	55	27.4	31	22.3	73	11.0	75	12.5
	Communications/Journalism	2	1.0	5	3.6	3	0.5	8	1.3
	Education	27	13.4	10	7.2	1	0.2	1	0.2
	Engineering/Computer Science	12	6.0	9	6.5	147	22.2	155	25.8
	General Studies	0	0.0	0	0.0	8	1.2	8	1.3
	Health Sciences/Nursing/CSD	0	0.0	0	0.0	176	26.6	120	20.0
	History	0	0.0	0	0.0	1	0.2	1	0.2
	Humanities/English	1	0.5	0	0.0	5	0.8	6	1.0
	Law	3	1.5	1	0.7	5	0.8	1	0.2
	Military/Naval Science	0	0.0	0	0.0	4	0.6	2	0.3
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	2	0.3	0	0.0
	Science/Math	0	0.0	0	0.0	30	4.5	23	3.8
	Social Sciences/Psychology/PoliSci/Soci	16	8.0	12	8.6	86	13.0	89	14.8
	Other/Biblical Studies	79	39.3	71	51.1	115	17.4	107	17.8
	Undecided	6	3.0	0	0.0	4	0.6	4	0.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Thomas Edison State College AY2016 Spring 2016		University of Illinois Springfield Fall 2014 Fall 2014		University of Illinois Springfield PostTest Fall 2014 Fall 2014		University of Illinois Springfield Spring 2015 Spring 2015	
		(n=582)		(n=166)		(n=143)		(n=108)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	74	12.7	162	97.6	141	98.6	106	98.1
	Sophomore	50	8.6	4	2.4	2	1.4	2	1.9
	Junior	148	25.4	0	0.0	0	0.0	0	0.0
	Senior	168	28.9	0	0.0	0	0.0	0	0.0
	Other	142	24.4	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	96	16.5	36	21.7	29	20.3	15	13.9
	Communications/Journalism	11	1.9	4	2.4	3	2.1	3	2.8
	Education	0	0.0	3	1.8	2	1.4	2	1.9
	Engineering/Computer Science	118	20.3	22	13.3	19	13.3	14	13.0
	General Studies	7	1.2	1	0.6	0	0.0	1	0.9
	Health Sciences/Nursing/CSD	103	17.7	0	0.0	0	0.0	7	6.5
	History	1	0.2	2	1.2	2	1.4	1	0.9
	Humanities/English	4	0.7	0	0.0	1	0.7	1	0.9
	Law	2	0.3	17	10.2	10	7.0	6	5.6
	Military/Naval Science	3	0.5	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	1	0.2	0	0.0	0	0.0	1	0.9
	Science/Math	22	3.8	44	26.5	37	25.9	23	21.3
	Social Sciences/Psychology/PoliSci/Soci	85	14.6	18	10.8	21	14.7	19	17.6
	Other/Biblical Studies	127	21.8	1	0.6	1	0.7	12	11.1
	Undecided	2	0.3	18	10.8	18	12.6	3	2.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Lethbridge Fall 2015 Post-Test		University of Lethbridge Fall 2015 Pre-Test		University of Maine at Farmington Senior 15-16		University of Mary Washington Fall 2014	
		Fall 2015		Fall 2015		Spring 2016		Fall 2014	
		(n=84)		(n=87)		(n=32)		(n=71)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	53	63.1	59	67.8	0	0.0	64	90.1
	Sophomore	22	26.2	18	20.7	0	0.0	7	9.9
	Junior	5	6.0	6	6.9	0	0.0	0	0.0
	Senior	1	1.2	1	1.1	32	100.0	0	0.0
	Other	3	3.6	3	3.4	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	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/Mktg/Mgmt/Acct/IS	9	10.7	10	11.5	0	0.0	8	11.3
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	9	10.7	15	17.2	0	0.0	2	2.8
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	5	7.0
	General Studies	3	3.6	1	1.1	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	1	1.2	5	5.7	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities/English	4	4.8	5	5.7	0	0.0	1	1.4
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	6	7.1	5	5.7	0	0.0	0	0.0
	Science/Math	28	33.3	23	26.4	0	0.0	8	11.3
	Social Sciences/Psychology/PoliSci/Soci	17	20.2	15	17.2	0	0.0	5	7.0
	Other/Biblical Studies	6	7.1	5	5.7	0	0.0	9	12.7
	Undecided	1	1.2	3	3.4	0	0.0	33	46.5
	Not Reported	0	0.0	0	0.0	32	100.0	0	0.0

		University of Montevallo UM2013-2014 Spring 2014		University of Montevallo UM2014-2015 Spring 2015		University of Montevallo UM2014-2015 Mastery Spring 2015		University of Montevallo UM2015-2016 Spring 2016	
			(n=361)		(n=402)		(n=318)		(n=280)
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	341	94.5	372	92.5	2	0.6	268	95.7
	Sophomore	13	3.6	20	5.0	11	3.5	10	3.6
	Junior	6	1.7	4	1.0	54	17.0	1	0.4
	Senior	1	0.3	6	1.5	246	77.4	0	0.0
	Other	0	0.0	0	0.0	5	1.6	1	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.6	1	0.2	0	0.0	0	0.0
	Architecture	0	0.0	1	0.2	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	46	12.7	52	12.9	33	10.4	38	13.6
	Communications/Journalism	15	4.2	11	2.7	13	4.1	15	5.4
	Education	49	13.6	57	14.2	43	13.5	38	13.6
	Engineering/Computer Science	3	0.8	4	1.0	0	0.0	3	1.1
	General Studies	17	4.7	16	4.0	0	0.0	10	3.6
	Health Sciences/Nursing/CSD	15	4.2	21	5.2	13	4.1	8	2.9
	History	14	3.9	9	2.2	12	3.8	6	2.1
	Humanities/English	1	0.3	4	1.0	23	7.2	2	0.7
	Law	2	0.6	1	0.2	1	0.3	3	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	55	15.2	58	14.4	32	10.1	47	16.8
	Science/Math	20	5.5	36	9.0	35	11.0	25	8.9
	Social Sciences/Psychology/PoliSci/Soci	35	9.7	50	12.4	61	19.2	30	10.7
	Other/Biblical Studies	55	15.2	53	13.2	52	16.4	43	15.4
	Undecided	32	8.9	28	7.0	0	0.0	12	4.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Montevallo UM2015-2016 MASTERY Spring 2016		University of Pittsburgh UB2013 Spring 2014		University of Pittsburgh UG2013 Spring 2014		University of Pittsburgh UJ2013 Spring 2014	
		(n=351)		(n=250)		(n=337)		(n=721)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1	0.3	218	87.2	220	65.3	595	82.5
	Sophomore	17	4.8	10	4.0	59	17.5	41	5.7
	Junior	75	21.4	9	3.6	31	9.2	28	3.9
	Senior	255	72.6	12	4.8	21	6.2	50	6.9
	Other	3	0.9	1	0.4	6	1.8	7	1.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	6	2.4	0	0.0	5	0.7
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	22	6.3	23	9.2	21	6.2	82	11.4
	Communications/Journalism	10	2.8	6	2.4	6	1.8	8	1.1
	Education	55	15.7	12	4.8	19	5.6	60	8.3
	Engineering/Computer Science	0	0.0	8	3.2	7	2.1	170	23.6
	General Studies	0	0.0	0	0.0	0	0.0	1	0.1
	Health Sciences/Nursing/CSD	13	3.7	57	22.8	78	23.1	128	17.8
	History	15	4.3	6	2.4	2	0.6	7	1.0
	Humanities/English	14	4.0	1	0.4	1	0.3	9	1.2
	Law	0	0.0	10	4.0	5	1.5	7	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	51	14.5	2	0.8	0	0.0	2	0.3
	Science/Math	30	8.5	16	6.4	109	32.3	54	7.5
	Social Sciences/Psychology/PoliSci/Soci	66	18.8	12	4.8	30	8.9	42	5.8
	Other/Biblical Studies	75	21.4	56	22.4	36	10.7	28	3.9
	Undecided	0	0.0	34	13.6	23	6.8	118	16.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UP2013 Spring 2014 (n=1,337)		University of Pittsburgh UT2013 Spring 2014 (n=106)		University of Tennessee at Martin F2013 Engl 100-112 Fall 2013 (n=165)		University of Texas at Dallas McDermott Library UT Spring 2014 (n=179)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1,302	97.4	104	98.1	131	79.4	47	26.3
	Sophomore	3	0.2	2	1.9	24	14.5	20	11.2
	Junior	7	0.5	0	0.0	7	4.2	46	25.7
	Senior	10	0.7	0	0.0	3	1.8	48	26.8
	Other	15	1.1	0	0.0	0	0.0	18	10.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	0.4	0	0.0	17	10.3	0	0.0
	Architecture	1	0.1	1	0.9	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	17	1.3	7	6.6	19	11.5	15	8.4
	Communications/Journalism	25	1.9	2	1.9	7	4.2	2	1.1
	Education	29	2.2	1	0.9	12	7.3	17	9.5
	Engineering/Computer Science	57	4.3	12	11.3	14	8.5	9	5.0
	General Studies	5	0.4	1	0.9	1	0.6	13	7.3
	Health Sciences/Nursing/CSD	316	23.6	22	20.8	26	15.8	34	19.0
	History	8	0.6	1	0.9	1	0.6	0	0.0
	Humanities/English	35	2.6	3	2.8	0	0.0	1	0.6
	Law	11	0.8	6	5.7	0	0.0	9	5.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	11	0.8	0	0.0	7	4.2	0	0.0
	Science/Math	313	23.4	6	5.7	12	7.3	59	33.0
	Social Sciences/Psychology/PoliSci/Soci	101	7.6	6	5.7	8	4.8	11	6.1
	Other/Biblical Studies	101	7.6	28	26.4	29	17.6	7	3.9
	Undecided	302	22.6	10	9.4	12	7.3	2	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of the Pacific PACS 3 2014 Spring 2014		University of Valley Forge 2013-2014 Seniors Spring 2014		University of Valley Forge 2014-2015 Freshmen Spring 2015		University of Valley Forge 2015-2016 Seniors Spring 2016	
			(n=172)		(n=67)		(n=142)		(n=75)
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	125	88.0	0	0.0
	Sophomore	6	3.5	0	0.0	15	10.6	0	0.0
	Junior	9	5.2	0	0.0	2	1.4	0	0.0
	Senior	152	88.4	67	100.0	0	0.0	75	100.0
	Other	5	2.9	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.7	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	20	11.6	10	14.9	20	14.1	6	8.0
	Communications/Journalism	7	4.1	11	16.4	32	22.5	10	13.3
	Education	5	2.9	2	3.0	9	6.3	1	1.3
	Engineering/Computer Science	37	21.5	0	0.0	0	0.0	0	0.0
	General Studies	1	0.6	0	0.0	0	0.0	0	0.0
	Health Sciences/Nursing/CSD	24	14.0	0	0.0	0	0.0	0	0.0
	History	1	0.6	0	0.0	0	0.0	0	0.0
	Humanities/English	7	4.1	0	0.0	1	0.7	2	2.7
	Law	2	1.2	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	11	6.4	8	11.9	11	7.7	10	13.3
	Science/Math	15	8.7	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology/PoliSci/Soci	26	15.1	13	19.4	35	24.6	14	18.7
	Other/Biblical Studies	13	7.6	23	34.3	34	23.9	32	42.7
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Virgin Islands Fall 2014 Freshmen Fall 2014		University of Virgin Islands Fall 2014 Upperclass Fall 2014		University of Wisconsin Colleges Fall 2014 Fall 2014		Valencia Community College 2016 SAILS Trial Spring 2016	
			(n=170)		(n=161)		(n=675)		(n=262)
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	169	99.4	3	1.9	353	52.3	185	70.6
	Sophomore	0	0.0	91	56.5	259	38.4	53	20.2
	Junior	0	0.0	61	37.9	50	7.4	4	1.5
	Senior	0	0.0	4	2.5	7	1.0	0	0.0
	Other	1	0.6	2	1.2	6	0.9	20	7.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	10	1.5	1	0.4
	Architecture	0	0.0	1	0.6	1	0.1	2	0.8
	Business/Mktg/Mgmt/Acct/IS	31	18.2	45	28.0	60	8.9	45	17.2
	Communications/Journalism	3	1.8	3	1.9	14	2.1	5	1.9
	Education	11	6.5	17	10.6	54	8.0	7	2.7
	Engineering/Computer Science	16	9.4	24	14.9	50	7.4	23	8.8
	General Studies	0	0.0	0	0.0	18	2.7	31	11.8
	Health Sciences/Nursing/CSD	38	22.4	10	6.2	130	19.3	37	14.1
	History	0	0.0	1	0.6	9	1.3	2	0.8
	Humanities/English	2	1.2	2	1.2	11	1.6	2	0.8
	Law	2	1.2	8	5.0	4	0.6	5	1.9
	Military/Naval Science	1	0.6	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	3	1.8	1	0.6	11	1.6	6	2.3
	Science/Math	18	10.6	12	7.5	43	6.4	10	3.8
	Social Sciences/Psychology/PoliSci/Soci	10	5.9	18	11.2	53	7.9	17	6.5
	Other/Biblical Studies	20	11.8	18	11.2	86	12.7	32	12.2
	Undecided	15	8.8	1	0.6	121	17.9	37	14.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Wabash College Sophomores		Western New England University Spring 2015		William Jessup University 2015-16 SPS and TUG		Wor- Wic Community College Fall 2015	
		Fall 2013		Spring 2015		Spring 2016		Fall 2015	
		(n=53)		(n=305)		(n=163)		(n=102)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	57	18.7	55	33.7	1	1.0
	Sophomore	44	83.0	86	28.2	24	14.7	53	52.0
	Junior	1	1.9	81	26.6	25	15.3	0	0.0
	Senior	8	15.1	80	26.2	58	35.6	0	0.0
	Other	0	0.0	1	0.3	1	0.6	48	47.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	2	2.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Mktg/Mgmt/Acct/IS	0	0.0	108	35.4	56	34.4	11	10.8
	Communications/Journalism	0	0.0	6	2.0	3	1.8	0	0.0
	Education	0	0.0	7	2.3	14	8.6	9	8.8
	Engineering/Computer Science	0	0.0	72	23.6	2	1.2	4	3.9
	General Studies	0	0.0	3	1.0	0	0.0	29	28.4
	Health Sciences/Nursing/CSD	0	0.0	9	3.0	8	4.9	23	22.5
	History	0	0.0	5	1.6	1	0.6	0	0.0
	Humanities/English	11	20.8	4	1.3	4	2.5	0	0.0
	Law	0	0.0	20	6.6	6	3.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0	0	0.0	8	4.9	0	0.0
	Science/Math	13	24.5	36	11.8	4	2.5	2	2.0
	Social Sciences/Psychology/PoliSci/Soci	19	35.8	23	7.5	47	28.8	9	8.8
	Other/Biblical Studies	8	15.1	11	3.6	6	3.7	13	12.7
	Undecided	2	3.8	1	0.3	4	2.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Wor- Wic Community College Spring 2016	
		Spring 2016	
		(n=276)	
	Characteristics	n	%
Class Standing	Freshman	0	0.0
	Sophomore	121	43.8
	Junior	0	0.0
	Senior	0	0.0
	Other	155	56.2
	Not Reported	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.7
	Architecture	0	0.0
	Business/Mktg/Mgmt/Acct/IS	29	10.5
	Communications/Journalism	0	0.0
	Education	31	11.2
	Engineering/Computer Science	21	7.6
	General Studies	52	18.8
	Health Sciences/Nursing/CSD	61	22.1
	History	0	0.0
	Humanities/English	0	0.0
	Law	0	0.0
	Military/Naval Science	0	0.0
	Performing & Fine Arts/Music/Theatre	0	0.0
	Science/Math	8	2.9
	Social Sciences/Psychology/PoliSci/Soci	21	7.6
	Other/Biblical Studies	45	16.3
	Undecided	6	2.2
	Not Reported	0	0.0

APPENDIX D

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

Skill Set: Developing a Research Strategy

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

Skill Set: Selecting Finding Tools

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

Skill Set: Searching

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

Skill Set: Using Finding Tool Features

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

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

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

Skill Set: Understanding Economic, Legal, and Social Issues

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently

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

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

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

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

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

APPENDIX E

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

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

Standard 1

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

Performance Indicators

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

Outcomes

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

642

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

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

Objectives

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

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

Items

64

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

1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.
617

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

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

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

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

1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.
646

- 1.1.5 Identifies key concepts and terms that describe the information need
  - 1.1.5.1 Lists terms that may be useful for locating information on a topic.
    637
  - 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
    594
  - 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
    629
  - 1.1.5.4 Identifies more specific concepts that comprise a research topic.
- 1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

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

- 1.2.1 Knows how information is formally and informally produced, organized, and disseminated
  - 1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.
  - 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
    601
- 1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
  - 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
    569, 570, 571, 572
  - 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.
    73
  - 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.
    242
  - 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
    63
- 1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g.,multimedia, database, website, data set, audio/visual, book)
  - 1.2.3.1 Identifies various formats in which information is available.
    568
  - 1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.
- 1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
  - 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
    27, 624, 632
  - 1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
- 1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
101, 633

1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
147, 148, 451, 452, 641

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

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

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

1.3.1.1 Determines if material is available immediately.
104, 106

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

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

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

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

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

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

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

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

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

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

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

1.4.2 Describes criteria used to make information decisions and choices

1.4.2.1 Demonstrates how the intended audience influences information choices.

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

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

Standard 2

The information literate student accesses needed information effectively and efficiently.

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

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

2.1.2 Investigates benefits and applicability of various investigative methods

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

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

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

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

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

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

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

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

2.1.3.8 Determines the period of time covered by a particular source.
613

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

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

2.1.3.11 Distinguishes between full-text and bibliographic databases.

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

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

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

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

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

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

2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
515, 578

2.2.5 Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
259

2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
71

2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
604, 639

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

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

2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.

2.2.6 Implements the search using investigative protocols appropriate to the discipline

2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
522

2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.

2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
539

2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
42, 62

2.3 The information literate student retrieves information online or in person using a variety of methods.

2.3.1 Uses various search systems to retrieve information in a variety of formats

2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
29

2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
523

2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
589

2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
257

2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
549, 640

2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.
520

2.3.2 Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration

2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
25, 195, 216

2.3.2.2 Explains the difference between the library catalog and a periodical index.
22, 545

2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
519

2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
44, 49, 60, 636

2.3.3 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners

2.3.3.1 Retrieves a document in print or electronic form.
194, 229

2.3.3.2 Describes various retrieval methods for information not available locally.
192

2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
548

2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.
214

2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
614

2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

2.4 The information literate student refines the search strategy if necessary.

2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized

2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
196, 228

2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
534

2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
90, 635

    - 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
      535
  - 2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
  - 2.4.3 Repeats the search using the revised strategy as necessary

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

Standard 3
The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

- 3.1 The information literate student summarizes the main ideas to be extracted from the information gathered.
  - 3.1.1 Reads the text and selects main ideas
  - 3.1.2 Restates textual concepts in his/her own words and selects data accurately
  - 3.1.3 Identifies verbatim material that can be then appropriately quoted

- 3.2 The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
  - 3.2.1 Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
    - 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.
      558
    - 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
      206, 609
    - 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.
      536

- 3.2.1.4 Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources. (See also 3.4.5.)
- 3.2.1.5 Determines when the information was published (or knows where to look for a source's publication date).
- 3.2.1.6 Recognizes the importance of timeliness or date of publication to the value of the source.
- 3.2.1.7 Determines if the information retrieved is sufficiently current for the information need.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
  124, 628

3.2.2 Analyzes the structure and logic of supporting arguments or methods

3.2.3 Recognizes prejudice, deception, or manipulation

- 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.
  538
- 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
  87, 563, 631
- 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
  91, 92
- 3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).
- 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
  620

3.2.4 Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

- 3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.
- 3.2.4.2 Describes how the purpose for which information was created affects its usefulness.
- 3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.

3.3 The information literate student synthesizes main ideas to construct new concepts.

3.3.1 Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

3.3.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information

3.3.3 Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

3.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

- 3.4.1 Determines whether information satisfies the research or other information need
  533
- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
  - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
  - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
    28
  - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
    623
  - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
  - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
  - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
    227
  - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.

3.5 The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.

- 3.5.1 Investigates differing viewpoints encountered in the literature
- 3.5.2 Determines whether to incorporate or reject viewpoints encountered

3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

- 3.6.1 Participates in classroom and other discussions
- 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
- 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
  602, 645

3.7 The information literate student determines whether the initial query should be revised.

- 3.7.1 Determines if original information need has been satisfied or if additional information is needed

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

Standard 5
The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

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

- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
  - 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")
    595
  - 5.2.2 Uses approved passwords and other forms of ID for access to information resources
  - 5.2.3 Complies with institutional policies on access to information resources

- 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
- 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
  112, 118, 553, 644
- 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
  119, 573
- 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research
  120

5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.

- 5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources
  - 5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
  - 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
    557, 560, 583
  - 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
    528
  - 5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
  - 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
    512
  - 5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.
  - 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
    619
  - 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
    634
- 5.3.2 Posts permission granted notices, as needed, for copyrighted material

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