



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

for

California State University, Los Angeles

Administration: Senior

Report Date: June 2017

Replace this page with Table of Contents page, which is the last page in this file.

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

Scoring

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

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

2. TEST-TAKER PROFILE

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

Figure 2.1

Characteristics	CSULA (n=147)		Institution Type: Masters (n=19,150)		US Institutions (n=58,777)		All Institutions (n=59,386)	
	n	%	n	%	n	%	n	%
Class Standing								
Freshman	0	0.0	8,720	45.5	23,161	39.4	23,445	39.5
Sophomore	2	1.4	1,532	8.0	5,981	10.2	6,112	10.3
Junior	33	22.4	1,876	9.8	6,171	10.5	6,243	10.5
Senior	103	70.1	4,692	24.5	21,151	36.0	21,251	35.8
Other	9	6.1	652	3.4	2,259	3.8	2,281	3.8
Not reported	0	0.0	1,678	8.8	54	0.1	54	0.1
Student Major								
Agriculture/Environmental Studies	0	0.0	222	1.2	605	1.0	605	1.0
Architecture	0	0.0	27	0.1	108	0.2	109	0.2
Business	35	23.8	2,615	13.7	13,416	22.8	13,541	22.8
Communications/Journalism	0	0.0	568	3.0	1,506	2.6	1,513	2.5
Education	2	1.4	1,134	5.9	6,893	11.7	6,949	11.7
Engineering/Computer Science	20	13.6	1,273	6.6	1,848	3.1	1,892	3.2
General Studies	0	0.0	146	0.8	774	1.3	778	1.3
Health Sciences	1	0.7	2,615	13.7	5,951	10.1	6,009	10.1
History	0	0.0	246	1.3	671	1.1	672	1.1
Humanities	0	0.0	390	2.0	911	1.5	924	1.6
Law	6	4.1	225	1.2	1,280	2.2	1,293	2.2
Military/Naval Science	0	0.0	23	0.1	168	0.3	169	0.3
Performing & Fine Arts	4	2.7	1,173	6.1	991	1.7	1,006	1.7
Science/Math	17	11.6	1,539	8.0	2,613	4.4	2,704	4.6
Social Sciences/Psychology	32	21.8	2,234	11.7	7,515	12.8	7,609	12.8
Other	30	20.4	2,292	12.0	11,471	19.5	11,537	19.4
Undecided	0	0.0	750	3.9	1,506	2.6	1,526	2.6
Not reported	0	0.0	1,678	8.8	550	0.9	550	0.9

CSULA (N=147)		
Custom Demographics	n	%
Did you start at Cal State LA as a freshman?		
Yes	55	37.4
No	92	62.6
Not reported	0	0.0
How are you taking this test?		
During class	77	52.4
Outside of class (at home or elsewhere)	70	47.6
Not reported	0	0.0

3. RESULTS BY SAILS SKILL SETS

Student performance is presented in this section by skill sets, which are regroupings of the ACRL objectives for information literacy instruction. See Appendix 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 California State University, Los Angeles performed better than the institution-type benchmark on the following SAILS Skill Sets:

- Searching
- Retrieving Sources
- Evaluating Sources

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on the following SAILS Skill Sets:

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

To identify which skill sets were easier and which were more difficult for California State University, Los Angeles 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	Retrieving Sources
	Evaluating Sources
	Searching
	Documenting Sources
	Using Finding Tool Features
	Developing a Research Strategy
	Understanding Economic, Legal, and Social Issues
Worst	Selecting Finding Tools

Detailed Results - Data Table

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

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

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

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

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
SAILS Skill Sets				
Developing a Research Strategy	518 ± 9	516 ± 1	512 ± 0	512 ± 0
Selecting Finding Tools	516 ± 11	518 ± 1	508 ± 1	508 ± 1
Searching	508 ± 9	498 ± 1	492 ± 0	492 ± 0
Using Finding Tool Features	541 ± 12	535 ± 1	526 ± 1	526 ± 1
Retrieving Sources	546 ± 13	526 ± 1	519 ± 1	519 ± 1
Evaluating Sources	499 ± 10	484 ± 1	478 ± 1	478 ± 1
Documenting Sources	505 ± 13	493 ± 1	473 ± 1	473 ± 1
Understanding Economic, Legal, and Social Issues	480 ± 11	479 ± 1	474 ± 1	474 ± 1

B. Within Skill Sets

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

1. SAILS Skill Set: Developing a Research Strategy

Summary of Results

California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior
Major: Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Senior

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Junior, Senior
Major: Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Detailed Results - Data Table

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

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

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	518 ± 9	516 ± 1	512 ± 0	512 ± 0
Class Standing				
Junior	525 ± 19	535 ± 3	521 ± 1	521 ± 1
Senior	517 ± 11	535 ± 2	527 ± 1	527 ± 1
Majors				
Business	511 ± 18	504 ± 2	512 ± 1	511 ± 1
Engineering / Computer Science	518 ± 28	524 ± 3	523 ± 3	523 ± 3
Science / Math	521 ± 26	524 ± 3	527 ± 2	528 ± 2
Social Sciences / Psychology	533 ± 20	522 ± 3	521 ± 1	521 ± 1
Other	523 ± 21	513 ± 2	506 ± 1	506 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	524 ±15
No	514 ±12
How are you taking this test?	
During class	524 ±12
Outside of class (at home or elsewhere)	512 ±14

Detailed Results - Chart

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

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

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

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

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

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

For example,

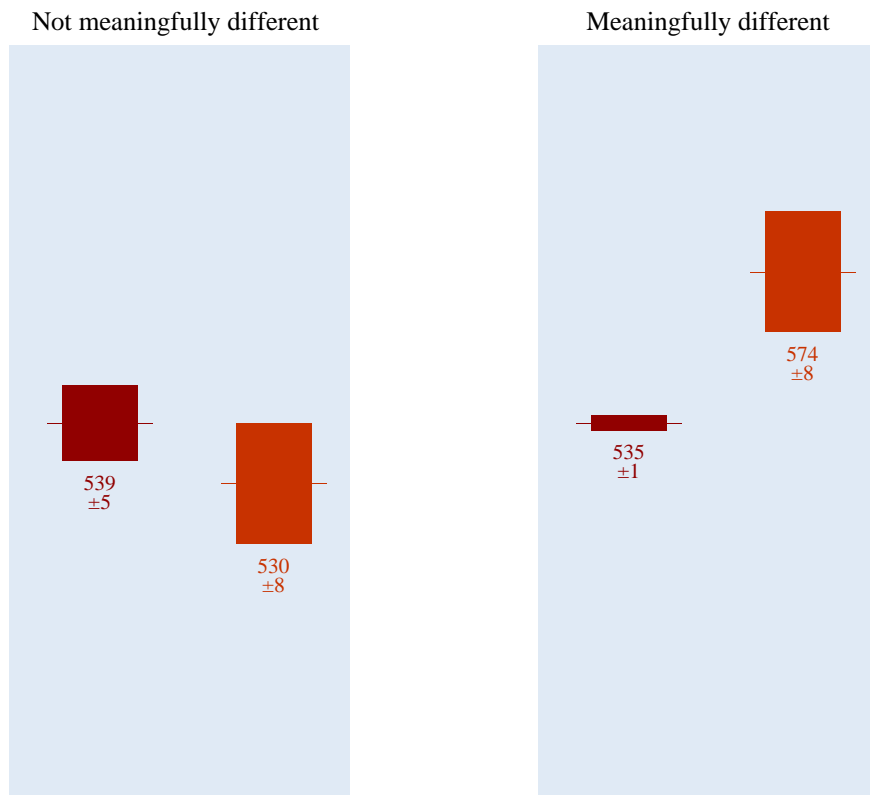


Figure 3.3 Chart for Skill Set: Developing a Research Strategy



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



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

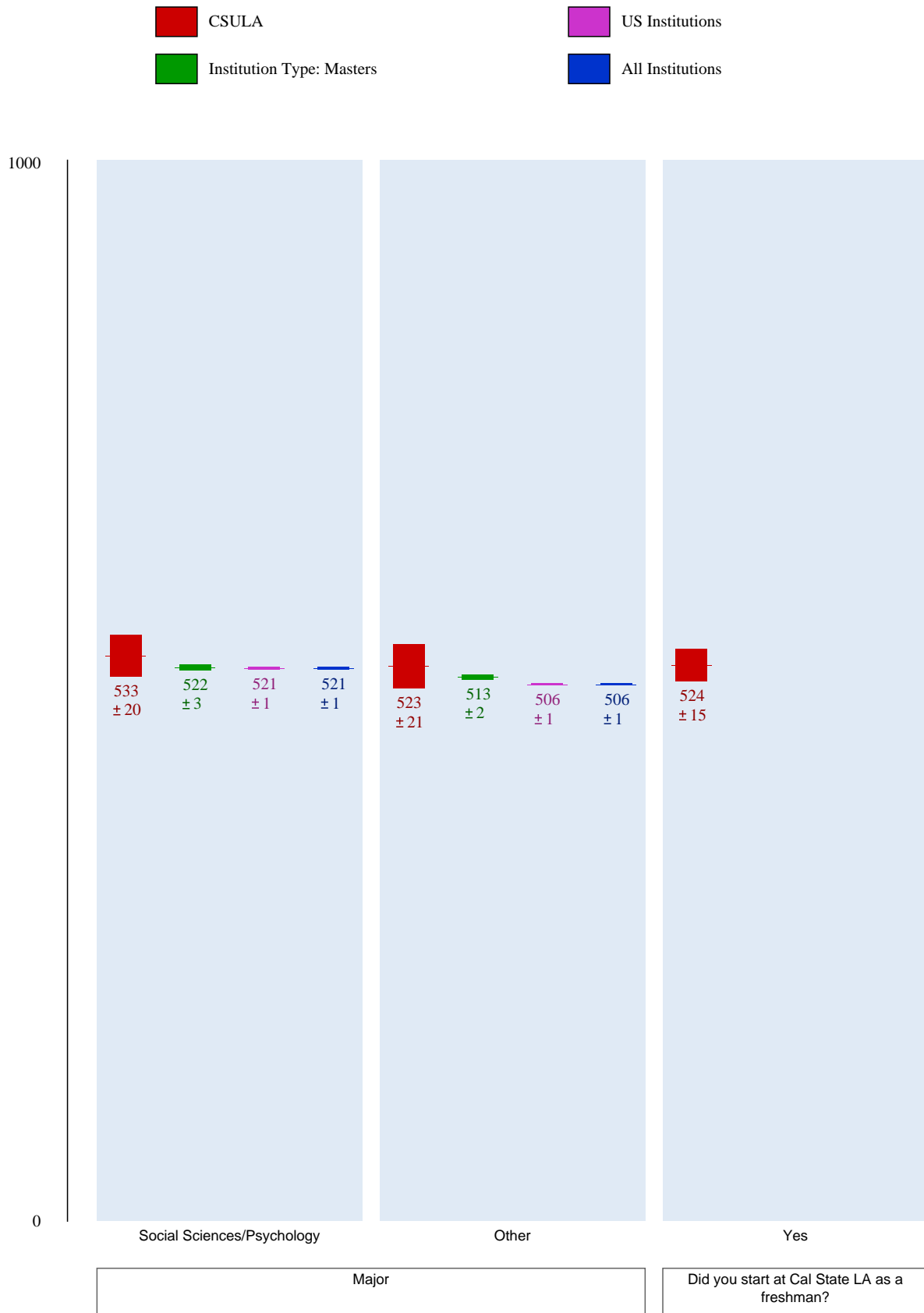


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

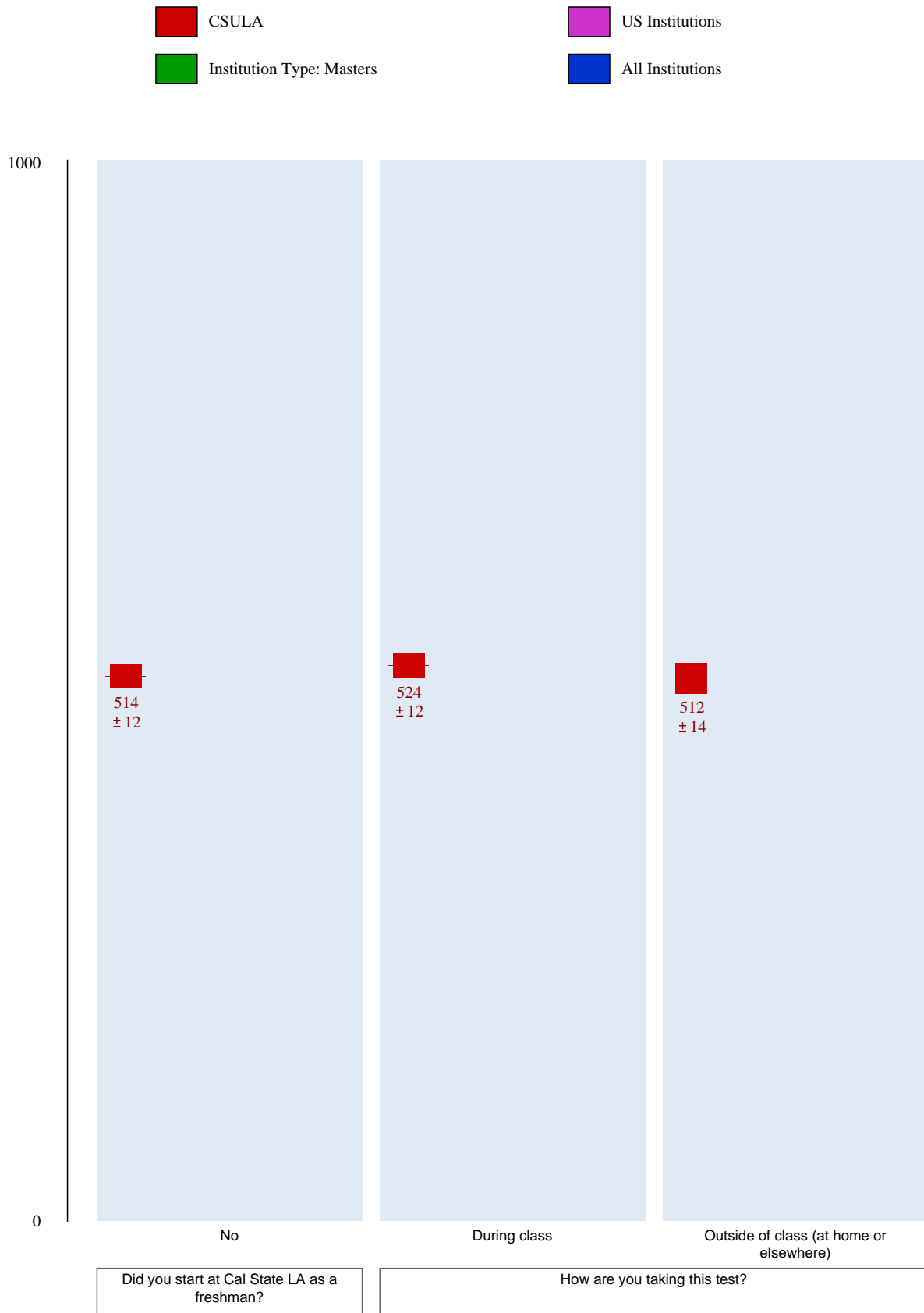


Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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**California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed better than the institution-type benchmark on this skill set for the following demographic groups:

Major: Science/Math

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major: Engineering/Computer Science, Social Sciences/Psychology, Other

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior, Senior

Major: Business

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed better than the CSULA-average-student benchmark:

Major: Science/Math

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Junior, Senior

Major: Engineering/Computer Science, Social Sciences/Psychology, Other

Within California State University, Los Angeles, the following groups performed worse than the CSULA-average-student benchmark:

Major: Business

Detailed Results - Data Table

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

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

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

Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	516 ± 11	518 ± 1	508 ± 1	508 ± 1
Class Standing				
Junior	513 ± 22	540 ± 4	517 ± 2	516 ± 2
Senior	522 ± 13	538 ± 2	520 ± 1	519 ± 1
Majors				
Business	469 ± 24	504 ± 3	509 ± 1	508 ± 1
Engineering / Computer Science	531 ± 29	534 ± 4	533 ± 3	532 ± 3
Science / Math	569 ± 35	530 ± 4	532 ± 3	532 ± 3
Social Sciences / Psychology	523 ± 21	518 ± 3	509 ± 2	508 ± 1
Other	531 ± 21	520 ± 3	502 ± 1	502 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	505 ±18
No	524 ±13
How are you taking this test?	
During class	505 ±15
Outside of class (at home or elsewhere)	530 ±15

Detailed Results - Chart

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

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

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

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

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

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

For example,

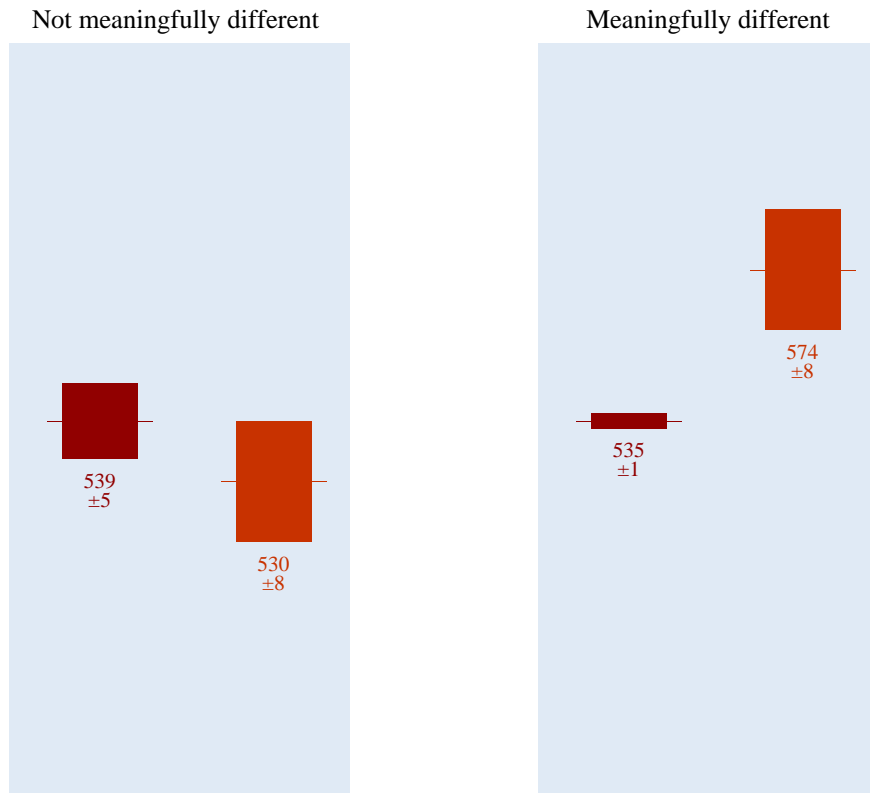


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



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



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

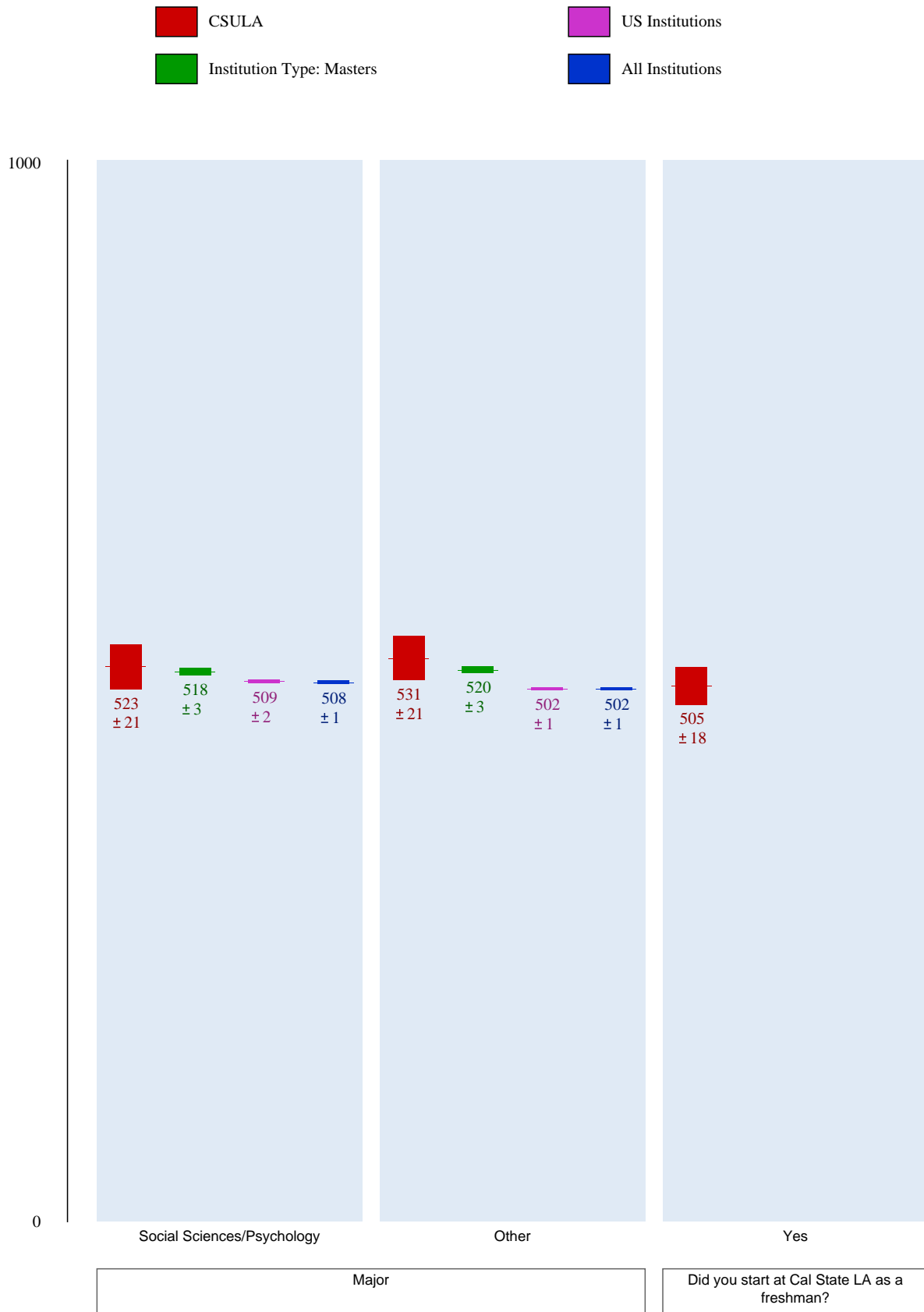


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

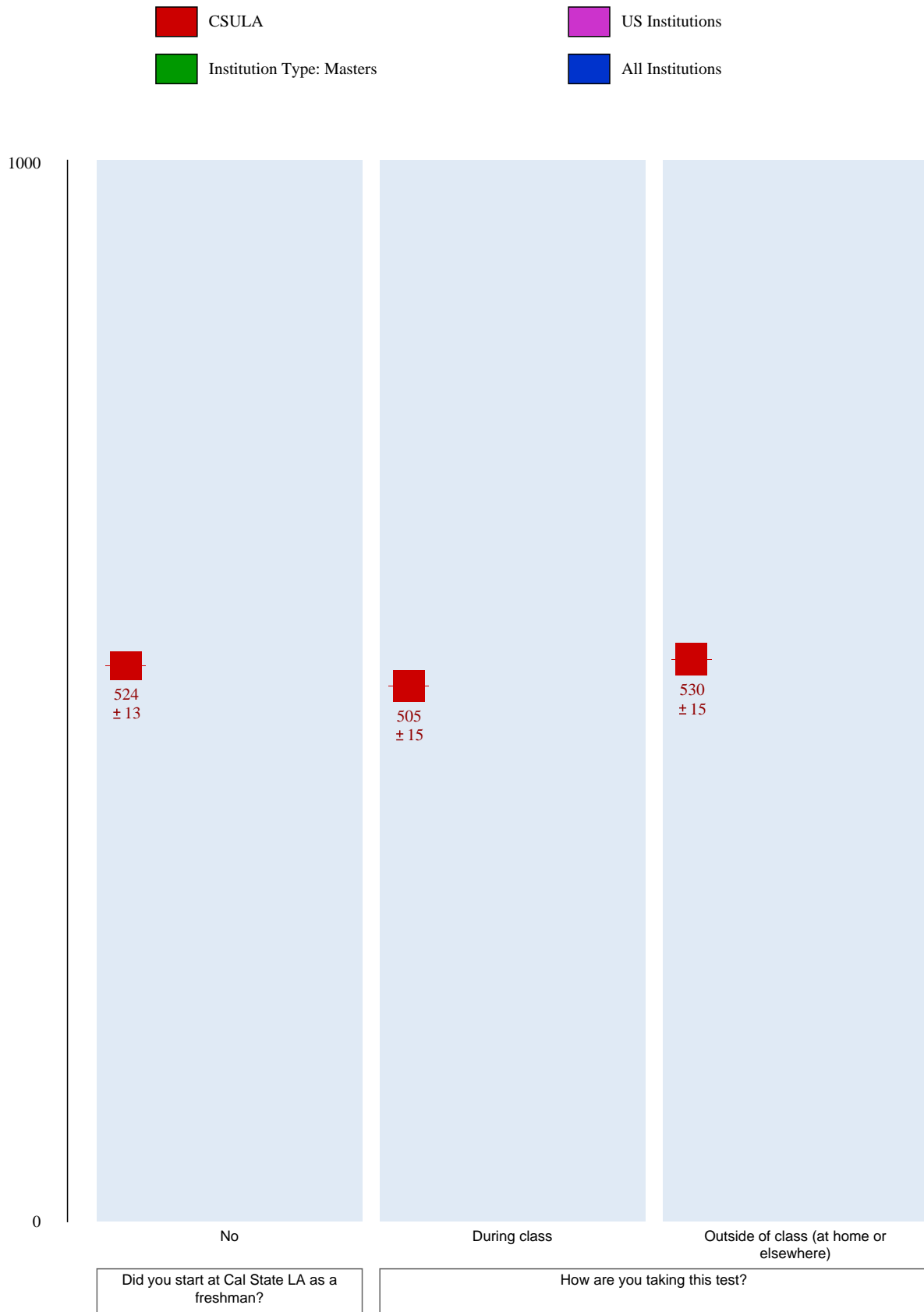


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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**California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed better than the institution-type benchmark on this skill set for the following demographic groups:

Major: Engineering/Computer Science

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior

Major: Business, Science/Math, Social Sciences/Psychology, Other

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Senior

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed better than the CSULA-average-student benchmark:

Major: Engineering/Computer Science

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Junior, Senior

Major: Business, Science/Math, Social Sciences/Psychology, Other

Detailed Results - Data Table

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

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

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	508 ± 9	498 ± 1	492 ± 0	492 ± 0
Class Standing				
Junior	533 ± 17	523 ± 3	502 ± 1	502 ± 1
Senior	498 ± 11	517 ± 2	503 ± 1	502 ± 1
Majors				
Business	498 ± 18	488 ± 2	495 ± 1	494 ± 1
Engineering / Computer Science	563 ± 28	518 ± 3	521 ± 3	519 ± 3
Science / Math	514 ± 32	515 ± 3	515 ± 2	514 ± 2
Social Sciences / Psychology	507 ± 14	498 ± 3	496 ± 1	496 ± 1
Other	485 ± 19	501 ± 2	485 ± 1	485 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	494 ±15
No	515 ±11
How are you taking this test?	
During class	508 ±11
Outside of class (at home or elsewhere)	507 ±14

Detailed Results - Chart

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

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

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

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

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

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

For example,

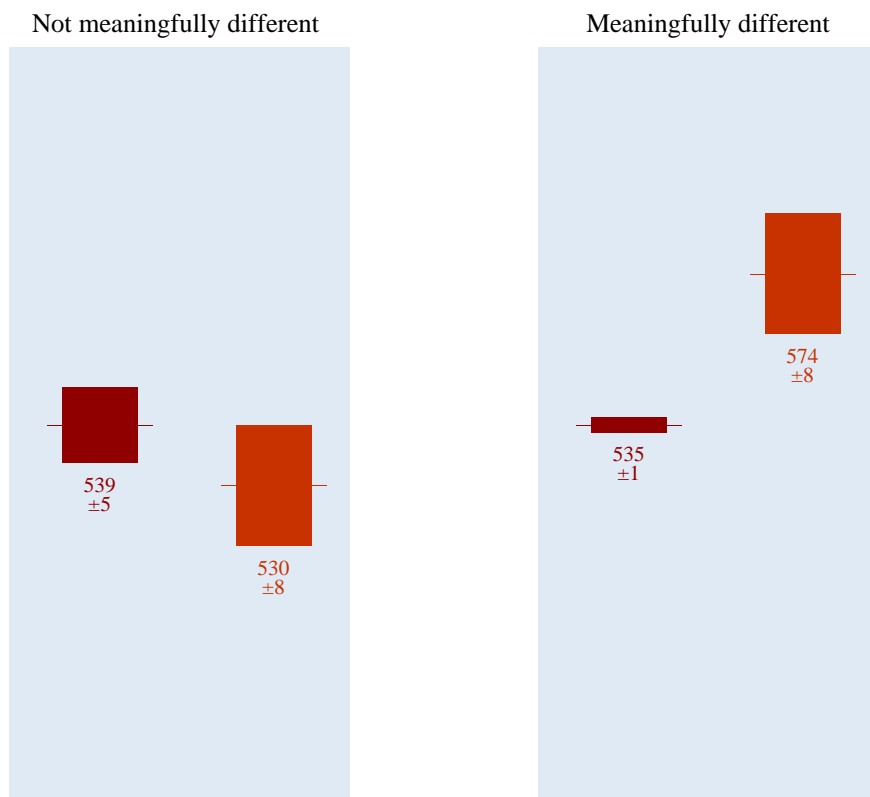


Figure 3.9 Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching

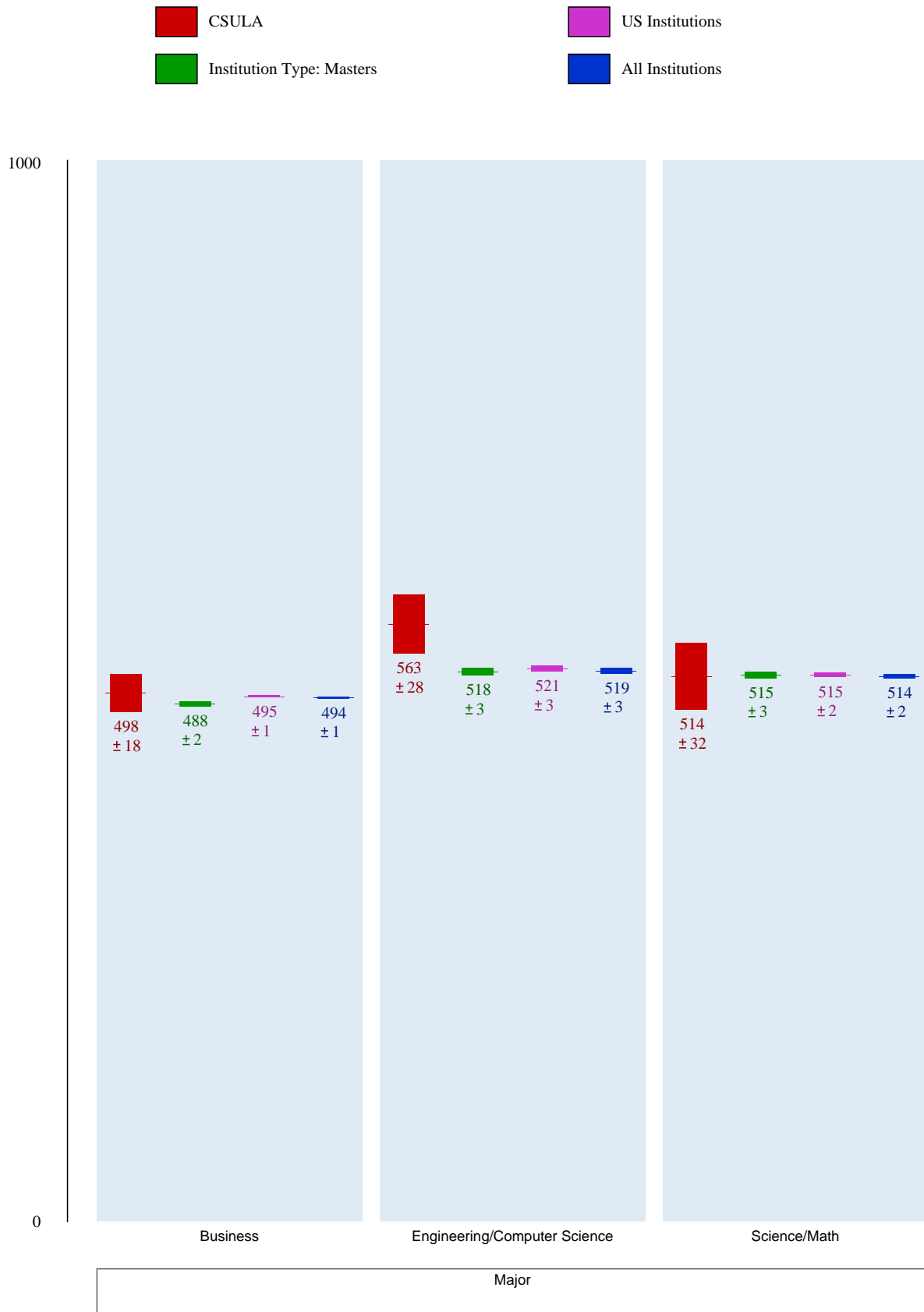


Figure 3.9 (continued) Chart for Skill Set: Searching

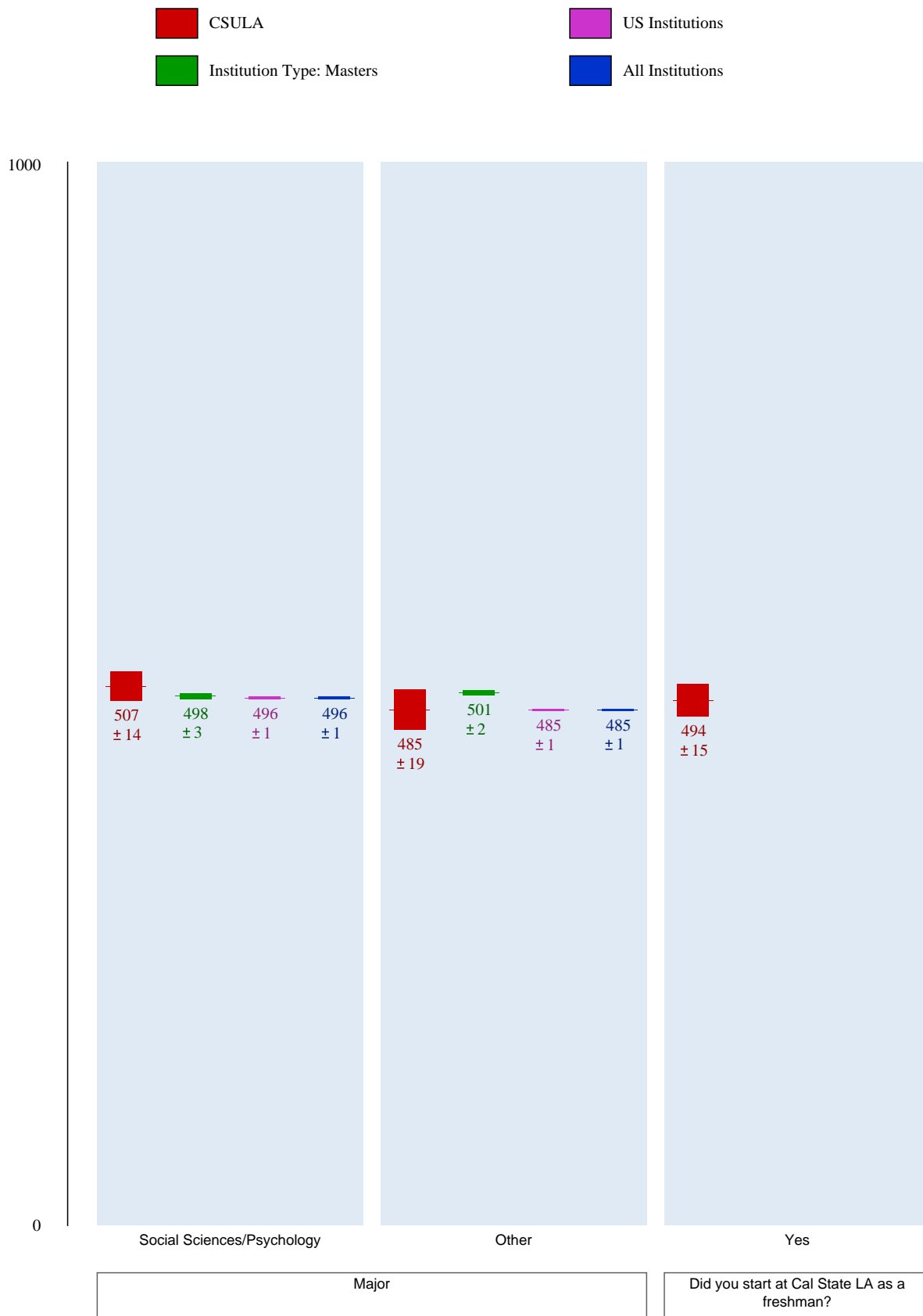


Figure 3.9 (continued) Chart for Skill Set: Searching

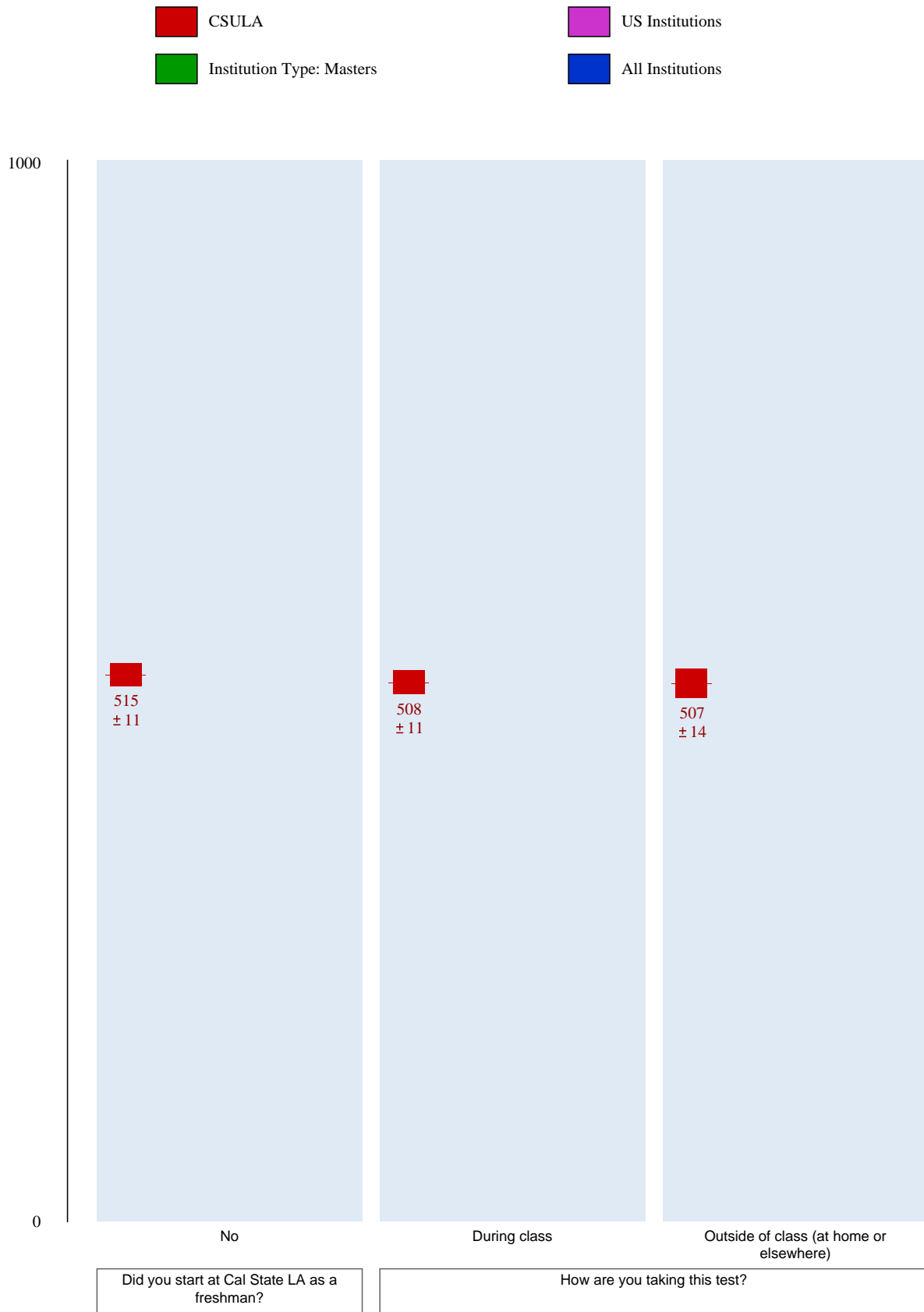


Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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**California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed better than the institution-type benchmark on this skill set for the following demographic groups:

Major: Social Sciences/Psychology

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior, Senior

Major: Business, Science/Math, Other

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Major: Engineering/Computer Science

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed better than the CSULA-average-student benchmark:

Major: Social Sciences/Psychology

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Junior, Senior

Major: Business, Science/Math, Other

Within California State University, Los Angeles, the following groups performed worse than the CSULA-average-student benchmark:

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

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

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

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

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	541 ± 12	535 ± 1	526 ± 1	526 ± 1
Class Standing				
Junior	531 ± 26	552 ± 4	531 ± 2	531 ± 2
Senior	555 ± 15	551 ± 2	537 ± 1	537 ± 1
Majors				
Business	550 ± 24	530 ± 3	526 ± 1	526 ± 1
Engineering / Computer Science	481 ± 41	550 ± 4	554 ± 4	553 ± 3
Science / Math	519 ± 42	543 ± 4	545 ± 3	545 ± 3
Social Sciences / Psychology	587 ± 23	539 ± 4	528 ± 2	528 ± 2
Other	544 ± 26	535 ± 4	520 ± 1	520 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	556 ±18
No	532 ±16
How are you taking this test?	
During class	555 ±16
Outside of class (at home or elsewhere)	526 ±19

Detailed Results - Chart

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

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

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

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

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

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

For example,

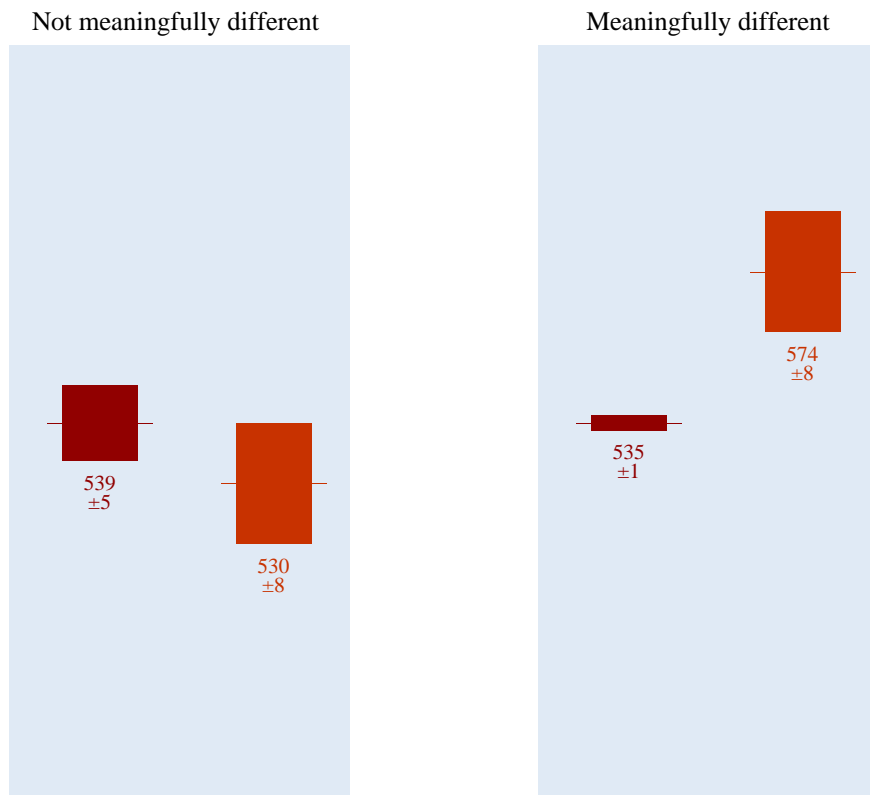


Figure 3.12 Chart for Skill Set: Using Finding Tool Features

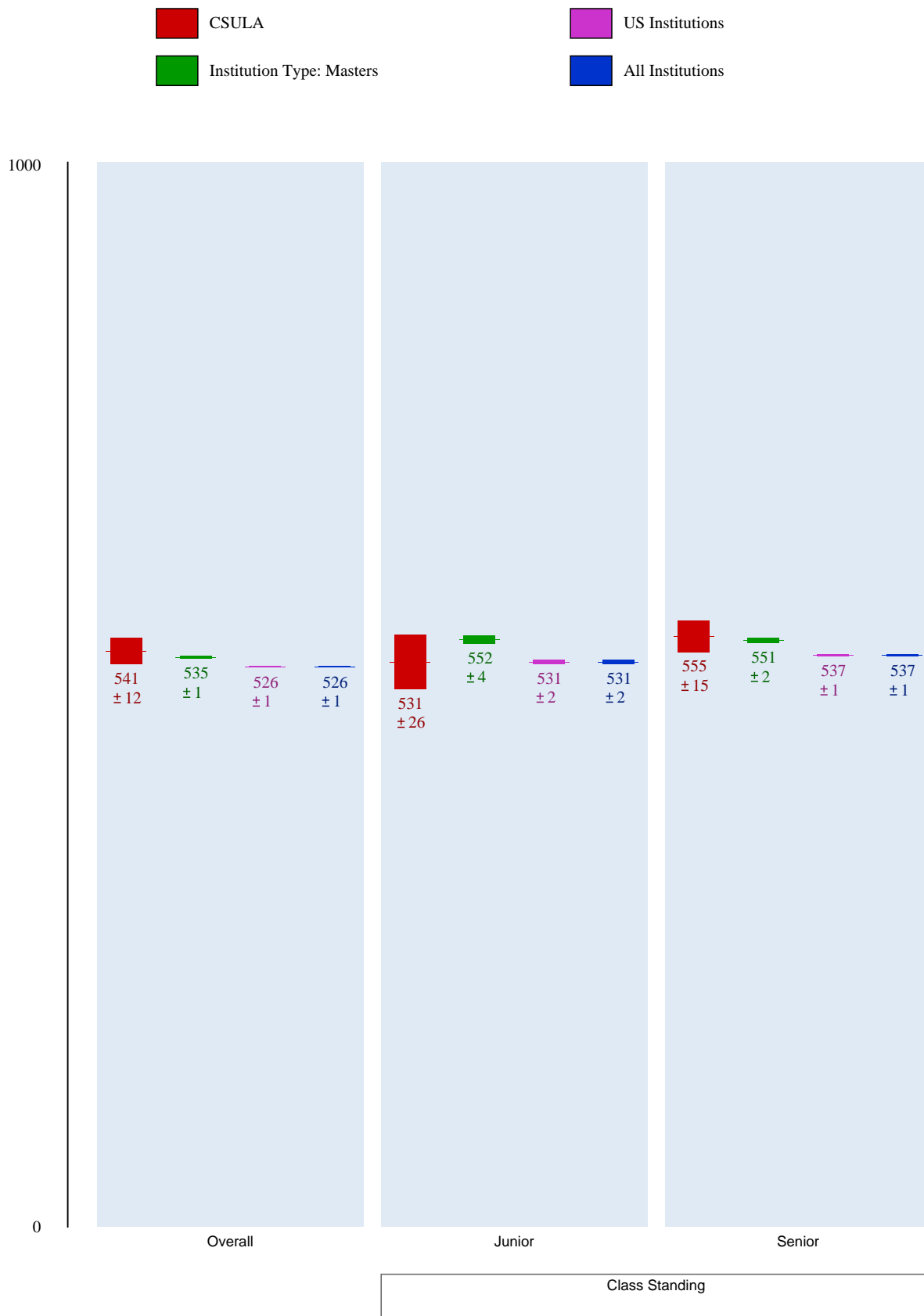


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



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

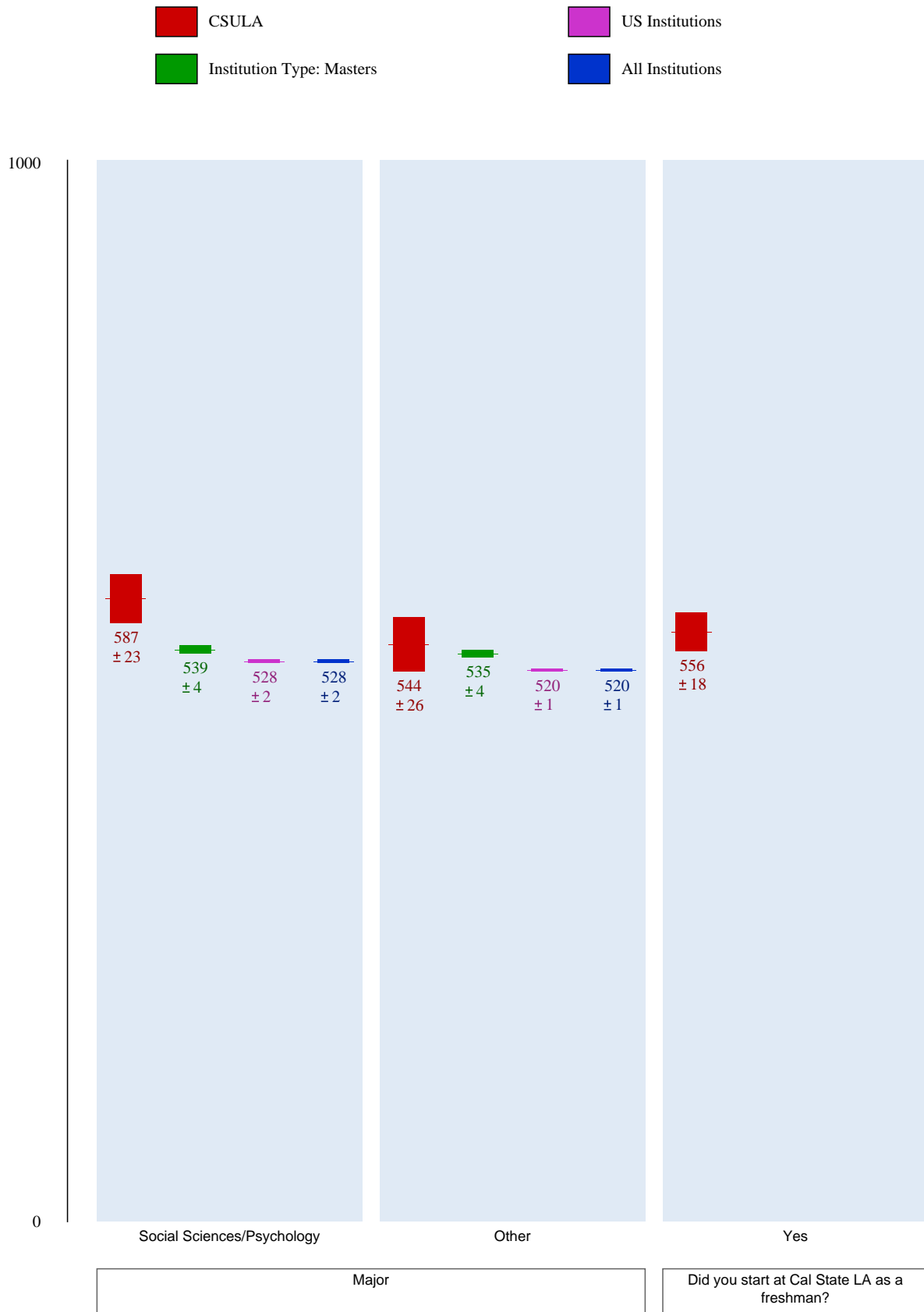


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

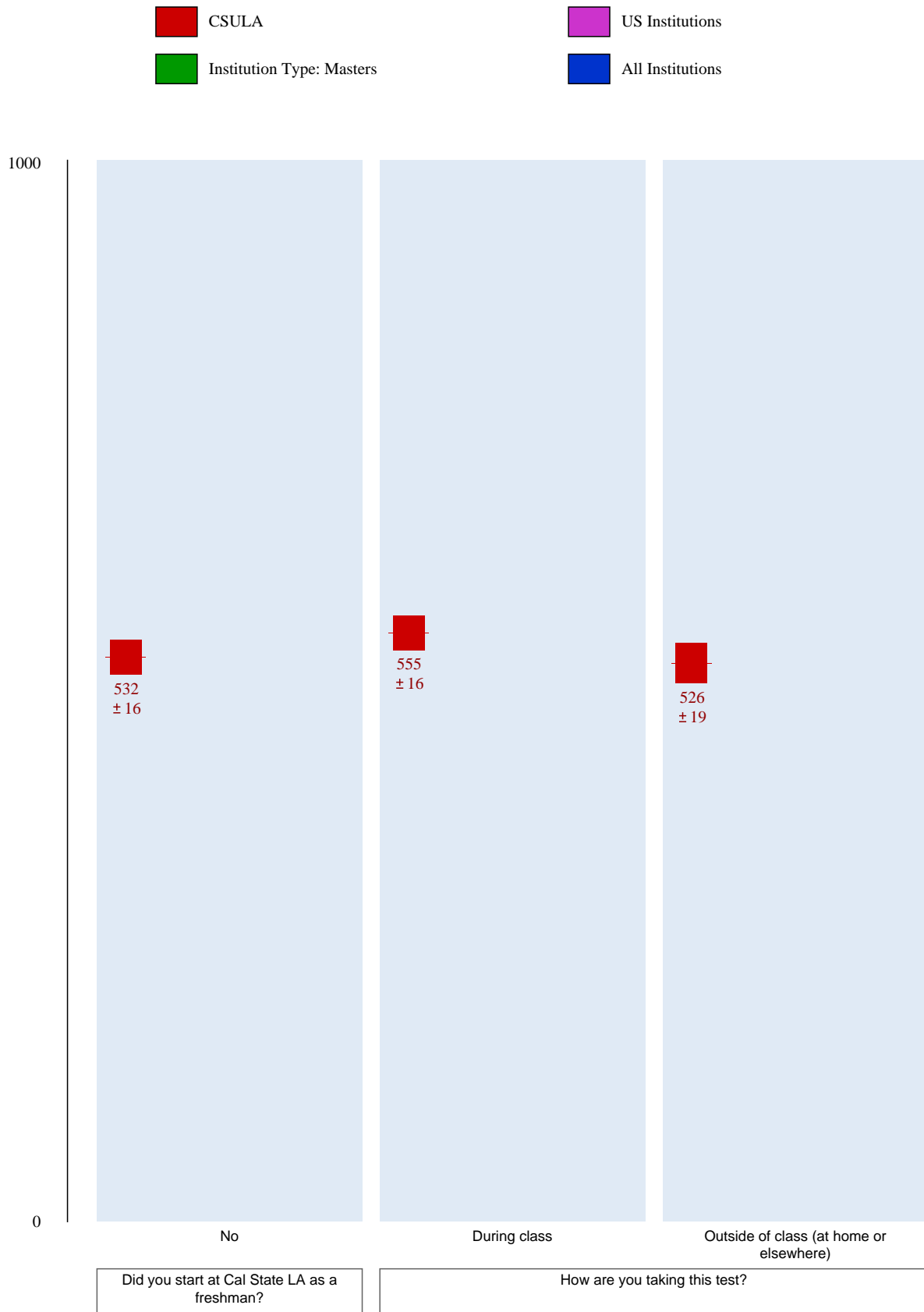


Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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**California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed better than the institution-type benchmark on this skill set for the following demographic groups:

Major: Business, Social Sciences/Psychology

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior, Senior

Major: Science/Math, Other

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Major: Engineering/Computer Science

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed better than the CSULA-average-student benchmark:

Major: Social Sciences/Psychology

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Junior, Senior

Major: Business, Science/Math, Other

Within California State University, Los Angeles, the following groups performed worse than the CSULA-average-student benchmark:

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	546 ± 13	526 ± 1	519 ± 1	519 ± 1
Class Standing				
Junior	569 ± 27	550 ± 4	529 ± 2	530 ± 2
Senior	545 ± 15	559 ± 2	534 ± 1	534 ± 1
Majors				
Business	541 ± 26	512 ± 3	516 ± 1	516 ± 1
Engineering / Computer Science	487 ± 34	534 ± 4	535 ± 4	535 ± 3
Science / Math	534 ± 35	538 ± 4	536 ± 3	537 ± 3
Social Sciences / Psychology	619 ± 22	536 ± 4	527 ± 2	527 ± 2
Other	529 ± 30	527 ± 4	513 ± 1	513 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	529 ±21
No	556 ±16
How are you taking this test?	
During class	561 ±17
Outside of class (at home or elsewhere)	530 ±19

Detailed Results - Chart

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

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

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

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

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

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

For example,

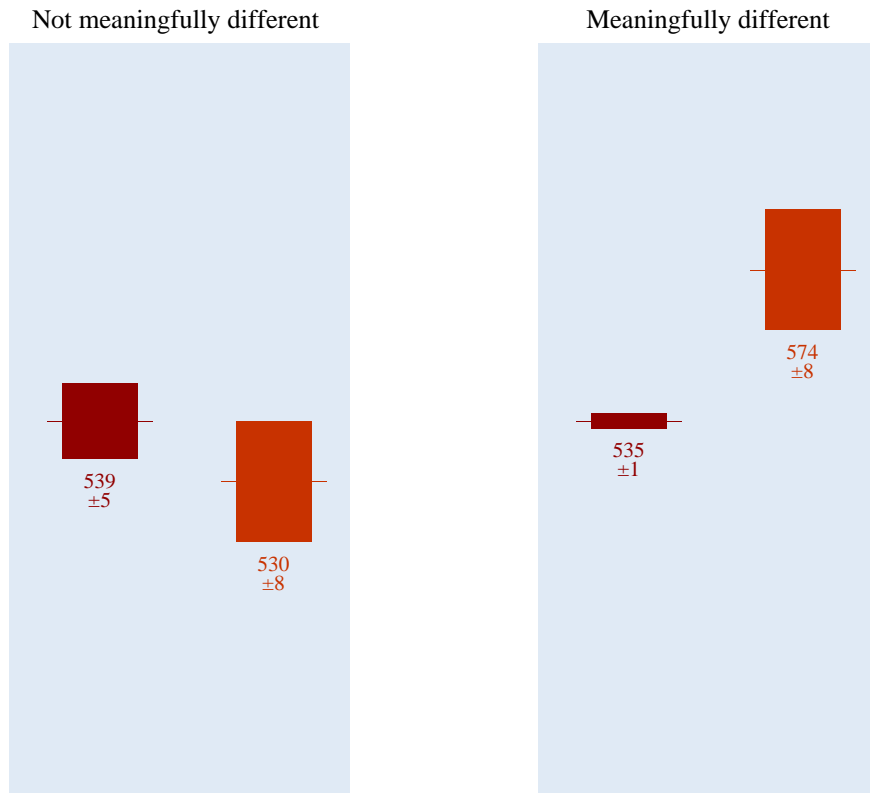


Figure 3.15 Chart for Skill Set: Retrieving Sources



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



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

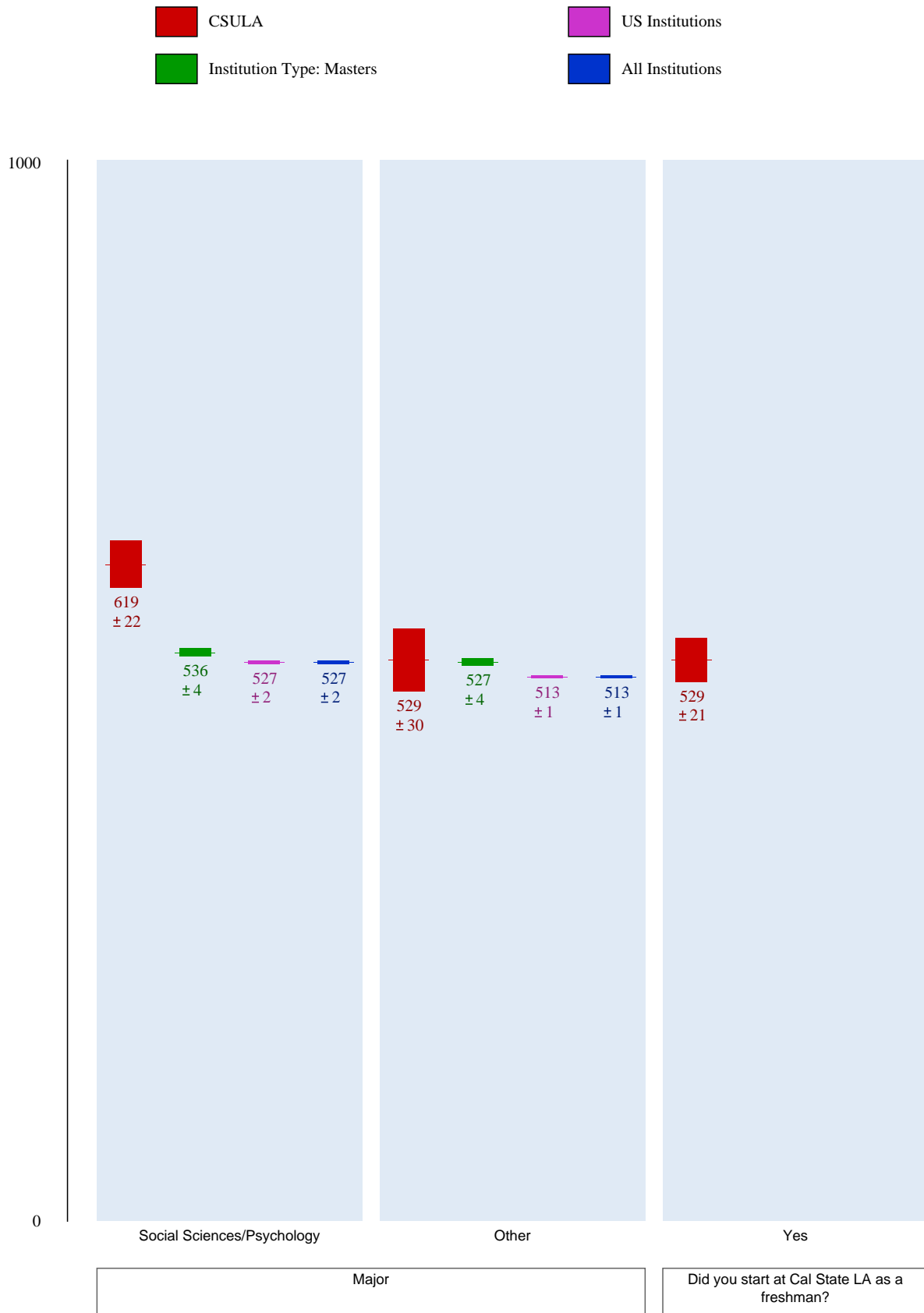


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

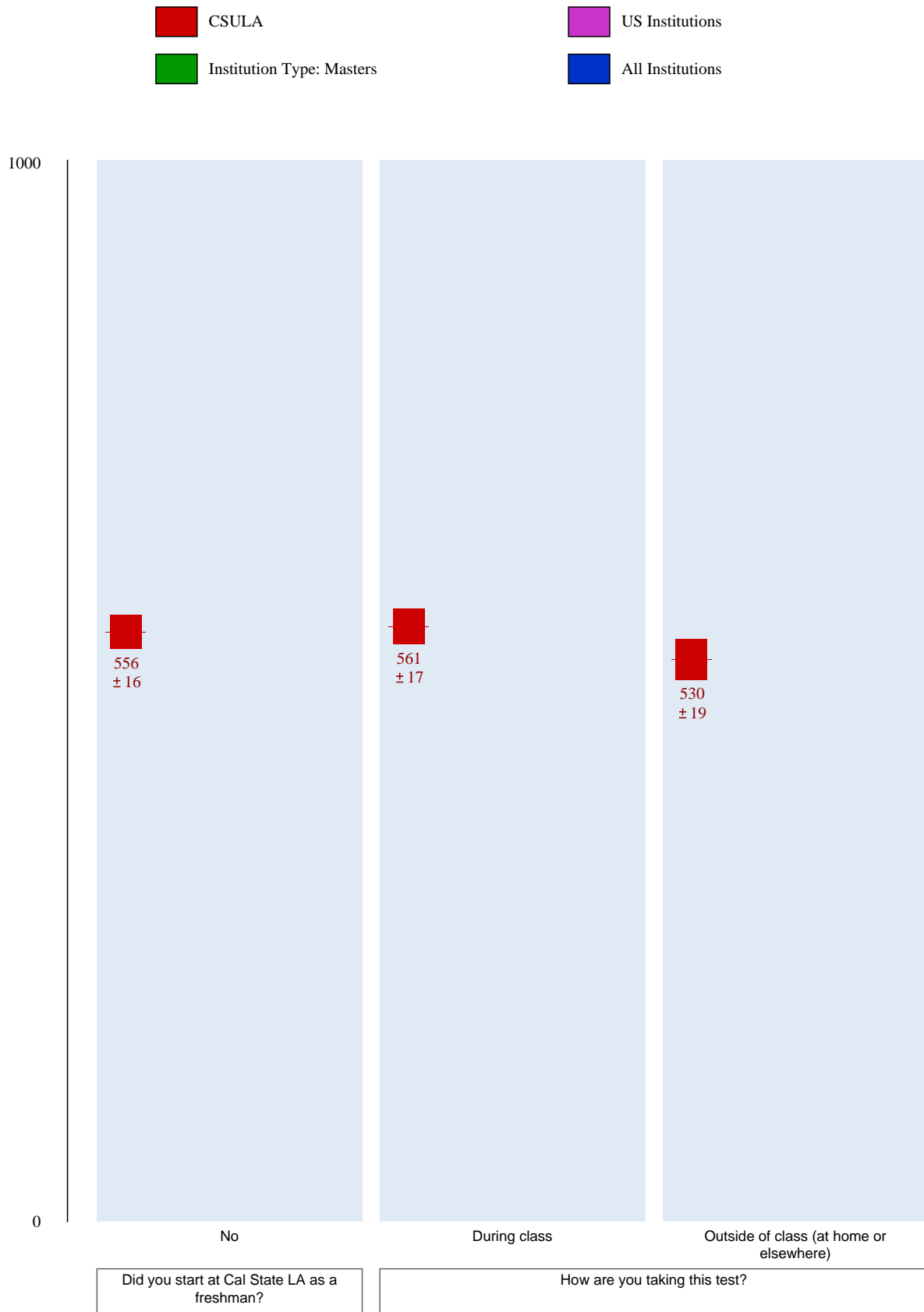


Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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**California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior
Major: Other

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major: Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Senior

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed better than the CSULA-average-student benchmark:

Class Standing: Junior

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Senior
Major: Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology,
Other

Detailed Results - Data Table

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

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

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	499 ± 10	484 ± 1	478 ± 1	478 ± 1
Class Standing				
Junior	540 ± 21	500 ± 3	484 ± 2	484 ± 2
Senior	489 ± 11	504 ± 2	490 ± 1	489 ± 1
Majors				
Business	477 ± 19	473 ± 3	479 ± 1	479 ± 1
Engineering / Computer Science	491 ± 30	505 ± 4	505 ± 3	503 ± 3
Science / Math	505 ± 34	494 ± 4	500 ± 3	499 ± 2
Social Sciences / Psychology	498 ± 19	482 ± 3	484 ± 1	483 ± 1
Other	527 ± 22	488 ± 3	472 ± 1	472 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	497 ±16
No	501 ±13
How are you taking this test?	
During class	502 ±13
Outside of class (at home or elsewhere)	497 ±15

Detailed Results - Chart

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

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

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

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

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

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

For example,

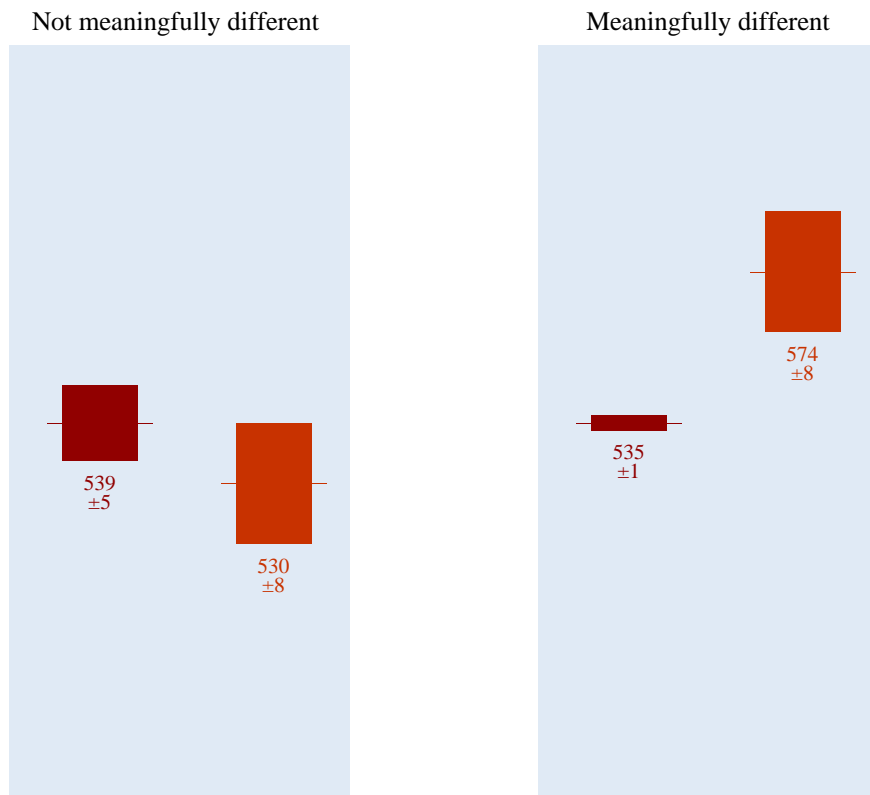


Figure 3.18 Chart for Skill Set: Evaluating Sources



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



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

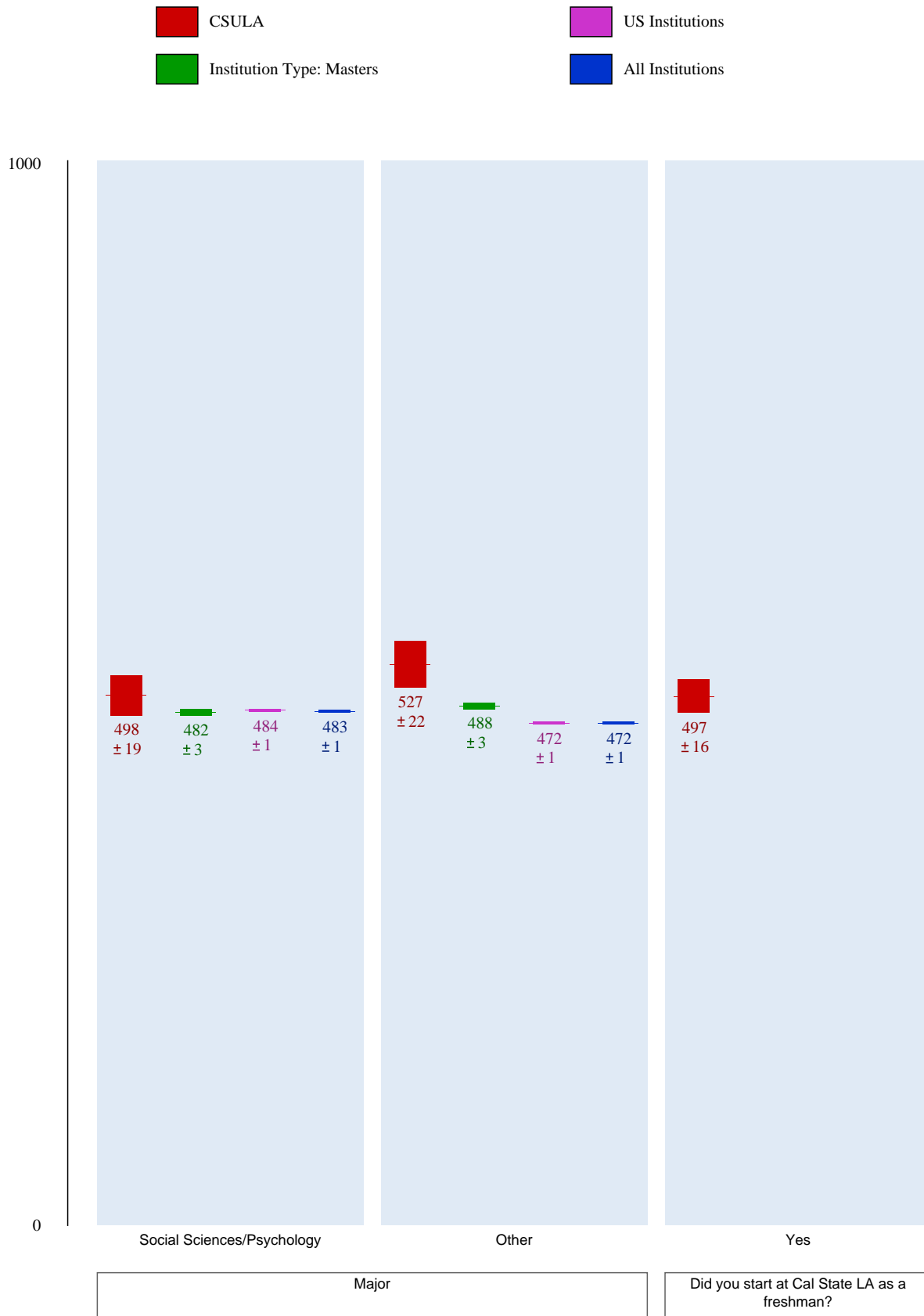


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

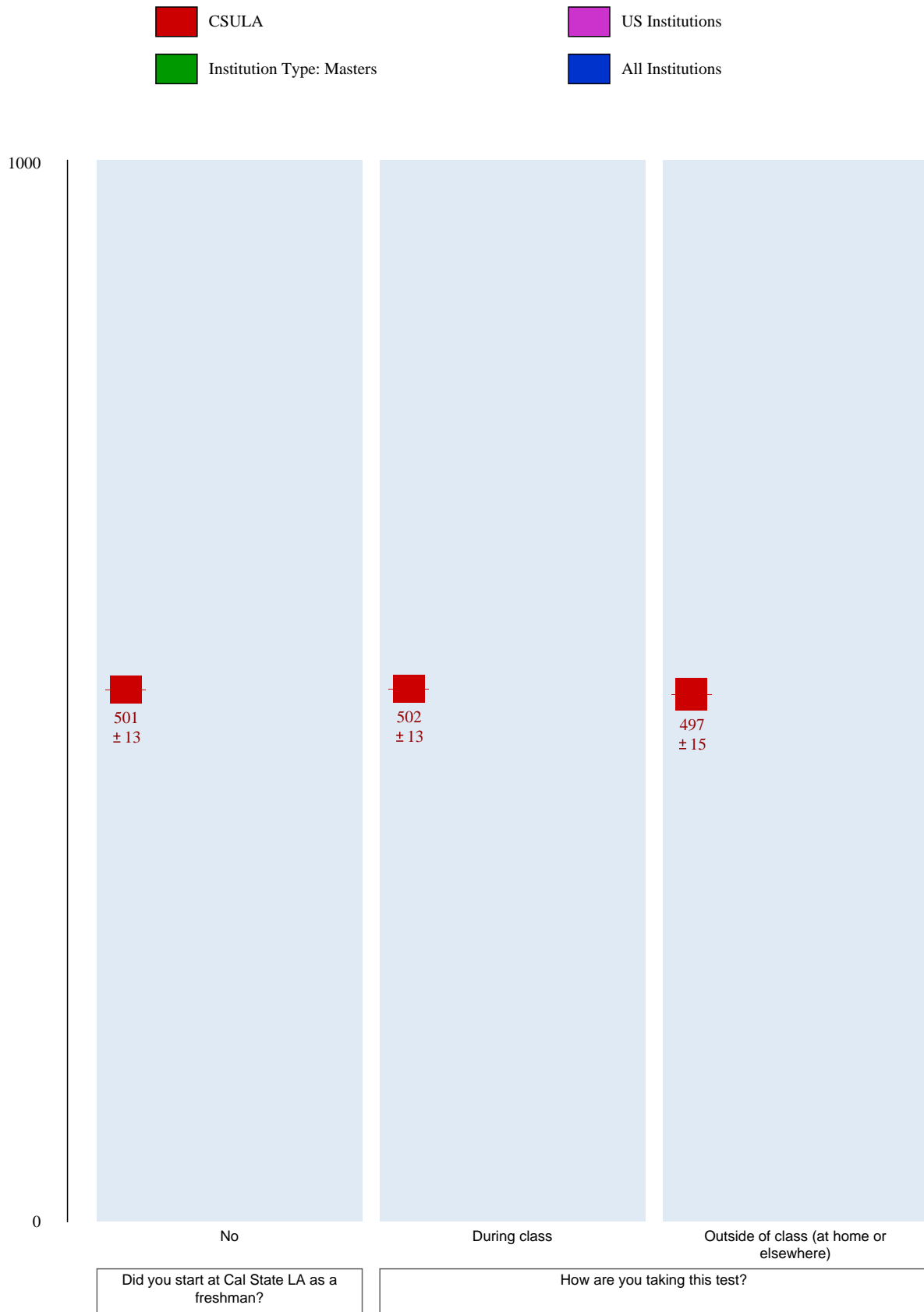


Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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**California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed better than the institution-type benchmark on this skill set for the following demographic groups:

Major: Social Sciences/Psychology, Other

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior

Major: Business, Engineering/Computer Science, Science/Math

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Senior

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Junior, Senior

Major: Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Detailed Results - Data Table

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

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

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	505 ± 13	493 ± 1	473 ± 1	473 ± 1
Class Standing				
Junior	507 ± 25	523 ± 4	487 ± 2	486 ± 2
Senior	507 ± 16	526 ± 2	490 ± 1	490 ± 1
Majors				
Business	477 ± 29	483 ± 3	468 ± 1	468 ± 1
Engineering / Computer Science	510 ± 33	499 ± 5	497 ± 4	496 ± 4
Science / Math	506 ± 33	514 ± 4	511 ± 3	510 ± 3
Social Sciences / Psychology	536 ± 31	497 ± 4	475 ± 2	475 ± 2
Other	535 ± 27	491 ± 4	464 ± 1	464 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	526 ±21
No	491 ±17
How are you taking this test?	
During class	501 ±19
Outside of class (at home or elsewhere)	509 ±19

Detailed Results - Chart

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

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

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

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

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

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

For example,

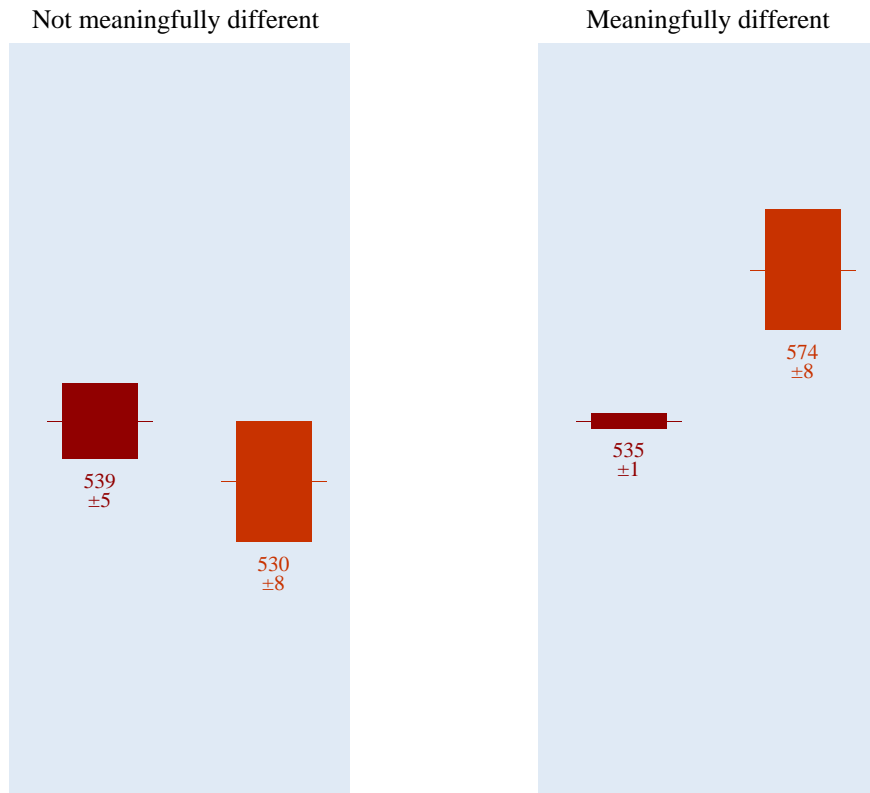


Figure 3.21 Chart for Skill Set: Documenting Sources



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



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

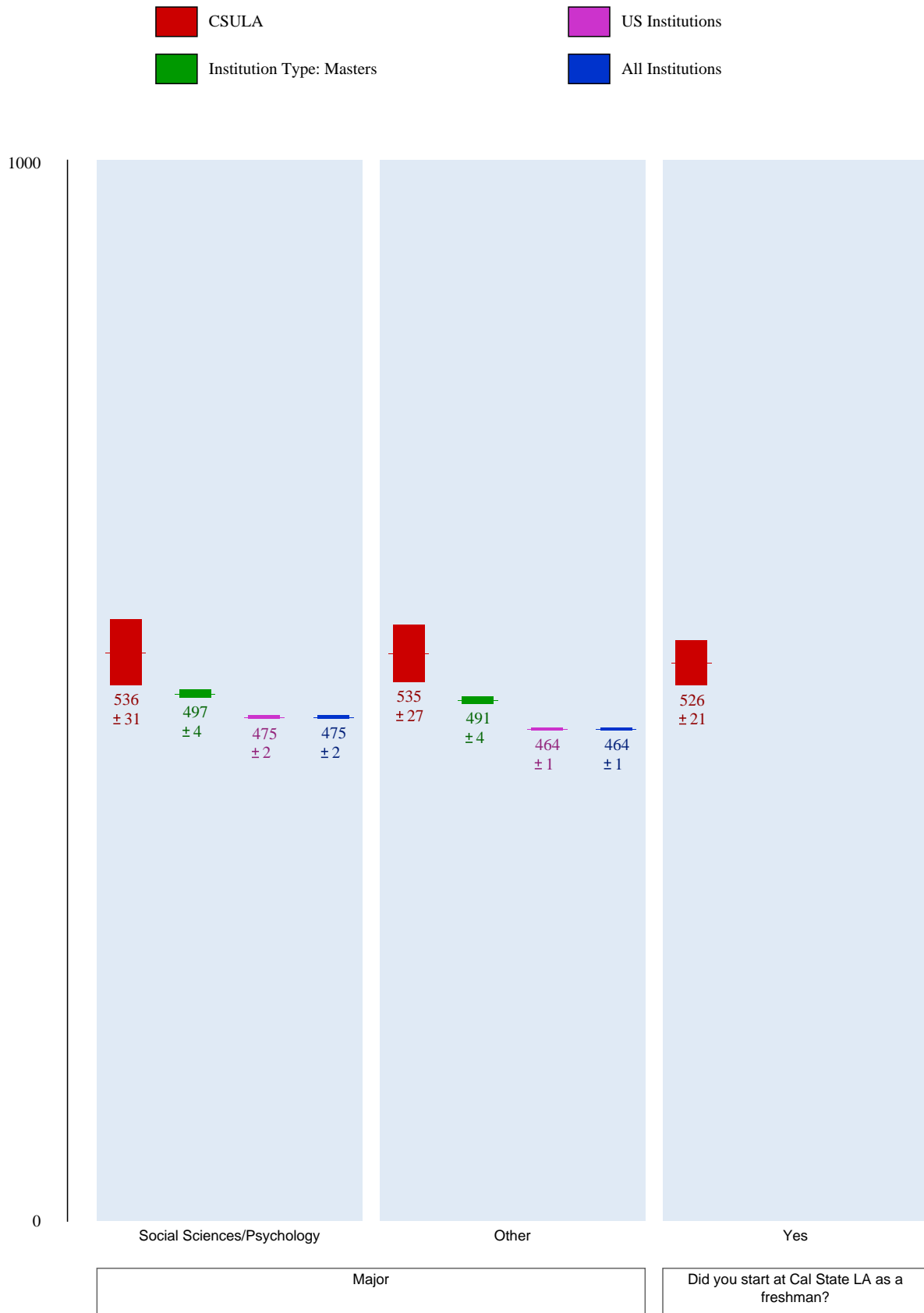


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

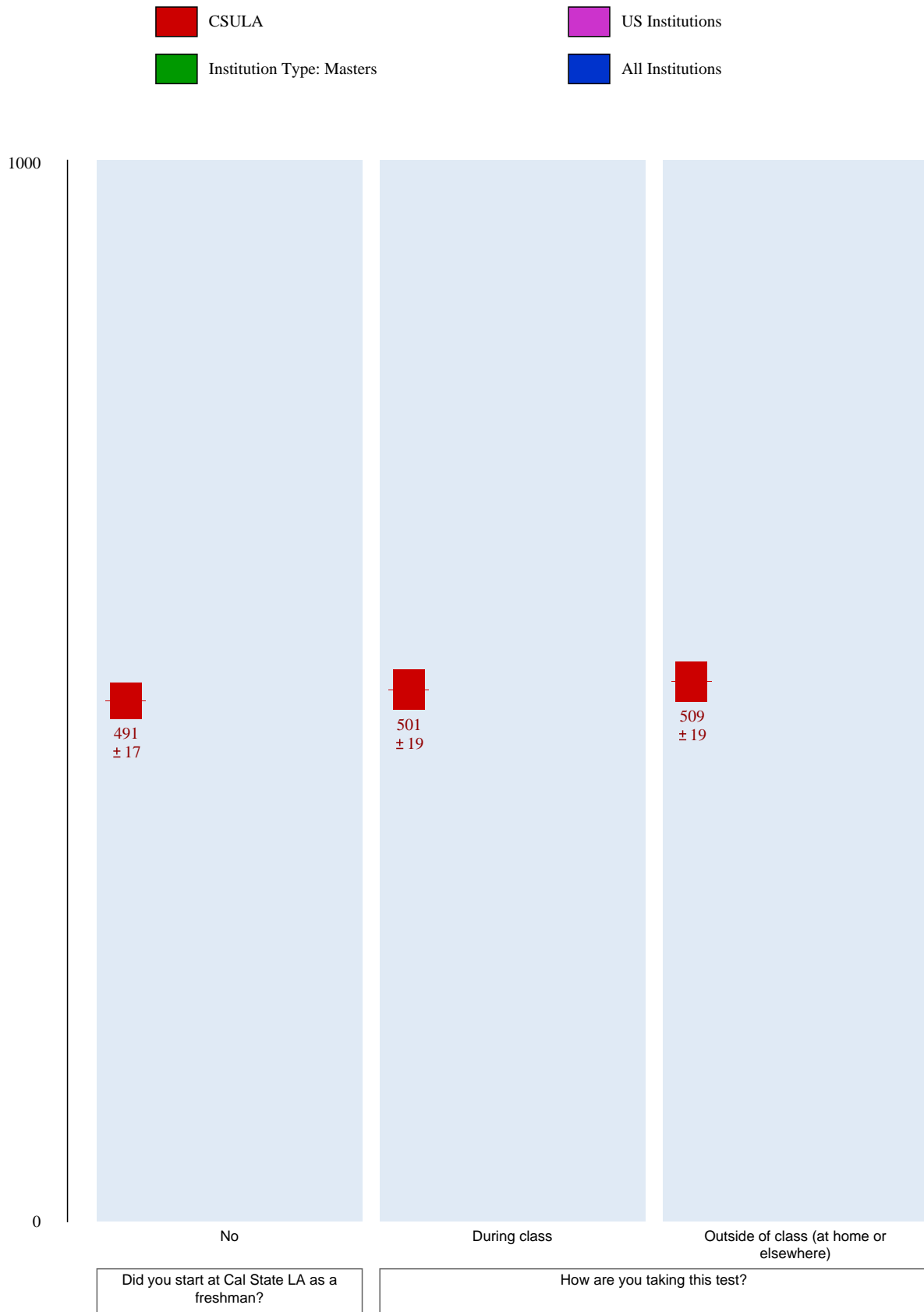


Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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**California State University, Los Angeles Compared to Other Masters Institutions, by Demographic Characteristics

Students at California State University, Los Angeles performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior

Students at California State University, Los Angeles performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major: Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology,
Other

Students at California State University, Los Angeles performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Senior

Demographic Groups within California State University, Los Angeles Compared to the CSULA Overall Performance on This Skill Set

Within California State University, Los Angeles, the following groups performed better than the CSULA-average-student benchmark:

Class Standing: Junior

Within California State University, Los Angeles, the following groups performed about the same as the CSULA-average-student benchmark:

Class Standing: Senior

Major: Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology,
Other

Detailed Results - Data Table

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

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

	California State University, Los Angeles	Institution Type: Masters	US Institutions	All Institutions
Overall	480 ± 11	479 ± 1	474 ± 1	474 ± 1
Class Standing				
Junior	536 ± 24	504 ± 3	481 ± 2	481 ± 2
Senior	461 ± 13	500 ± 2	488 ± 1	488 ± 1
Majors				
Business	477 ± 21	476 ± 3	478 ± 1	478 ± 1
Engineering / Computer Science	487 ± 30	507 ± 4	507 ± 3	507 ± 3
Science / Math	491 ± 40	491 ± 4	489 ± 2	489 ± 2
Social Sciences / Psychology	477 ± 22	475 ± 3	478 ± 1	478 ± 1
Other	488 ± 24	476 ± 3	469 ± 1	469 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

Did you start at Cal State LA as a freshman?	
Yes	470 ±17
No	488 ±15
How are you taking this test?	
During class	484 ±15
Outside of class (at home or elsewhere)	477 ±17

Detailed Results - Chart

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

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

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

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

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

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

For example,

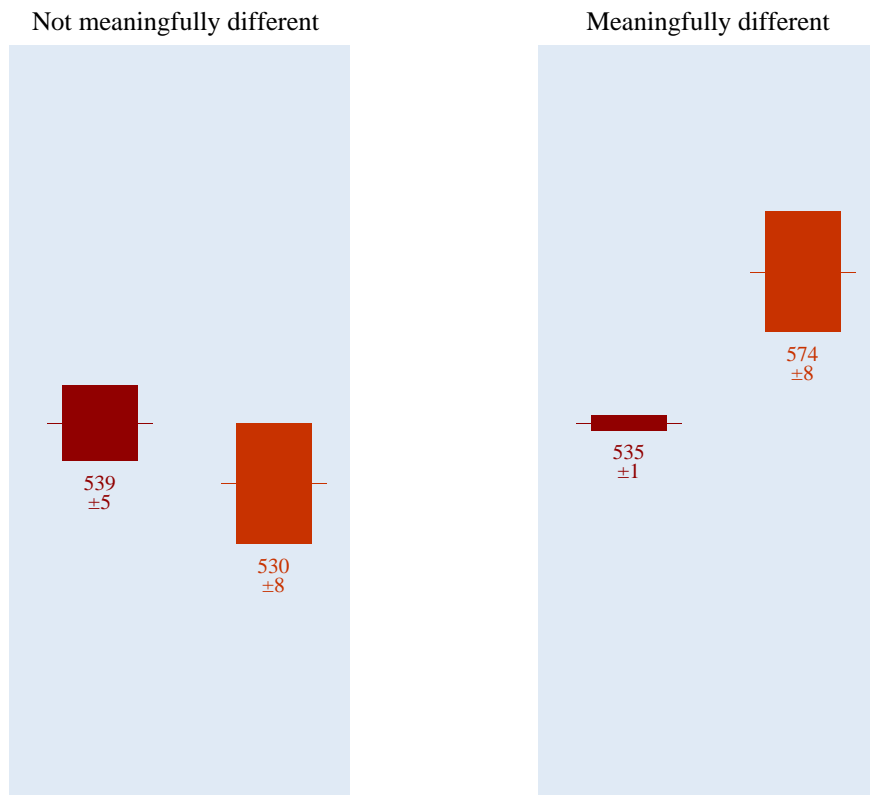


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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



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

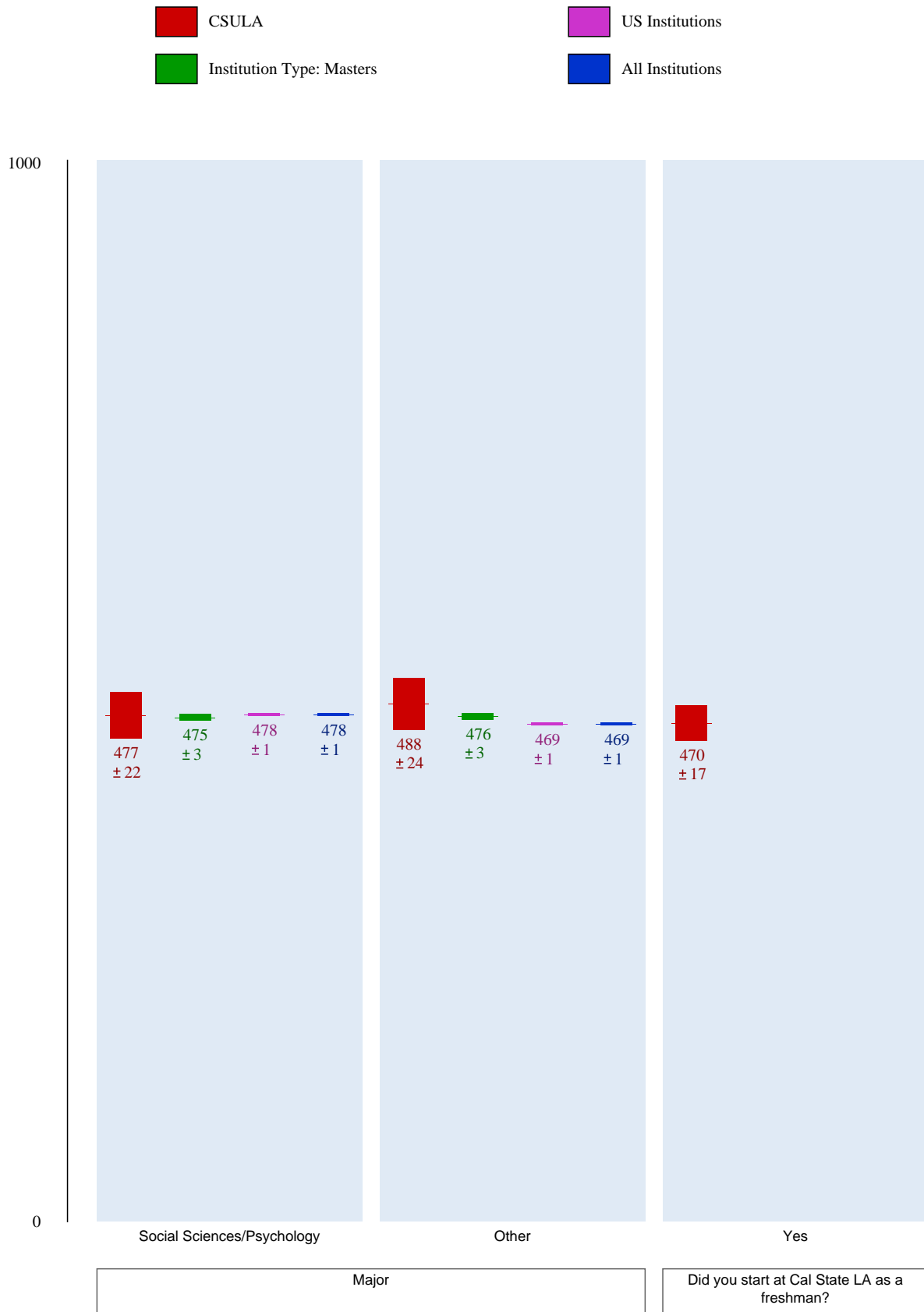


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

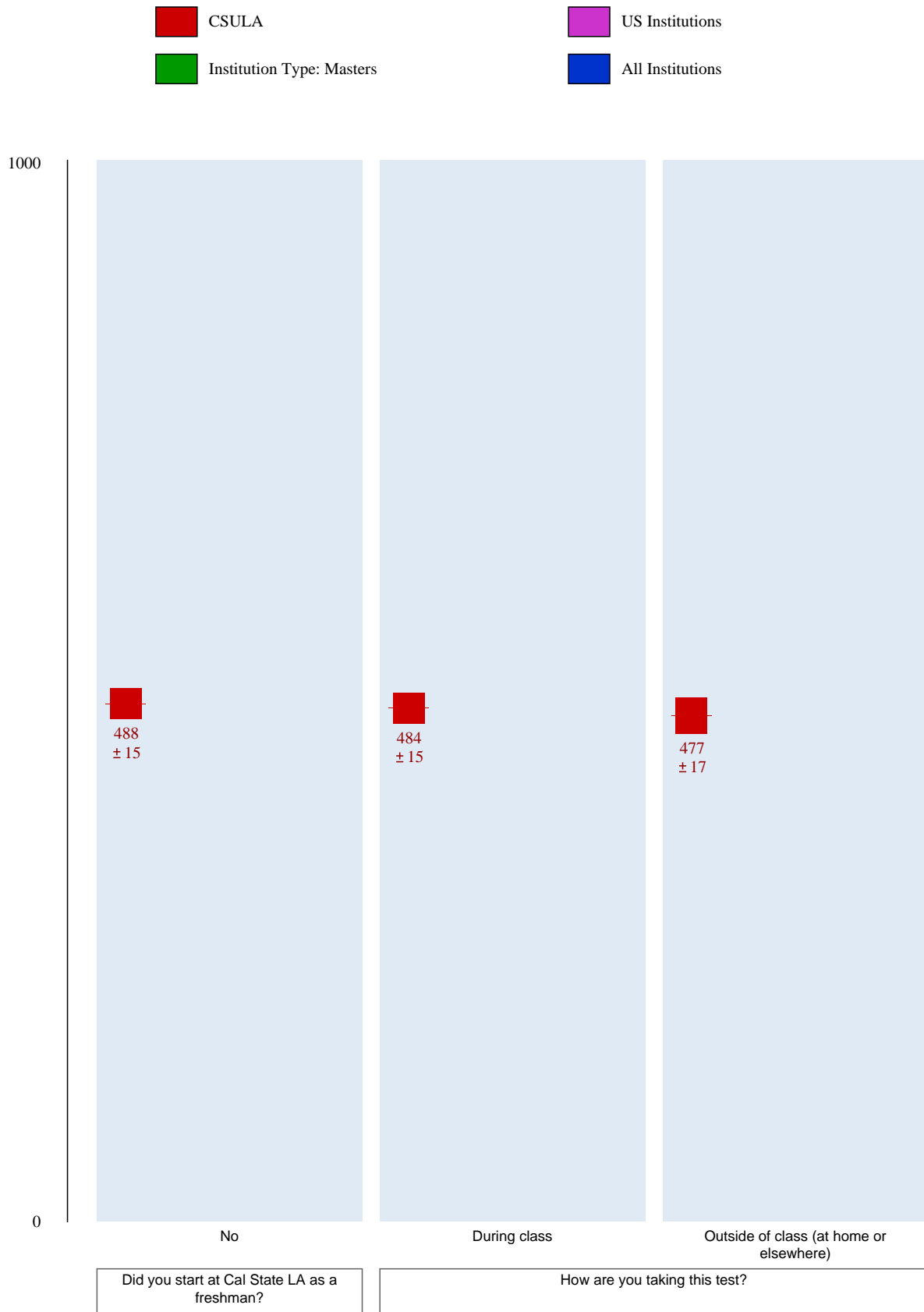


Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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 California State University, Los Angeles performed better than than the 'institution-type' benchmark on Standard 2 (Accesses Needed Information Effectively and Efficiently).

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

Detailed Results - Data Table

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

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

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

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

Figure 4.1 Data Table for ACRL Standards

	CSULA	Institution Type: Masters	US Institutions	All Institutions
ACRL Standard				
Standard 1: Determines the Nature and Extent of the Information Needed	519 ±9	511 ±1	507 ±0	507 ±0
Standard 2: Accesses Needed Information Effectively and Efficiently	521 ±6	512 ±1	507 ±0	506 ±0
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	478 ±11	471 ±1	460 ±1	460 ±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	485 ±10	485 ±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.

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

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

For example,

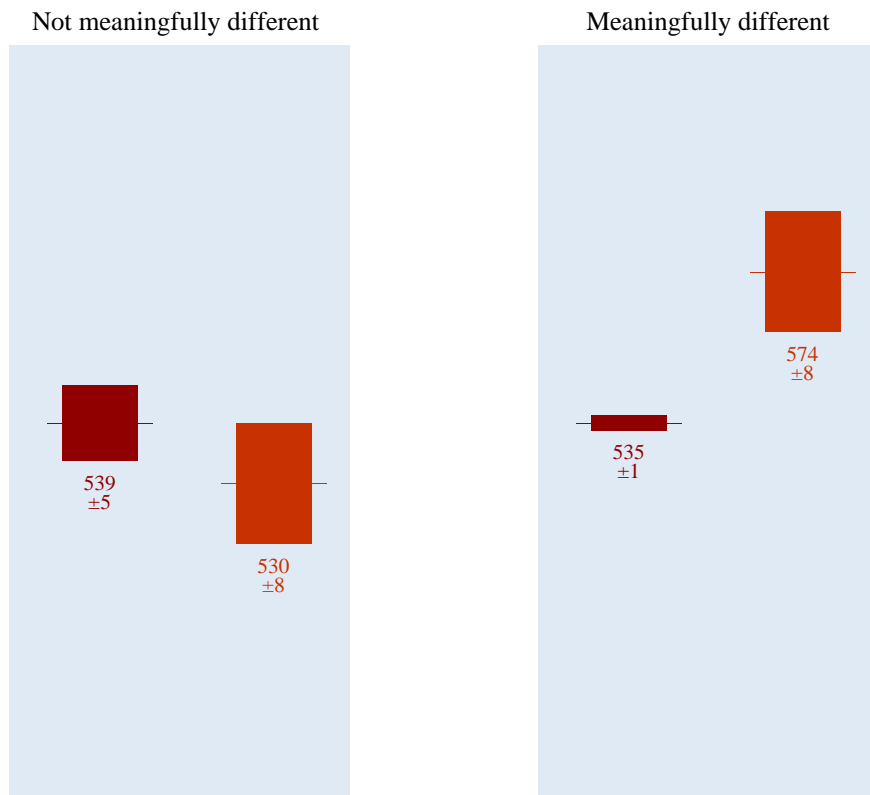


Figure 4.2 Chart for ACRL Standards



Figure 4.2 (continued) Chart for ACRL Standards



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

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

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

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

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A

About Project SAILS

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

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

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

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

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

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Country	Type of Institution
1.	Abilene Christian University	US	Masters
2.	Ashford University	US	Baccalaureate - General
3.	Auburn University	US	Doctorate
4.	Baker University	US	Doctorate
5.	Baldwin-Wallace College	US	Masters
6.	Belmont Abbey College	US	Baccalaureate - Liberal Arts
7.	Bergen Community College	US	Associates
8.	Butler County Community College	US	Associates
9.	California State University, Fresno	US	Masters
10.	California State University, Los Angeles	US	Masters
11.	Central Methodist University	US	Baccalaureate - Liberal Arts
12.	Central Wyoming College	US	Associates
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.	Curry College	US	Baccalaureate - Liberal Arts
19.	East Central University	US	Baccalaureate - Liberal Arts
20.	Eckerd College	US	Baccalaureate - Liberal Arts
21.	Grand Valley State University	US	Masters
22.	Harrisburg University of Science and Technology	US	Masters
23.	Indiana University East	US	Baccalaureate - General
24.	Indiana Wesleyan University	US	Masters
25.	Johnson & Wales University	US	Baccalaureate - General
26.	Kaiser Permanente School of Allied Health Sciences	US	Baccalaureate - General
27.	Lancaster Bible College	US	Baccalaureate - General
28.	Loyola University	US	Doctorate
29.	Lynchburg College	US	Masters
30.	Manchester Community College	US	Associates
31.	Mansfield University	US	Masters
32.	Molloy College	US	Masters
33.	Norfolk State University	US	Masters
34.	Northern State University	US	Masters
35.	Palm Beach State College	US	Associates
36.	Patrick Henry College	US	Baccalaureate - Liberal Arts
37.	Pepperdine University Library	US	Doctorate
38.	Pikeville College	US	Baccalaureate - Liberal Arts
39.	Samford University	US	Doctorate
40.	San Antonio College	US	Associates

	Institution	Country	Type of Institution
41.	Seward County Community College and Area Technical School	US	Associates
42.	St. Johns River State College	US	Baccalaureate - General
43.	The Culinary Institute of America	US	Baccalaureate - General
44.	Thomas College	US	Masters
45.	Thomas Edison State College	US	Masters
46.	University of Illinois Springfield	US	Doctorate
47.	University of Lethbridge	CA	Doctorate
48.	University of Maine at Farmington	US	Baccalaureate - Liberal Arts
49.	University of Mary Washington	US	Masters
50.	University of Montevallo	US	Masters
51.	University of San Francisco	US	Doctorate
52.	University of Tennessee at Martin	US	Baccalaureate - General
53.	University of Valley Forge	US	Masters
54.	University of Virgin Islands	VI	Masters
55.	University of Wisconsin Colleges	US	Associates
56.	Valencia Community College	US	Associates
57.	Western New England University	US	Masters
58.	William Jessup University	US	Baccalaureate - Liberal Arts
59.	Wor-Wic Community College	US	Associates

APPENDIX C

Test-Taker Profiles for Each Administration

		Abilene Christian University Fall Freshmen 2014		Abilene Christian University Fall Capstone 2014		Abilene Christian University Cornerstone Fall 15		Abilene Christian University Capstone 2015-16	
		Fall 2014 (n=706)		Spring 2015 (n=351)		Fall 2015 (n=561)		Spring 2016 (n=346)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	697	98.7	0	0.0	550	98.0	1	0.3
	Sophomore	6	0.8	2	0.6	10	1.8	0	0.0
	Junior	2	0.3	55	15.7	1	0.2	31	9.0
	Senior	0	0.0	290	82.6	0	0.0	313	90.5
	Other	1	0.1	4	1.1	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	21	3.0	8	2.3	16	2.9	15	4.3
	Architecture	2	0.3	2	0.6	9	1.6	1	0.3
	Business	114	16.1	111	31.6	91	16.2	104	30.1
	Communications/Journalism	38	5.4	7	2.0	15	2.7	5	1.4
	Education	42	5.9	29	8.3	33	5.9	9	2.6
	Engineering/Computer Science	57	8.1	10	2.8	40	7.1	15	4.3
	General Studies	2	0.3	1	0.3	1	0.2	1	0.3
	Health Sciences	132	18.7	38	10.8	127	22.6	70	20.2
	History	8	1.1	2	0.6	7	1.2	4	1.2
	Humanities	10	1.4	5	1.4	11	2.0	14	4.0
	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	38	5.4	27	7.7	23	4.1	28	8.1
	Science/Math	80	11.3	33	9.4	64	11.4	40	11.6
	Social Sciences/Psychology	60	8.5	34	9.7	47	8.4	23	6.6
	Other	59	8.4	44	12.5	45	8.0	17	4.9
	Undecided	43	6.1	0	0.0	32	5.7	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

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

		Ashford University ENG122 Spring 2015		Ashford University GEN 499 Spring 2015		Ashford University GEN499 Spring 2015		Ashford University ENG122 Fall 2015	
		Spring 2015		Spring 2015		Spring 2015		Fall 2015	
		(n=3,030)		(n=60)		(n=3,353)		(n=2,768)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1,870	61.7	0	0.0	13	0.4	1,676	60.5
	Sophomore	591	19.5	0	0.0	43	1.3	520	18.8
	Junior	330	10.9	28	46.7	407	12.1	336	12.1
	Senior	70	2.3	32	53.3	2,809	83.8	55	2.0
	Other	169	5.6	0	0.0	81	2.4	181	6.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	19	0.6	0	0.0	19	0.6	13	0.5
	Architecture	1	0.0	0	0.0	0	0.0	4	0.1
	Business	819	27.0	14	23.3	1,059	31.6	756	27.3
	Communications/Journalism	36	1.2	5	8.3	58	1.7	36	1.3
	Education	480	15.8	14	23.3	489	14.6	406	14.7
	Engineering/Computer Science	8	0.3	2	3.3	3	0.1	9	0.3
	General Studies	19	0.6	0	0.0	34	1.0	21	0.8
	Health Sciences	301	9.9	2	3.3	306	9.1	265	9.6
	History	21	0.7	0	0.0	51	1.5	24	0.9
	Humanities	17	0.6	0	0.0	44	1.3	24	0.9
	Law	95	3.1	0	0.0	79	2.4	81	2.9
	Military/Naval Science	4	0.1	0	0.0	8	0.2	12	0.4
	Performing & Fine Arts	6	0.2	0	0.0	4	0.1	6	0.2
	Science/Math	5	0.2	5	8.3	11	0.3	8	0.3
	Social Sciences/Psychology	407	13.4	5	8.3	592	17.7	366	13.2
	Other	754	24.9	13	21.7	583	17.4	692	25.0
	Undecided	38	1.3	0	0.0	13	0.4	45	1.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ashford University GEN499 Fall 2015		Ashford University ENG122 Spring 2016		Ashford University GEN499 Spring 2016		Ashford University ENG122 Fall 2016	
		Fall 2015		Spring 2016		Spring 2016		Fall 2016	
		(n=2,918)		(n=2,607)		(n=2,447)		(n=3,877)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	4	0.1	1,609	61.7	8	0.3	2,540	65.5
	Sophomore	33	1.1	509	19.5	25	1.0	650	16.8
	Junior	334	11.4	296	11.4	197	8.1	388	10.0
	Senior	2,478	84.9	38	1.5	2,169	88.6	57	1.5
	Other	69	2.4	155	5.9	48	2.0	242	6.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	20	0.7	14	0.5	20	0.8	25	0.6
	Architecture	1	0.0	2	0.1	2	0.1	5	0.1
	Business	878	30.1	702	26.9	716	29.3	1,009	26.0
	Communications/Journalism	51	1.7	33	1.3	52	2.1	49	1.3
	Education	522	17.9	415	15.9	407	16.6	659	17.0
	Engineering/Computer Science	6	0.2	11	0.4	6	0.2	19	0.5
	General Studies	24	0.8	23	0.9	13	0.5	38	1.0
	Health Sciences	271	9.3	204	7.8	234	9.6	281	7.2
	History	32	1.1	20	0.8	19	0.8	25	0.6
	Humanities	39	1.3	14	0.5	31	1.3	27	0.7
	Law	59	2.0	96	3.7	49	2.0	123	3.2
	Military/Naval Science	8	0.3	18	0.7	7	0.3	21	0.5
	Performing & Fine Arts	9	0.3	12	0.5	12	0.5	13	0.3
	Science/Math	10	0.3	8	0.3	4	0.2	12	0.3
	Social Sciences/Psychology	499	17.1	378	14.5	423	17.3	576	14.9
	Other	481	16.5	620	23.8	451	18.4	935	24.1
	Undecided	8	0.3	37	1.4	1	0.0	60	1.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Ashford University GEN499 Fall 2016		Ashford University ENG122 Spring 2017		Ashford University GEN499 Spring 2017		Auburn University Spring 2015		
	Fall 2016		Spring 2017		Spring 2017		Spring 2015		
	(n=2,503)		(n=2,423)		(n=1,492)		(n=348)		
	Characteristics								
	n	%	n	%	n	%	n	%	
Class Standing	Freshman	2	0.1	1,514	62.5	2	0.1	43	12.4
	Sophomore	28	1.1	438	18.1	15	1.0	82	23.6
	Junior	279	11.1	259	10.7	139	9.3	101	29.0
	Senior	2,127	85.0	34	1.4	1,312	87.9	122	35.1
	Other	67	2.7	178	7.3	24	1.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	29	1.2	14	0.6	14	0.9	15	4.3
	Architecture	0	0.0	0	0.0	1	0.1	28	8.0
	Business	753	30.1	654	27.0	477	32.0	38	10.9
	Communications/Journalism	61	2.4	45	1.9	25	1.7	12	3.4
	Education	414	16.5	461	19.0	225	15.1	23	6.6
	Engineering/Computer Science	7	0.3	10	0.4	5	0.3	92	26.4
	General Studies	22	0.9	14	0.6	20	1.3	21	6.0
	Health Sciences	223	8.9	177	7.3	117	7.8	41	11.8
	History	34	1.4	16	0.7	17	1.1	0	0.0
	Humanities	37	1.5	19	0.8	11	0.7	0	0.0
	Law	59	2.4	66	2.7	37	2.5	0	0.0
	Military/Naval Science	8	0.3	10	0.4	5	0.3	0	0.0
	Performing & Fine Arts	6	0.2	6	0.2	2	0.1	2	0.6
	Science/Math	6	0.2	6	0.2	2	0.1	44	12.6
	Social Sciences/Psychology	453	18.1	299	12.3	226	15.1	5	1.4
	Other	388	15.5	588	24.3	304	20.4	27	7.8
	Undecided	3	0.1	38	1.6	4	0.3	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Baker University 2015 Fall CASFreshme Spring 2016 (n=42)		Baldwin- Wallace College BWSRFA14 Fall 2014 (n=56)		Baldwin- Wallace College Freshmen 2014 Fall 2014 (n=61)		Baldwin- Wallace College 2015 Freshman Fall 2015 (n=57)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	42	100.0	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	0	0.0	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	8	19.0	7	12.5	5	8.2	8	14.0
	Communications/Journalism	2	4.8	10	17.9	2	3.3	0	0.0
	Education	8	19.0	5	8.9	3	4.9	3	5.3
	Engineering/Computer Science	2	4.8	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	10	23.8	5	8.9	8	13.1	6	10.5
	History	0	0.0	2	3.6	0	0.0	0	0.0
	Humanities	1	2.4	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	2	4.8	7	12.5	9	14.8	6	10.5
	Science/Math	2	4.8	4	7.1	6	9.8	4	7.0
	Social Sciences/Psychology	0	0.0	2	3.6	10	16.4	6	10.5
	Other	5	11.9	10	17.9	9	14.8	8	14.0
	Undecided	2	4.8	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		Baldwin-Wallace College Psychology FR 15		Baldwin-Wallace College Psychology SR 16		Baldwin-Wallace College FR 2016FA	
		Fall 2015		Fall 2015		Spring 2016		Spring 2017	
		(n=60)		(n=42)		(n=27)		(n=60)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	42	100.0	0	0.0	60	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	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
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		7	11.7	0	0.0	0	0.0	5	8.3
Communications/Journalism		4	6.7	0	0.0	0	0.0	1	1.7
Education		5	8.3	0	0.0	0	0.0	2	3.3
Engineering/Computer Science		0	0.0	0	0.0	0	0.0	3	5.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		6	10.0	1	2.4	0	0.0	5	8.3
History		1	1.7	0	0.0	0	0.0	1	1.7
Humanities		6	10.0	0	0.0	0	0.0	5	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		8	13.3	0	0.0	0	0.0	14	23.3
Science/Math		7	11.7	0	0.0	0	0.0	6	10.0
Social Sciences/Psychology		4	6.7	40	95.2	27	100.0	4	6.7
Other		11	18.3	1	2.4	0	0.0	8	13.3
Undecided		0	0.0	0	0.0	0	0.0	6	10.0
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Baldwin-Wallace College SR16 FA16 Spring 2017 (n=57)		Belmont Abbey College Spring 2015 Senior Spring 2015 (n=61)		Bergen Community College 2014 DE Students (C) Spring 2015 (n=54)		Bergen Community College 2014 DE Students (T) Spring 2015 (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	57	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
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		10	17.5	0	0.0	17	31.5	16	30.8
Communications/Journalism		3	5.3	0	0.0	10	18.5	11	21.2
Education		6	10.5	14	23.0	0	0.0	0	0.0
Engineering/Computer Science		3	5.3	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		8	14.0	0	0.0	1	1.9	2	3.8
History		0	0.0	15	24.6	0	0.0	0	0.0
Humanities		2	3.5	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		6	10.5	0	0.0	1	1.9	0	0.0
Science/Math		5	8.8	11	18.0	0	0.0	0	0.0
Social Sciences/Psychology		6	10.5	9	14.8	14	25.9	10	19.2
Other		8	14.0	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	

		Butler County Community College Gen Ed Fall 16		Butler County Community College Gen Ed Spring 17		California State University, Fresno Fall 2014 Freshmen		California State University, Fresno Spring 2015 Seniors	
		Fall 2016		Spring 2017		Fall 2014		Spring 2015	
		(n=100)		(n=99)		(n=210)		(n=190)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	93	93.0	79	79.8	209	99.5	1	0.5
	Sophomore	4	4.0	14	14.1	1	0.5	3	1.6
	Junior	0	0.0	0	0.0	0	0.0	24	12.6
	Senior	0	0.0	0	0.0	0	0.0	161	84.7
	Other	3	3.0	6	6.1	0	0.0	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	11	5.2	14	7.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	16	16.0	21	21.2	28	13.3	23	12.1
	Communications/Journalism	3	3.0	1	1.0	0	0.0	0	0.0
	Education	2	2.0	8	8.1	17	8.1	18	9.5
	Engineering/Computer Science	9	9.0	3	3.0	14	6.7	16	8.4
	General Studies	13	13.0	8	8.1	0	0.0	0	0.0
	Health Sciences	13	13.0	13	13.1	50	23.8	43	22.6
	History	0	0.0	2	2.0	0	0.0	0	0.0
	Humanities	2	2.0	1	1.0	15	7.1	15	7.9
	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	3	3.0	3	3.0	0	0.0	0	0.0
	Science/Math	5	5.0	2	2.0	34	16.2	31	16.3
	Social Sciences/Psychology	8	8.0	14	14.1	17	8.1	27	14.2
	Other	21	21.0	20	20.2	0	0.0	0	0.0
	Undecided	5	5.0	3	3.0	24	11.4	3	1.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		California State University, Fresno Fall 2015 Freshmen Fall 2015 (n=204)		California State University, Fresno SAILS Seniors 2016 Spring 2016 (n=314)		California State University, Fresno Fall 2016 Freshmen Fall 2016 (n=190)		California State University, Fresno SAILS Seniors 2017 Spring 2017 (n=224)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	200	98.0	0	0.0	188	98.9	1	0.4
	Sophomore	3	1.5	1	0.3	2	1.1	1	0.4
	Junior	1	0.5	25	8.0	0	0.0	19	8.5
	Senior	0	0.0	279	88.9	0	0.0	200	89.3
	Other	0	0.0	9	2.9	0	0.0	3	1.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	12	5.9	19	6.1	8	4.2	19	8.5
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	21	10.3	55	17.5	26	13.7	34	15.2
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	17	8.3	28	8.9	18	9.5	13	5.8
	Engineering/Computer Science	15	7.4	15	4.8	22	11.6	14	6.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	46	22.5	61	19.4	34	17.9	56	25.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	11	5.4	26	8.3	7	3.7	17	7.6
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	41	20.1	55	17.5	39	20.5	34	15.2
	Social Sciences/Psychology	19	9.3	54	17.2	20	10.5	33	14.7
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Undecided	22	10.8	1	0.3	16	8.4	4	1.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		California State University, Los Angeles Freshmen		California State University, Los Angeles Senior		Central Methodist University Fall 2014		Central Methodist University Spring 2015	
		Spring 2016		Spring 2017		Fall 2014		Spring 2015	
		(n=59)		(n=147)		(n=88)		(n=76)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	47	79.7	0	0.0	0	0.0	0	0.0
	Sophomore	6	10.2	2	1.4	2	2.3	3	3.9
	Junior	4	6.8	33	22.4	35	39.8	45	59.2
	Senior	1	1.7	103	70.1	51	58.0	28	36.8
	Other	1	1.7	9	6.1	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	1.3
	Architecture	1	1.7	0	0.0	0	0.0	0	0.0
	Business	0	0.0	35	23.8	11	12.5	8	10.5
	Communications/Journalism	3	5.1	0	0.0	1	1.1	1	1.3
	Education	2	3.4	2	1.4	20	22.7	21	27.6
	Engineering/Computer Science	33	55.9	20	13.6	4	4.5	2	2.6
	General Studies	0	0.0	0	0.0	3	3.4	2	2.6
	Health Sciences	0	0.0	1	0.7	5	5.7	6	7.9
	History	0	0.0	0	0.0	1	1.1	4	5.3
	Humanities	0	0.0	0	0.0	2	2.3	1	1.3
	Law	0	0.0	6	4.1	1	1.1	2	2.6
	Military/Naval Science	0	0.0	0	0.0	6	6.8	0	0.0
	Performing & Fine Arts	12	20.3	4	2.7	3	3.4	3	3.9
	Science/Math	0	0.0	17	11.6	7	8.0	9	11.8
	Social Sciences/Psychology	1	1.7	32	21.8	6	6.8	3	3.9
	Other	7	11.9	30	20.4	18	20.5	13	17.1
	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 Fall 2015		Central Methodist University Spring 2016		Central Methodist University Fall 2016		Central Methodist University Spring 2017	
		Fall 2015		Spring 2016		Spring 2017		Spring 2017	
		(n=99)		(n=49)		(n=81)		(n=81)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	1	1.2	2	2.5
	Sophomore	2	2.0	2	4.1	1	1.2	7	8.6
	Junior	46	46.5	33	67.3	37	45.7	50	61.7
	Senior	51	51.5	14	28.6	41	50.6	22	27.2
	Other	0	0.0	0	0.0	1	1.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	1.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	9	9.1	8	16.3	5	6.2	17	21.0
	Communications/Journalism	1	1.0	1	2.0	4	4.9	0	0.0
	Education	17	17.2	10	20.4	9	11.1	8	9.9
	Engineering/Computer Science	2	2.0	1	2.0	5	6.2	3	3.7
	General Studies	2	2.0	0	0.0	0	0.0	0	0.0
	Health Sciences	19	19.2	4	8.2	13	16.0	13	16.0
	History	0	0.0	0	0.0	1	1.2	1	1.2
	Humanities	7	7.1	2	4.1	1	1.2	1	1.2
	Law	3	3.0	0	0.0	3	3.7	2	2.5
	Military/Naval Science	7	7.1	4	8.2	2	2.5	3	3.7
	Performing & Fine Arts	1	1.0	2	4.1	3	3.7	1	1.2
	Science/Math	13	13.1	6	12.2	21	25.9	11	13.6
	Social Sciences/Psychology	7	7.1	2	4.1	3	3.7	8	9.9
	Other	11	11.1	9	18.4	9	11.1	12	14.8
	Undecided	0	0.0	0	0.0	1	1.2	1	1.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Central Wyoming College 2017 Spring Graduates		Coastal Carolina University CCU Fall 2014 1st yr		Coker College Fall 2014 First Year		Colorado Mesa University TESTING FALL2014	
		Spring 2017		Fall 2014		Fall 2014		Fall 2014	
		(n=118)		(n=216)		(n=69)		(n=621)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	190	88.0	69	100.0	617	99.4
	Sophomore	90	76.3	11	5.1	0	0.0	3	0.5
	Junior	4	3.4	7	3.2	0	0.0	1	0.2
	Senior	20	16.9	8	3.7	0	0.0	0	0.0
	Other	4	3.4	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	8	6.8	0	0.0	0	0.0	18	2.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	8.5	47	21.8	15	21.7	118	19.0
	Communications/Journalism	2	1.7	28	13.0	7	10.1	16	2.6
	Education	8	6.8	3	1.4	6	8.7	32	5.2
	Engineering/Computer Science	3	2.5	5	2.3	1	1.4	35	5.6
	General Studies	1	0.8	0	0.0	0	0.0	0	0.0
	Health Sciences	22	18.6	15	6.9	11	15.9	156	25.1
	History	1	0.8	2	0.9	0	0.0	5	0.8
	Humanities	3	2.5	8	3.7	0	0.0	9	1.4
	Law	7	5.9	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	2.5	23	10.6	5	7.2	23	3.7
	Science/Math	8	6.8	34	15.7	6	8.7	34	5.5
	Social Sciences/Psychology	14	11.9	26	12.0	0	0.0	78	12.6
	Other	28	23.7	23	10.6	13	18.8	0	0.0
	Undecided	0	0.0	2	0.9	5	7.2	97	15.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Colorado Mountain College 2014 Fall 15 Cred Fall 2014 (n=57)		Concordia College Sp 2015 Seniors Spring 2015 (n=92)		Concordia College Sp 2015 Sophomores Spring 2015 (n=66)		Curry College FYI (Not so Famous) Fall 2016 (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	42	73.7	0	0.0	0	0.0	50	100.0
	Sophomore	6	10.5	11	12.0	56	84.8	0	0.0
	Junior	1	1.8	3	3.3	2	3.0	0	0.0
	Senior	0	0.0	78	84.8	8	12.1	0	0.0
	Other	8	14.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.8	2	2.2	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	6	10.5	16	17.4	13	19.7	14	28.0
	Communications/Journalism	0	0.0	7	7.6	4	6.1	1	2.0
	Education	3	5.3	8	8.7	7	10.6	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	1	2.0
	General Studies	8	14.0	0	0.0	0	0.0	0	0.0
	Health Sciences	5	8.8	15	16.3	8	12.1	6	12.0
	History	0	0.0	0	0.0	1	1.5	0	0.0
	Humanities	0	0.0	8	8.7	3	4.5	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	6	6.5	5	7.6	0	0.0
	Science/Math	7	12.3	15	16.3	12	18.2	0	0.0
	Social Sciences/Psychology	0	0.0	11	12.0	11	16.7	4	8.0
	Other	16	28.1	4	4.3	2	3.0	18	36.0
	Undecided	11	19.3	0	0.0	0	0.0	6	12.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Curry College FYI GLives Spring 17		East Central University 2014 Fall UNIV 1001		East Central University 2014 Fall UNIV 3001		East Central University 2015 Fall UNIV 1001	
		Spring 2017		Fall 2014		Fall 2014		Fall 2015	
		(n=57)		(n=467)		(n=160)		(n=607)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	57	100.0	465	99.6	0	0.0	603	99.3
	Sophomore	0	0.0	1	0.2	22	13.8	4	0.7
	Junior	0	0.0	0	0.0	91	56.9	0	0.0
	Senior	0	0.0	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	0	0.0	13	2.8	2	1.3	13	2.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	14	24.6	62	13.3	29	18.1	83	13.7
	Communications/Journalism	15	26.3	12	2.6	5	3.1	11	1.8
	Education	2	3.5	33	7.1	30	18.8	27	4.4
	Engineering/Computer Science	0	0.0	21	4.5	5	3.1	69	11.4
	General Studies	0	0.0	0	0.0	0	0.0	2	0.3
	Health Sciences	4	7.0	71	15.2	20	12.5	87	14.3
	History	4	7.0	8	1.7	2	1.3	4	0.7
	Humanities	0	0.0	5	1.1	3	1.9	10	1.6
	Law	0	0.0	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	0	0.0	14	3.0	3	1.9	17	2.8
	Science/Math	0	0.0	51	10.9	13	8.1	62	10.2
	Social Sciences/Psychology	3	5.3	24	5.1	6	3.8	20	3.3
	Other	7	12.3	129	27.6	36	22.5	163	26.9
Undecided	8	14.0	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		East Central University 2016 Fall UNIV 1001		Eckerd College Freshmen2014		Eckerd College Seniors2014	
		Fall 2015		Fall 2016		Fall 2014		Fall 2014	
		(n=138)		(n=569)		(n=103)		(n=100)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	566	99.5	102	99.0	0	0.0
	Sophomore	23	16.7	2	0.4	1	1.0	0	0.0
	Junior	72	52.2	1	0.2	0	0.0	2	2.0
	Senior	43	31.2	0	0.0	0	0.0	98	98.0
	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	4	2.9	11	1.9	12	11.7	14	14.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	22	15.9	67	11.8	11	10.7	11	11.0
	Communications/Journalism	7	5.1	14	2.5	1	1.0	8	8.0
	Education	14	10.1	50	8.8	0	0.0	0	0.0
	Engineering/Computer Science	4	2.9	97	17.0	1	1.0	1	1.0
	General Studies	3	2.2	2	0.4	0	0.0	0	0.0
	Health Sciences	14	10.1	64	11.2	0	0.0	0	0.0
	History	2	1.4	5	0.9	0	0.0	1	1.0
	Humanities	3	2.2	8	1.4	1	1.0	1	1.0
	Law	3	2.2	7	1.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	5	3.6	7	1.2	2	1.9	6	6.0
	Science/Math	9	6.5	54	9.5	38	36.9	28	28.0
	Social Sciences/Psychology	7	5.1	22	3.9	9	8.7	19	19.0
	Other	41	29.7	134	23.6	13	12.6	10	10.0
	Undecided	0	0.0	27	4.7	15	14.6	1	1.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eckerd College Freshman 2015		Eckerd College Seniors 2015		Eckerd College SAILS 2016 Freshmen		Eckerd College SAILS 2016 Seniors	
		Fall 2015		Fall 2015		Fall 2016		Fall 2016	
		(n=120)		(n=93)		(n=109)		(n=81)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	117	97.5	0	0.0	109	100.0	0	0.0
	Sophomore	3	2.5	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	1	1.1	0	0.0	0	0.0
	Senior	0	0.0	92	98.9	0	0.0	81	100.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	10	8.3	11	11.8	15	13.8	10	12.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	11	9.2	15	16.1	10	9.2	11	13.6
	Communications/Journalism	3	2.5	7	7.5	4	3.7	4	4.9
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	1	0.8	0	0.0	1	0.9	1	1.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	4	4.3	0	0.0	0	0.0
	Humanities	0	0.0	2	2.2	1	0.9	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	5	4.2	1	1.1	5	4.6	4	4.9
	Science/Math	49	40.8	23	24.7	34	31.2	23	28.4
	Social Sciences/Psychology	16	13.3	18	19.4	13	11.9	17	21.0
	Other	7	5.8	12	12.9	10	9.2	11	13.6
	Undecided	18	15.0	0	0.0	16	14.7	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Grand Valley State University Winter 2015		Harrisburg University of Science and Technology 2014-5 all		Harrisburg University of Science and Technology SU2015-SP2016		Indiana University East Spring 2015		
	Spring 2015		Spring 2015		Spring 2016		Spring 2015		
	(n=408)		(n=96)		(n=113)		(n=129)		
	Characteristics								
	n	%	n	%	n	%	n	%	
Class Standing	Freshman	46	11.3	73	76.0	61	54.0	85	65.9
	Sophomore	84	20.6	2	2.1	5	4.4	22	17.1
	Junior	95	23.3	17	17.7	37	32.7	14	10.9
	Senior	144	35.3	2	2.1	9	8.0	7	5.4
	Other	39	9.6	2	2.1	1	0.9	1	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.5	1	1.0	2	1.8	1	0.8
	Architecture	0	0.0	0	0.0	0	0.0	1	0.8
	Business	62	15.2	5	5.2	3	2.7	29	22.5
	Communications/Journalism	28	6.9	0	0.0	1	0.9	4	3.1
	Education	40	9.8	0	0.0	0	0.0	9	7.0
	Engineering/Computer Science	30	7.4	31	32.3	41	36.3	2	1.6
	General Studies	8	2.0	0	0.0	0	0.0	7	5.4
	Health Sciences	75	18.4	6	6.3	3	2.7	13	10.1
	History	5	1.2	0	0.0	0	0.0	3	2.3
	Humanities	6	1.5	0	0.0	0	0.0	7	5.4
	Law	11	2.7	1	1.0	0	0.0	1	0.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	12	2.9	0	0.0	0	0.0	0	0.0
	Science/Math	36	8.8	16	16.7	41	36.3	19	14.7
	Social Sciences/Psychology	36	8.8	0	0.0	0	0.0	13	10.1
	Other	45	11.0	31	32.3	19	16.8	12	9.3
	Undecided	12	2.9	5	5.2	3	2.7	8	6.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Indiana Wesleyan University Spring 2015		Johnson & Wales University Spring 2015		Johnson & Wales University JWU Spring 2016		Johnson & Wales University JWU Spring 2017	
		Spring 2015		Spring 2015		Spring 2016		Spring 2017	
		(n=203)		(n=1,191)		(n=893)		(n=844)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	22	10.8	190	16.0	275	30.8	222	26.3
	Sophomore	44	21.7	211	17.7	161	18.0	182	21.6
	Junior	70	34.5	209	17.5	74	8.3	134	15.9
	Senior	65	32.0	581	48.8	375	42.0	305	36.1
	Other	2	1.0	0	0.0	8	0.9	1	0.1
	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	10	1.2
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	19	9.4	368	30.9	229	25.6	247	29.3
	Communications/Journalism	4	2.0	12	1.0	9	1.0	9	1.1
	Education	28	13.8	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	2	1.0	34	2.9	23	2.6	6	0.7
	General Studies	2	1.0	7	0.6	6	0.7	4	0.5
	Health Sciences	40	19.7	85	7.1	52	5.8	45	5.3
	History	1	0.5	0	0.0	0	0.0	1	0.1
	Humanities	5	2.5	0	0.0	4	0.4	2	0.2
	Law	0	0.0	53	4.5	26	2.9	61	7.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	13	6.4	0	0.0	0	0.0	0	0.0
	Science/Math	19	9.4	6	0.5	4	0.4	6	0.7
	Social Sciences/Psychology	34	16.7	39	3.3	9	1.0	42	5.0
	Other	33	16.3	554	46.5	510	57.1	390	46.2
	Undecided	3	1.5	23	1.9	20	2.2	21	2.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Kaiser Permanente School of Allied Health Sciences Admin Testing Spring 2017 (n=82)		Lancaster Bible College AUD 2014-2-015 Spring 2015 (n=54)		Loyola University Spring 2016 (n=110)		Loyola University Spring 2017 (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	24	21.8	4	8.0
	Sophomore	0	0.0	0	0.0	26	23.6	9	18.0
	Junior	61	74.4	0	0.0	29	26.4	14	28.0
	Senior	2	2.4	0	0.0	31	28.2	23	46.0
	Other	19	23.2	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	0	0.0	5	10.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	6	5.5	0	0.0
	Communications/Journalism	0	0.0	0	0.0	5	4.5	14	28.0
	Education	0	0.0	0	0.0	0	0.0	2	4.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	1	2.0
	General Studies	0	0.0	0	0.0	1	0.9	0	0.0
	Health Sciences	82	100.0	0	0.0	5	4.5	1	2.0
	History	0	0.0	0	0.0	7	6.4	3	6.0
	Humanities	0	0.0	0	0.0	13	11.8	5	10.0
	Law	0	0.0	0	0.0	3	2.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	18	16.4	0	0.0
	Science/Math	0	0.0	0	0.0	9	8.2	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	26	23.6	2	4.0
	Other	0	0.0	54	100.0	16	14.5	17	34.0
	Undecided	0	0.0	0	0.0	1	0.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lynchburg College Freshman 2014		Lynchburg College Spring 2016		Manchester Community College MCC Fall 2015		Mansfield University 2014-15 Seniors	
		Fall 2014		Spring 2016		Fall 2015		Spring 2015	
		(n=104)		(n=127)		(n=500)		(n=319)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	99	95.2	0	0.0	458	91.6	0	0.0
	Sophomore	1	1.0	0	0.0	42	8.4	0	0.0
	Junior	4	3.8	0	0.0	0	0.0	12	3.8
	Senior	0	0.0	126	99.2	0	0.0	305	95.6
	Other	0	0.0	1	0.8	0	0.0	2	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	1.9	2	1.6	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	9	8.7	12	9.4	39	7.8	28	8.8
	Communications/Journalism	3	2.9	14	11.0	9	1.8	4	1.3
	Education	3	2.9	20	15.7	12	2.4	27	8.5
	Engineering/Computer Science	9	8.7	3	2.4	28	5.6	7	2.2
	General Studies	0	0.0	0	0.0	144	28.8	6	1.9
	Health Sciences	19	18.3	22	17.3	42	8.4	44	13.8
	History	1	1.0	0	0.0	0	0.0	7	2.2
	Humanities	2	1.9	10	7.9	26	5.2	1	0.3
	Law	3	2.9	0	0.0	0	0.0	42	13.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	1.9	0	0.0	22	4.4	15	4.7
	Science/Math	8	7.7	7	5.5	0	0.0	75	23.5
	Social Sciences/Psychology	10	9.6	12	9.4	15	3.0	50	15.7
	Other	19	18.3	25	19.7	86	17.2	13	4.1
	Undecided	14	13.5	0	0.0	77	15.4	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Molloy College Fall2015		Norfolk State University Spring 2015 - Pre		Northern State University 2014 Freshmen		Northern State University 2014 Upperclassmen	
		Fall 2015		Spring 2015		Spring 2015		Spring 2015	
		(n=121)		(n=89)		(n=271)		(n=246)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	121	100.0	72	80.9	271	100.0	0	0.0
	Sophomore	0	0.0	9	10.1	0	0.0	50	20.3
	Junior	0	0.0	5	5.6	0	0.0	81	32.9
	Senior	0	0.0	3	3.4	0	0.0	103	41.9
	Other	0	0.0	0	0.0	0	0.0	12	4.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	0.7	1	0.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	27	22.3	11	12.4	36	13.3	15	6.1
	Communications/Journalism	2	1.7	10	11.2	4	1.5	1	0.4
	Education	5	4.1	2	2.2	59	21.8	100	40.7
	Engineering/Computer Science	0	0.0	12	13.5	0	0.0	3	1.2
	General Studies	0	0.0	0	0.0	4	1.5	3	1.2
	Health Sciences	39	32.2	9	10.1	18	6.6	8	3.3
	History	0	0.0	1	1.1	6	2.2	30	12.2
	Humanities	1	0.8	0	0.0	6	2.2	2	0.8
	Law	2	1.7	0	0.0	2	0.7	3	1.2
	Military/Naval Science	1	0.8	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	12.4	3	3.4	15	5.5	8	3.3
	Science/Math	8	6.6	4	4.5	23	8.5	35	14.2
	Social Sciences/Psychology	1	0.8	10	11.2	22	8.1	21	8.5
	Other	17	14.0	24	27.0	25	9.2	13	5.3
	Undecided	3	2.5	3	3.4	49	18.1	3	1.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Northern State University 2015 Freshmen		Northern State University 2015 Upperclassmen		Northern State University Freshman 2016		Palm Beach State College Spring 2016 ENC1102	
		Spring 2016		Spring 2016		Spring 2017		Spring 2016	
		(n=65)		(n=50)		(n=96)		(n=275)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	65	100.0	0	0.0	20	20.8	179	65.1
	Sophomore	0	0.0	1	2.0	7	7.3	67	24.4
	Junior	0	0.0	6	12.0	17	17.7	9	3.3
	Senior	0	0.0	43	86.0	50	52.1	3	1.1
	Other	0	0.0	0	0.0	2	2.1	17	6.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	7.7	3	6.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	5	10.0	4	4.2	0	0.0
	Communications/Journalism	2	3.1	1	2.0	1	1.0	0	0.0
	Education	11	16.9	4	8.0	3	3.1	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	2	3.1	0	0.0	0	0.0	0	0.0
	Health Sciences	7	10.8	5	10.0	7	7.3	0	0.0
	History	2	3.1	1	2.0	15	15.6	0	0.0
	Humanities	1	1.5	1	2.0	1	1.0	0	0.0
	Law	0	0.0	0	0.0	1	1.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	1	1.0	0	0.0
	Performing & Fine Arts	4	6.2	1	2.0	10	10.4	0	0.0
	Science/Math	19	29.2	28	56.0	24	25.0	0	0.0
	Social Sciences/Psychology	11	16.9	1	2.0	22	22.9	0	0.0
	Other	0	0.0	0	0.0	7	7.3	0	0.0
	Undecided	1	1.5	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	275	100.0	

		Palm Beach State College Spring2017ENC 1102 Spring 2017 (n=243)		Patrick Henry College 2014F Incoming Stude Spring 2015 (n=89)		Patrick Henry College 2016SP Commencement Spring 2016 (n=60)		Patrick Henry College 2016F Incoming Fall 2016 (n=55)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	164	67.5	88	98.9	0	0.0	52	94.5
	Sophomore	56	23.0	1	1.1	0	0.0	2	3.6
	Junior	0	0.0	0	0.0	0	0.0	1	1.8
	Senior	0	0.0	0	0.0	58	96.7	0	0.0
	Other	23	9.5	0	0.0	2	3.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	1.1	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	3	3.4	4	6.7	4	7.3
	Communications/Journalism	0	0.0	5	5.6	5	8.3	5	9.1
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	1	1.1	10	16.7	3	5.5
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	4	4.5	3	5.0	1	1.8
	Humanities	0	0.0	0	0.0	4	6.7	5	9.1
	Law	0	0.0	7	7.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	2	3.3	21	38.2
	Performing & Fine Arts	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	0	0.0	6	6.7	32	53.3	16	29.1
	Other	0	0.0	36	40.4	0	0.0	0	0.0
	Undecided	0	0.0	26	29.2	0	0.0	0	0.0
Not Reported	243	100.0	0	0.0	0	0.0	0	0.0	

		Pepperdine University Library 2015 Fall Freshman Fall 2015 (n=246)		Pepperdine University Library 2015 Fall Senior Fall 2015 (n=179)		Pikeville College Comp. Eng 2015 Spring 2015 (n=260)		Pikeville College Grads 2015 Spring 2015 (n=213)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	246	100.0	0	0.0	77	29.6	0	0.0
	Sophomore	0	0.0	0	0.0	117	45.0	0	0.0
	Junior	0	0.0	0	0.0	51	19.6	0	0.0
	Senior	0	0.0	179	100.0	14	5.4	213	100.0
	Other	0	0.0	0	0.0	1	0.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.4	0	0.0
	Architecture	0	0.0	0	0.0	2	0.8	2	0.9
	Business	62	25.2	20	11.2	34	13.1	42	19.7
	Communications/Journalism	37	15.0	32	17.9	15	5.8	33	15.5
	Education	0	0.0	0	0.0	33	12.7	14	6.6
	Engineering/Computer Science	0	0.0	0	0.0	7	2.7	1	0.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	21	8.1	13	6.1
	History	2	0.8	1	0.6	9	3.5	6	2.8
	Humanities	15	6.1	21	11.7	3	1.2	4	1.9
	Law	0	0.0	0	0.0	5	1.9	4	1.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	16	6.5	8	4.5	0	0.0	0	0.0
	Science/Math	58	23.6	42	23.5	45	17.3	31	14.6
	Social Sciences/Psychology	22	8.9	39	21.8	37	14.2	35	16.4
	Other	9	3.7	16	8.9	46	17.7	28	13.1
	Undecided	25	10.2	0	0.0	2	0.8	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pikeville College Complete Eng. 2016		Pikeville College Grad 16		Pikeville College CompEng2017		Pikeville College Grads17	
		Spring 2016		Spring 2016		Spring 2017		Spring 2017	
		(n=195)		(n=193)		(n=71)		(n=190)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	60	30.8	0	0.0	16	22.5	0	0.0
	Sophomore	101	51.8	0	0.0	37	52.1	2	1.1
	Junior	30	15.4	2	1.0	16	22.5	2	1.1
	Senior	4	2.1	188	97.4	2	2.8	186	97.9
	Other	0	0.0	3	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	1	0.5	0	0.0	1	0.5
	Architecture	1	0.5	1	0.5	1	1.4	2	1.1
	Business	32	16.4	31	16.1	11	15.5	36	18.9
	Communications/Journalism	13	6.7	23	11.9	3	4.2	16	8.4
	Education	22	11.3	11	5.7	11	15.5	12	6.3
	Engineering/Computer Science	3	1.5	4	2.1	1	1.4	2	1.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	23	11.8	12	6.2	3	4.2	21	11.1
	History	6	3.1	9	4.7	3	4.2	6	3.2
	Humanities	2	1.0	1	0.5	0	0.0	7	3.7
	Law	10	5.1	4	2.1	3	4.2	1	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	1	1.4	0	0.0
	Science/Math	31	15.9	36	18.7	15	21.1	34	17.9
	Social Sciences/Psychology	24	12.3	46	23.8	8	11.3	38	20.0
	Other	26	13.3	14	7.3	10	14.1	14	7.4
	Undecided	2	1.0	0	0.0	1	1.4	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Samford University Fall 2014		Samford University Samford Spring 2017		San Antonio College Sp15 1302 Post (coh)		San Antonio College Sp15 FTIC Post (coh)	
		Fall 2014		Spring 2017		Spring 2015		Spring 2015	
		(n=827)		(n=373)		(n=160)		(n=339)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	405	49.0	101	27.1	105	65.6	322	95.0
	Sophomore	77	9.3	81	21.7	44	27.5	12	3.5
	Junior	80	9.7	73	19.6	6	3.8	0	0.0
	Senior	250	30.2	117	31.4	3	1.9	1	0.3
	Other	15	1.8	1	0.3	2	1.3	4	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	3	0.4	0	0.0	0	0.0	3
Architecture		7	0.8	3	0.8	4	2.5	8	2.4
Business		132	16.0	67	18.0	18	11.3	47	13.9
Communications/Journalism		58	7.0	23	6.2	4	2.5	8	2.4
Education		65	7.9	21	5.6	17	10.6	20	5.9
Engineering/Computer Science		8	1.0	6	1.6	6	3.8	27	8.0
General Studies		0	0.0	2	0.5	4	2.5	4	1.2
Health Sciences		238	28.8	92	24.7	34	21.3	57	16.8
History		26	3.1	8	2.1	1	0.6	2	0.6
Humanities		14	1.7	21	5.6	1	0.6	24	7.1
Law		3	0.4	2	0.5	6	3.8	13	3.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		24	2.9	21	5.6	7	4.4	11	3.2
Science/Math		51	6.2	31	8.3	19	11.9	26	7.7
Social Sciences/Psychology		44	5.3	27	7.2	10	6.3	22	6.5
Other		101	12.2	43	11.5	24	15.0	54	15.9
Undecided		53	6.4	6	1.6	5	3.1	13	3.8
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		San Antonio College SP15 FTIC Pre (coh) Spring 2015		Seward County Community College and Area Technical Spring 2015 Graduate Spring 2015		St. Johns River State College Spring 2015 ENC 1102		St. Johns River State College Spring 2016 ENC 1102	
		(n=404)		(n=81)		(n=94)		(n=77)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	383	94.8	1	1.2	59	62.8	52	67.5
	Sophomore	15	3.7	71	87.7	18	19.1	14	18.2
	Junior	0	0.0	1	1.2	2	2.1	3	3.9
	Senior	1	0.2	3	3.7	0	0.0	0	0.0
	Other	5	1.2	5	6.2	15	16.0	8	10.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	4	1.0	2	2.5	2	2.1	0
Architecture		9	2.2	0	0.0	0	0.0	1	1.3
Business		53	13.1	21	25.9	14	14.9	9	11.7
Communications/Journalism		8	2.0	0	0.0	0	0.0	2	2.6
Education		27	6.7	4	4.9	5	5.3	7	9.1
Engineering/Computer Science		23	5.7	2	2.5	3	3.2	3	3.9
General Studies		1	0.2	0	0.0	4	4.3	1	1.3
Health Sciences		63	15.6	10	12.3	10	10.6	11	14.3
History		2	0.5	0	0.0	0	0.0	2	2.6
Humanities		31	7.7	1	1.2	1	1.1	0	0.0
Law		18	4.5	3	3.7	3	3.2	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		6	1.5	3	3.7	5	5.3	2	2.6
Science/Math		48	11.9	8	9.9	2	2.1	6	7.8
Social Sciences/Psychology		20	5.0	4	4.9	4	4.3	1	1.3
Other		74	18.3	17	21.0	12	12.8	9	11.7
Undecided		17	4.2	6	7.4	29	30.9	23	29.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		St. Johns River State College Spring 2017 ENC 1102 Spring 2017 (n=65)		The Culinary Institute of America AOS Fall 2015 Fall 2015 (n=101)		The Culinary Institute of America BPS_spring201 6 Spring 2016 (n=103)		Thomas College Fall 2014 Fall 2014 (n=206)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	49	75.4	58	57.4	0	0.0	203	98.5
	Sophomore	11	16.9	43	42.6	1	1.0	2	1.0
	Junior	0	0.0	0	0.0	29	28.2	0	0.0
	Senior	1	1.5	0	0.0	73	70.9	0	0.0
	Other	4	6.2	0	0.0	0	0.0	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.5	0	0.0	0	0.0	0	0.0
	Architecture	1	1.5	0	0.0	0	0.0	0	0.0
	Business	7	10.8	4	4.0	84	81.6	37	18.0
	Communications/Journalism	2	3.1	0	0.0	0	0.0	2	1.0
	Education	4	6.2	0	0.0	0	0.0	23	11.2
	Engineering/Computer Science	9	13.8	0	0.0	0	0.0	9	4.4
	General Studies	2	3.1	0	0.0	12	11.7	0	0.0
	Health Sciences	8	12.3	0	0.0	0	0.0	0	0.0
	History	1	1.5	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	1	1.5	0	0.0	0	0.0	7	3.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	3.1	0	0.0	0	0.0	0	0.0
	Science/Math	1	1.5	1	1.0	7	6.8	0	0.0
	Social Sciences/Psychology	1	1.5	0	0.0	0	0.0	23	11.2
	Other	9	13.8	96	95.0	0	0.0	93	45.1
	Undecided	16	24.6	0	0.0	0	0.0	12	5.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Thomas College Spring 2015		Thomas College Fall 2015		Thomas College Spring 2016		Thomas College Fall 2016	
		Spring 2015		Fall 2015		Spring 2016		Fall 2016	
		(n=145)		(n=201)		(n=139)		(n=219)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	123	84.8	191	95.0	119	85.6	209	95.4
	Sophomore	16	11.0	6	3.0	18	12.9	3	1.4
	Junior	6	4.1	3	1.5	2	1.4	7	3.2
	Senior	0	0.0	1	0.5	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
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		35	24.1	55	27.4	31	22.3	47	21.5
Communications/Journalism		3	2.1	2	1.0	5	3.6	7	3.2
Education		15	10.3	27	13.4	10	7.2	30	13.7
Engineering/Computer Science		7	4.8	12	6.0	9	6.5	11	5.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	0	0.0	0	0.0	0	0.0
History		0	0.0	0	0.0	0	0.0	0	0.0
Humanities		0	0.0	1	0.5	0	0.0	0	0.0
Law		4	2.8	3	1.5	1	0.7	2	0.9
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	0	0.0	0	0.0	0	0.0
Science/Math		1	0.7	0	0.0	0	0.0	0	0.0
Social Sciences/Psychology		15	10.3	16	8.0	12	8.6	18	8.2
Other		60	41.4	79	39.3	71	51.1	94	42.9
Undecided		5	3.4	6	3.0	0	0.0	10	4.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Thomas College Freshmen Spring 2017		Thomas Edison State College AY2015		Thomas Edison State College AY2016		Thomas Edison State College AY2017	
		Spring 2017		Spring 2015		Spring 2016		Spring 2017	
		(n=66)		(n=600)		(n=582)		(n=575)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	66	100.0	82	13.7	74	12.7	67	11.7
	Sophomore	0	0.0	46	7.7	50	8.6	59	10.3
	Junior	0	0.0	146	24.3	148	25.4	141	24.5
	Senior	0	0.0	174	29.0	168	28.9	150	26.1
	Other	0	0.0	152	25.3	142	24.4	158	27.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	12	18.2	75	12.5	96	16.5	69	12.0
	Communications/Journalism	3	4.5	8	1.3	11	1.9	10	1.7
	Education	11	16.7	1	0.2	0	0.0	0	0.0
	Engineering/Computer Science	3	4.5	155	25.8	118	20.3	181	31.5
	General Studies	0	0.0	8	1.3	7	1.2	13	2.3
	Health Sciences	0	0.0	120	20.0	103	17.7	83	14.4
	History	0	0.0	1	0.2	1	0.2	0	0.0
	Humanities	0	0.0	6	1.0	4	0.7	3	0.5
	Law	0	0.0	1	0.2	2	0.3	0	0.0
	Military/Naval Science	0	0.0	2	0.3	3	0.5	2	0.3
	Performing & Fine Arts	0	0.0	0	0.0	1	0.2	0	0.0
	Science/Math	0	0.0	23	3.8	22	3.8	27	4.7
	Social Sciences/Psychology	8	12.1	89	14.8	85	14.6	65	11.3
	Other	29	43.9	107	17.8	127	21.8	119	20.7
	Undecided	0	0.0	4	0.7	2	0.3	3	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Illinois Springfield Fall 2014		University of Illinois Springfield PostTest Fall 2014		University of Illinois Springfield Spring 2015		University of Lethbridge Fall 2015 Post-Test	
		Fall 2014		Fall 2014		Spring 2015		Fall 2015	
		(n=166)		(n=143)		(n=108)		(n=84)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	162	97.6	141	98.6	106	98.1	53	63.1
	Sophomore	4	2.4	2	1.4	2	1.9	22	26.2
	Junior	0	0.0	0	0.0	0	0.0	5	6.0
	Senior	0	0.0	0	0.0	0	0.0	1	1.2
	Other	0	0.0	0	0.0	0	0.0	3	3.6
	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	0	0.0	0	0.0
	Business	36	21.7	29	20.3	15	13.9	9	10.7
	Communications/Journalism	4	2.4	3	2.1	3	2.8	0	0.0
	Education	3	1.8	2	1.4	2	1.9	9	10.7
	Engineering/Computer Science	22	13.3	19	13.3	14	13.0	0	0.0
	General Studies	1	0.6	0	0.0	1	0.9	3	3.6
	Health Sciences	0	0.0	0	0.0	7	6.5	1	1.2
	History	2	1.2	2	1.4	1	0.9	0	0.0
	Humanities	0	0.0	1	0.7	1	0.9	4	4.8
	Law	17	10.2	10	7.0	6	5.6	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	1	0.9	6	7.1
	Science/Math	44	26.5	37	25.9	23	21.3	28	33.3
	Social Sciences/Psychology	18	10.8	21	14.7	19	17.6	17	20.2
	Other	1	0.6	1	0.7	12	11.1	6	7.1
	Undecided	18	10.8	18	12.6	3	2.8	1	1.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Lethbridge Fall 2015 Pre-Test		University of Maine at Farmington Senior 15-16		University of Mary Washington Fall 2014		University of Montevallo UM2014-2015	
		Fall 2015		Spring 2016		Fall 2014		Spring 2015	
		(n=87)		(n=32)		(n=71)		(n=402)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	59	67.8	0	0.0	64	90.1	372	92.5
	Sophomore	18	20.7	0	0.0	7	9.9	20	5.0
	Junior	6	6.9	0	0.0	0	0.0	4	1.0
	Senior	1	1.1	32	100.0	0	0.0	6	1.5
	Other	3	3.4	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	1
Architecture		0	0.0	0	0.0	0	0.0	1	0.2
Business		10	11.5	0	0.0	8	11.3	52	12.9
Communications/Journalism		0	0.0	0	0.0	0	0.0	11	2.7
Education		15	17.2	0	0.0	2	2.8	57	14.2
Engineering/Computer Science		0	0.0	0	0.0	5	7.0	4	1.0
General Studies		1	1.1	0	0.0	0	0.0	16	4.0
Health Sciences		5	5.7	0	0.0	0	0.0	21	5.2
History		0	0.0	0	0.0	0	0.0	9	2.2
Humanities		5	5.7	0	0.0	1	1.4	4	1.0
Law		0	0.0	0	0.0	0	0.0	1	0.2
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		5	5.7	0	0.0	0	0.0	58	14.4
Science/Math		23	26.4	0	0.0	8	11.3	36	9.0
Social Sciences/Psychology		15	17.2	0	0.0	5	7.0	50	12.4
Other		5	5.7	0	0.0	9	12.7	53	13.2
Undecided		3	3.4	0	0.0	33	46.5	28	7.0
Not Reported		0	0.0	32	100.0	0	0.0	0	0.0

		University of Montevallo UM2014-2015 Mastery		University of Montevallo UM2015-2016		University of Montevallo UM2015-2016 MASTERY		University of Montevallo UM2016-2017F ound	
		Spring 2015		Spring 2016		Spring 2016		Spring 2017	
		(n=318)		(n=280)		(n=351)		(n=327)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	2	0.6	268	95.7	1	0.3	314	96.0
	Sophomore	11	3.5	10	3.6	17	4.8	9	2.8
	Junior	54	17.0	1	0.4	75	21.4	3	0.9
	Senior	246	77.4	0	0.0	255	72.6	1	0.3
	Other	5	1.6	1	0.4	3	0.9	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	1	0.3
	Business	33	10.4	38	13.6	22	6.3	38	11.6
	Communications/Journalism	13	4.1	15	5.4	10	2.8	20	6.1
	Education	43	13.5	38	13.6	55	15.7	40	12.2
	Engineering/Computer Science	0	0.0	3	1.1	0	0.0	6	1.8
	General Studies	0	0.0	10	3.6	0	0.0	10	3.1
	Health Sciences	13	4.1	8	2.9	13	3.7	18	5.5
	History	12	3.8	6	2.1	15	4.3	11	3.4
	Humanities	23	7.2	2	0.7	14	4.0	0	0.0
	Law	1	0.3	3	1.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	32	10.1	47	16.8	51	14.5	57	17.4
	Science/Math	35	11.0	25	8.9	30	8.5	36	11.0
	Social Sciences/Psychology	61	19.2	30	10.7	66	18.8	18	5.5
	Other	52	16.4	43	15.4	75	21.4	48	14.7
	Undecided	0	0.0	12	4.3	0	0.0	23	7.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Montevallo UM2016-2017 Mastery Spring 2017 (n=260)		University of San Francisco 2017 Spring Seniors Spring 2017 (n=61)		University of Tennessee at Martin Spring 2017 Spring 2017 (n=101)		University of Valley Forge 2014-2015 Freshmen Spring 2015 (n=142)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	3	1.2	0	0.0	23	22.8	125	88.0
	Sophomore	4	1.5	0	0.0	8	7.9	15	10.6
	Junior	28	10.8	0	0.0	38	37.6	2	1.4
	Senior	222	85.4	61	100.0	32	31.7	0	0.0
	Other	3	1.2	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	3.3	5	5.0	0	0.0
	Architecture	0	0.0	1	1.6	0	0.0	0	0.0
	Business	19	7.3	21	34.4	46	45.5	20	14.1
	Communications/Journalism	32	12.3	3	4.9	7	6.9	32	22.5
	Education	15	5.8	0	0.0	1	1.0	9	6.3
	Engineering/Computer Science	0	0.0	3	4.9	2	2.0	0	0.0
	General Studies	2	0.8	0	0.0	0	0.0	0	0.0
	Health Sciences	8	3.1	4	6.6	6	5.9	0	0.0
	History	29	11.2	0	0.0	1	1.0	0	0.0
	Humanities	10	3.8	7	11.5	0	0.0	1	0.7
	Law	0	0.0	3	4.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	4.2	1	1.6	4	4.0	11	7.7
	Science/Math	36	13.8	7	11.5	4	4.0	0	0.0
	Social Sciences/Psychology	60	23.1	9	14.8	18	17.8	35	24.6
	Other	37	14.2	0	0.0	6	5.9	34	23.9
	Undecided	1	0.4	0	0.0	1	1.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Valley Forge 2015-2016 Seniors		University of Valley Forge 2016-2017 Freshmen		University of Virgin Islands Fall 2014 Freshmen		University of Virgin Islands Fall 2014 Upperclass	
		Spring 2016		Spring 2017		Fall 2014		Fall 2014	
		(n=75)		(n=119)		(n=170)		(n=161)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	107	89.9	169	99.4	3	1.9
	Sophomore	0	0.0	12	10.1	0	0.0	91	56.5
	Junior	0	0.0	0	0.0	0	0.0	61	37.9
	Senior	75	100.0	0	0.0	0	0.0	4	2.5
	Other	0	0.0	0	0.0	1	0.6	2	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	1	0.6
	Business	6	8.0	17	14.3	31	18.2	45	28.0
	Communications/Journalism	10	13.3	14	11.8	3	1.8	3	1.9
	Education	1	1.3	19	16.0	11	6.5	17	10.6
	Engineering/Computer Science	0	0.0	0	0.0	16	9.4	24	14.9
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	38	22.4	10	6.2
	History	0	0.0	0	0.0	0	0.0	1	0.6
	Humanities	2	2.7	1	0.8	2	1.2	2	1.2
	Law	0	0.0	0	0.0	2	1.2	8	5.0
	Military/Naval Science	0	0.0	0	0.0	1	0.6	0	0.0
	Performing & Fine Arts	10	13.3	14	11.8	3	1.8	1	0.6
	Science/Math	0	0.0	0	0.0	18	10.6	12	7.5
	Social Sciences/Psychology	14	18.7	28	23.5	10	5.9	18	11.2
	Other	32	42.7	26	21.8	20	11.8	18	11.2
	Undecided	0	0.0	0	0.0	15	8.8	1	0.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Virgin Islands Fall 2016 Seniors Fall 2016 (n=107)		University of Wisconsin Colleges Fall 2014 Fall 2014 (n=675)		Valencia Community College 2016 SAILS Trial Spring 2016 (n=262)		Western New England University Spring 2015 Spring 2015 (n=305)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	353	52.3	185	70.6	57	18.7
	Sophomore	0	0.0	259	38.4	53	20.2	86	28.2
	Junior	0	0.0	50	7.4	4	1.5	81	26.6
	Senior	94	87.9	7	1.0	0	0.0	80	26.2
	Other	13	12.1	6	0.9	20	7.6	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	10	1.5	1	0.4	0
Architecture		0	0.0	1	0.1	2	0.8	0	0.0
Business		30	28.0	60	8.9	45	17.2	108	35.4
Communications/Journalism		1	0.9	14	2.1	5	1.9	6	2.0
Education		4	3.7	54	8.0	7	2.7	7	2.3
Engineering/Computer Science		4	3.7	50	7.4	23	8.8	72	23.6
General Studies		0	0.0	18	2.7	31	11.8	3	1.0
Health Sciences		4	3.7	130	19.3	37	14.1	9	3.0
History		0	0.0	9	1.3	2	0.8	5	1.6
Humanities		0	0.0	11	1.6	2	0.8	4	1.3
Law		3	2.8	4	0.6	5	1.9	20	6.6
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	11	1.6	6	2.3	0	0.0
Science/Math		10	9.3	43	6.4	10	3.8	36	11.8
Social Sciences/Psychology		34	31.8	53	7.9	17	6.5	23	7.5
Other		17	15.9	86	12.7	32	12.2	11	3.6
Undecided		0	0.0	121	17.9	37	14.1	1	0.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		William Jessup University 2015-16 SPS and TUG Spring 2016 (n=163)		Wor- Wic Community College Fall 2015 Fall 2015 (n=102)		Wor- Wic Community College Spring 2016 Spring 2016 (n=276)	
Characteristics		n	%	n	%	n	%
Class Standing	Freshman	55	33.7	1	1.0	0	0.0
	Sophomore	24	14.7	53	52.0	121	43.8
	Junior	25	15.3	0	0.0	0	0.0
	Senior	58	35.6	0	0.0	0	0.0
	Other	1	0.6	48	47.1	155	56.2
	Not Reported	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	2.0	2	0.7
	Architecture	0	0.0	0	0.0	0	0.0
	Business	56	34.4	11	10.8	29	10.5
	Communications/Journalism	3	1.8	0	0.0	0	0.0
	Education	14	8.6	9	8.8	31	11.2
	Engineering/Computer Science	2	1.2	4	3.9	21	7.6
	General Studies	0	0.0	29	28.4	52	18.8
	Health Sciences	8	4.9	23	22.5	61	22.1
	History	1	0.6	0	0.0	0	0.0
	Humanities	4	2.5	0	0.0	0	0.0
	Law	6	3.7	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	4.9	0	0.0	0	0.0
	Science/Math	4	2.5	2	2.0	8	2.9
	Social Sciences/Psychology	47	28.8	9	8.8	21	7.6
	Other	6	3.7	13	12.7	45	16.3
	Undecided	4	2.5	0	0.0	6	2.2
Not Reported	0	0.0	0	0.0	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 an understanding of the concept of browsing and uses an index that allows it.
 - 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
561

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

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

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

Standard 3

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

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

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

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

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

Standard 5

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

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

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

Table of Contents

1.	THE TEST AND HOW IT IS SCORED	1
2.	TEST-TAKER PROFILE	3
3.	RESULTS BY SAILS SKILL SETS	5
	A. Across the Skill Sets	5
	B. Within Skill Sets	7
4.	RESULTS BY ACRL STANDARDS	79
5.	APPENDICES	
	A. About Project SAILS	91
	B. List of Institutions in the All-Institutions Benchmark	92
	C. Test-Taker Profiles for Each Administration	94
	D. SAILS Test Item Numbers for Each SAILS Skill Set Subscale and ACRL Standard Subscale	132
	E. ACRL Information Literacy Competency Standards	134
