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

for

University of Connecticut

Administration: Fall 2007

Report Date: June 2008

www.ProjectSAILS.org

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1. THE TEST AND HOW IT IS SCORED

The Test

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

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

The SAILS item bank has 134 whole items in American English. Each student answers 40 items from the item bank and 5 items that are in development. For most items, test takers are instructed to select the one best answer (see item #1 in Appendix D for an example). Appendix D contains all of the test items.

For some items, test takers are instructed to select more than one correct response ("Choose all that apply." See item #12 in Appendix D for an example). For these types of items, all possible responses are analyzed separately. This analysis of individual responses increases the "item count" to 127, as compared with the 134 whole items in the item bank.

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

Figure 1.1 Number of Items in Each Subscale

SAILS Skill Sets	Number of Items
Developing a Research Strategy	26
Selecting Finding Tools	12
Searching	25
Using Finding Tool Features	9
Retrieving Sources	13
Evaluating Sources	16
Documenting Sources	14
Understanding Economic, Legal, and Social Issues	19

ACRL Standards	Number of Items
Standard 1: Determines the nature and extent of the information needed	33
Standard 2: Accesses needed information effectively and efficiently	58
Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	18
Standard 4: NOT USED	0
Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	25

Scoring

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

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

2. TEST-TAKER PROFILE

Figure 2.1 is a demographic profile of students who took the SAILS test at University of Connecticut, along with profiles for other institutions of the same type (Doctorate), 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

	UConn (n=823)		Institution Type: Doctorate (n=24,714)		All Institutions (n=45,204)	
Characteristics	n	%	n	%	n	%
Class Standing						
Freshman	701	85.2	14,362	58.1	25,418	56.2
Sophomore	100	12.2	4,099	16.6	8,211	18.2
Junior	20	2.4	2,751	11.1	4,934	10.9
Senior	0	0.0	3,197	12.9	5,529	12.2
Other	2	0.2	253	1.0	919	2.0
Not reported	0	0.0	52	0.2	193	0.4
Student Major						
Agriculture and Natural Resources	40	4.9	451	1.8	551	1.2
Architecture	0	0.0	101	0.4	174	0.4
Business	144	17.5	3,996	16.2	7,833	17.3
Communications/Journalism	25	3.0	1,222	4.9	1,774	3.9
Education	47	5.7	1,537	6.2	3,000	6.6
Engineering/Computer Science	114	13.9	2,938	11.9	3,913	8.7
General Studies	0	0.0	132	0.5	545	1.2
Health Sciences/ Nursing/ Pre-Pharmacy	58	7.0	2,158	8.7	4,314	9.5
History	6	0.7	312	1.3	574	1.3
English/ Languages	21	2.6	1,527	6.2	3,171	7.0
Law	0	0.0	248	1.0	627	1.4
Military/Naval Science	0	0.0	1	0.0	12	0.0
Fine Arts	28	3.4	672	2.7	1,190	2.6
Sciences/ Mathematics	57	6.9	1,815	7.3	2,689	5.9
Social Sciences/ Psychology	61	7.4	2,995	12.1	4,220	9.3
Other	37	4.5	2,269	9.2	6,025	13.3
Undecided	185	22.5	2,277	9.2	3,855	8.5
Not reported	0	0.0	63	0.3	737	1.6

Custom Demographics	UConn (N=823) n	%
Is this a pre-test?		
Yes	655	79.6
No	168	20.4
Not reported	0	0.0

3. RESULTS BY SAILS SKILL SETS

Student performance is presented in this section by skill sets, which are regroupings of the ACRL objectives for information literacy instruction. See Appendix F for the full list of the original ACRL standards, performance indicators, outcomes, and objectives.

Figures and text are provided only for skill sets that have enough items and where enough data were collected to allow for analysis on the skill set.

The first part of this section reports findings from across the skill sets, with a Summary of Results followed by Detailed Results in a table. The second part of this section focuses on each of the individual skill sets.

A. Across the Skill Sets

Summary of Results

Students at University of Connecticut performed better than the institution-type benchmark on the following SAILS Skill Sets:

Searching

Students at University of Connecticut 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
Retrieving Sources
Evaluating Sources
Documenting Sources
Understanding Economic, Legal, and Social Issues

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

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

Detailed Results - Data Table

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

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

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

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

	University of Connecticut	Institution Type: Doctorate	All Institutions
SAILS Skill Sets			
Developing a Research Strategy	587 ±6	585 ±1	579 ±1
Selecting Finding Tools	566 ±9	561 ±2	555 ±1
Searching	568 ±6	558 ±1	551 ±1
Using Finding Tool Features	645 ±10	640 ±2	634 ±2
Retrieving Sources	580 ±11	581 ±2	572 ±2
Evaluating Sources	595 ±6	592 ±1	588 ±1
Documenting Sources	599 ±8	598 ±2	586 ±1
Understanding Economic, Legal, and Social Issues	565 ±7	564 ±1	557 ±1

B. Within Skill Sets

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

1. SAILS Skill Set: Developing a Research Strategy

Summary of Results

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Detailed Results - Data Table

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

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

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

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

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	587 ±6	585 ±1	579 ±1
Class Standing			
Freshman	585 ±6	579 ±1	573 ±1
Sophomore	601 ±18	586 ±3	577 ±2
Junior	594 ±33	594 ±3	587 ±3
Majors			
Agriculture and Natural Resources	597 ±24	577 ±7	579 ±6
Business	577 ±13	571 ±3	567 ±2
Communications / Journalism	588 ±30	587 ±5	586 ±4
Education	578 ±25	583 ±5	576 ±3
Engineering / Computer Science	592 ±15	587 ±3	583 ±3
Health Sciences / Nursing / Pre-Pharmacy	585 ±24	580 ±4	572 ±3
English / Languages	617 ±35	602 ±4	587 ±3
Fine Arts	600 ±29	599 ±7	590 ±5
Sciences / Mathematics	605 ±25	596 ±4	591 ±3
Social Sciences / Psychology	590 ±20	594 ±3	592 ±3
Other	591 ±27	582 ±4	574 ±2

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	579 ±13	576 ±4	575 ±3

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	584 ±6
No	599 ±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, and the average for all institutions.

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

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

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

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

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

For example,

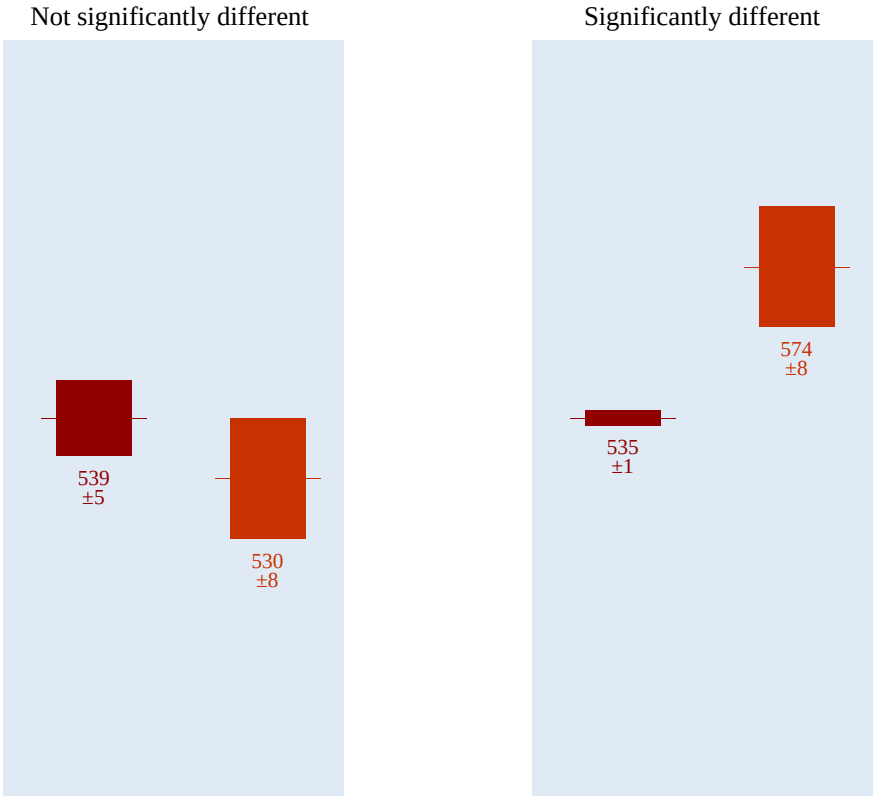

Figure 3.3 Chart for Skill Set: Developing a Research Strategy

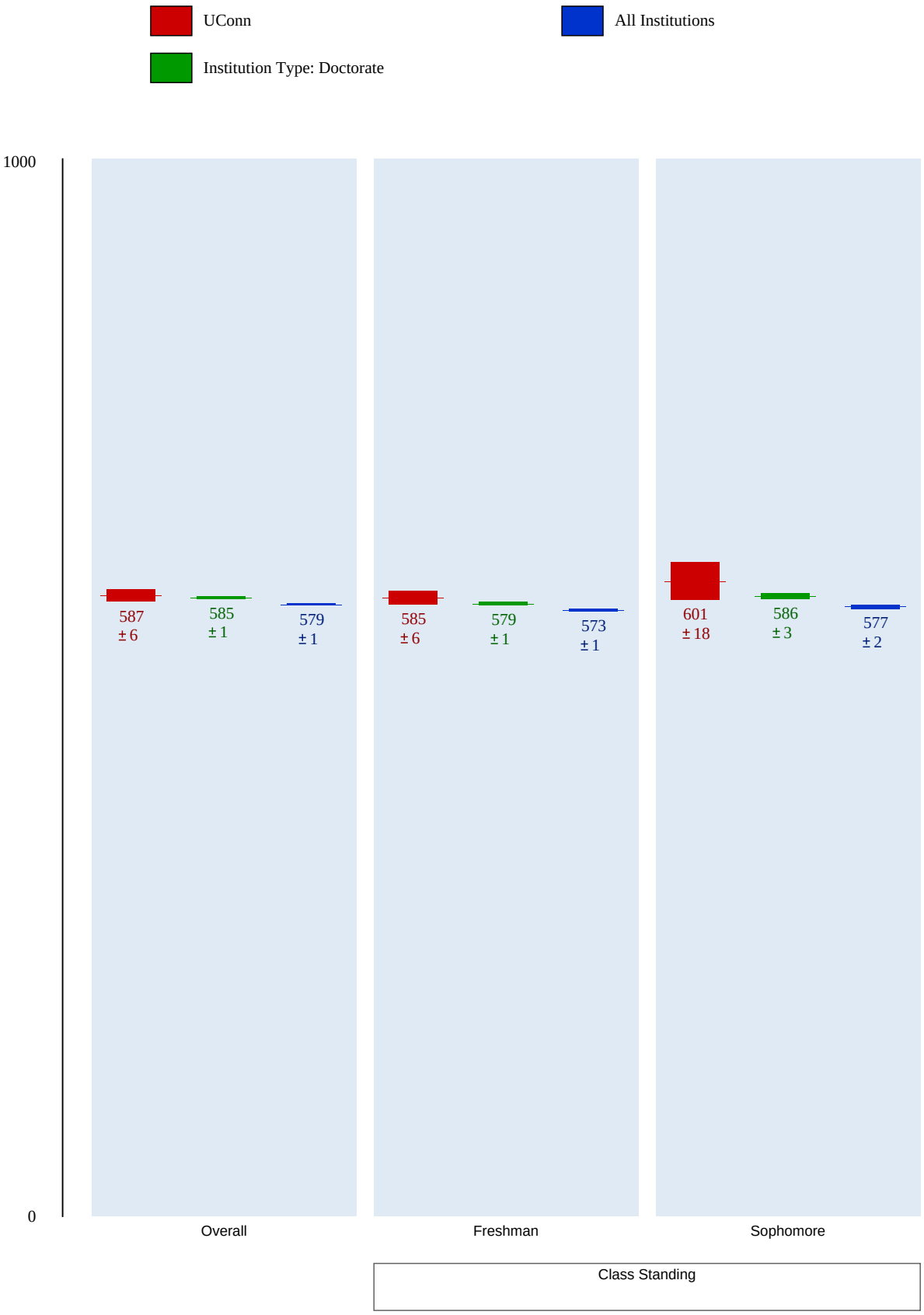

Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

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

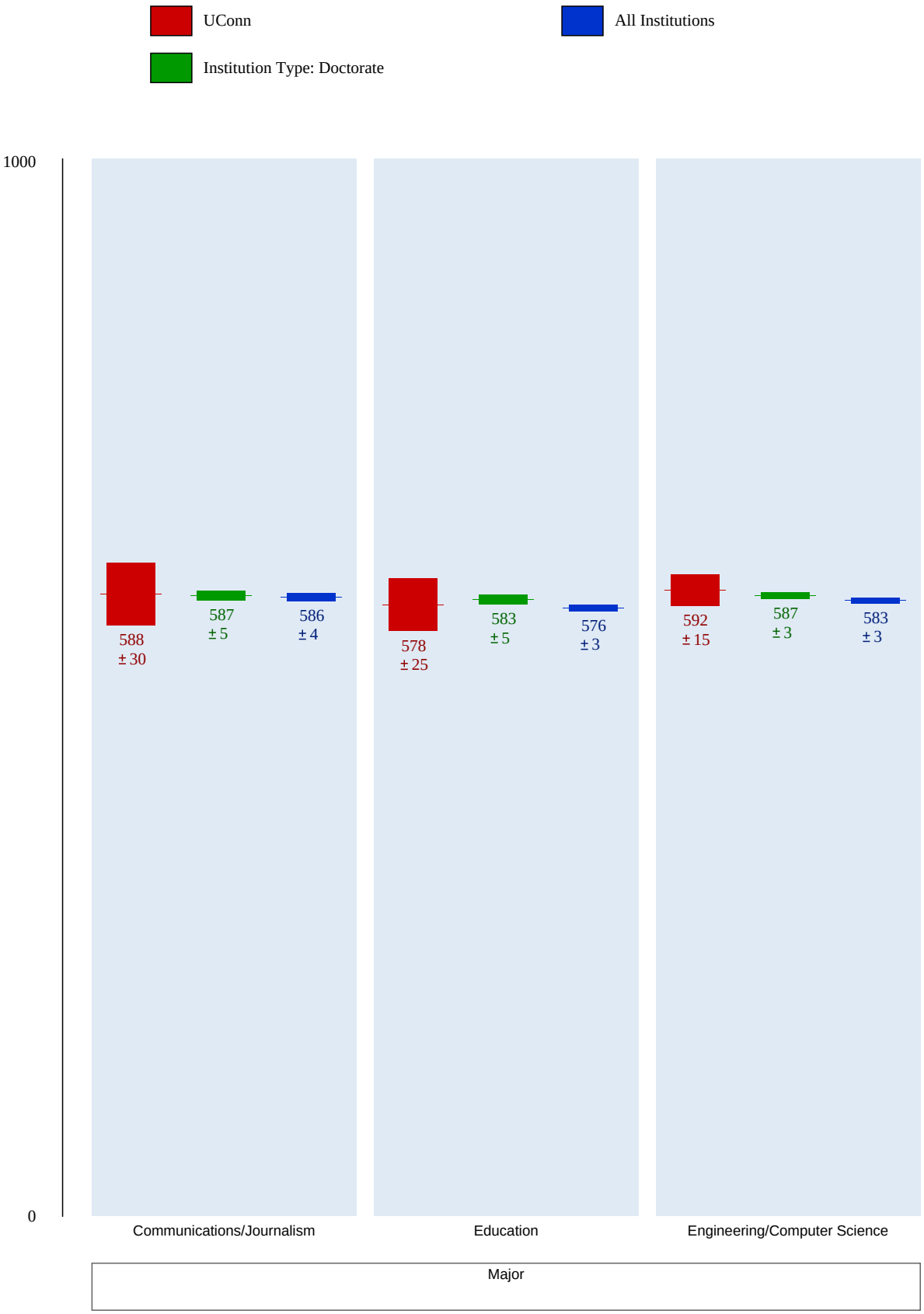

Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

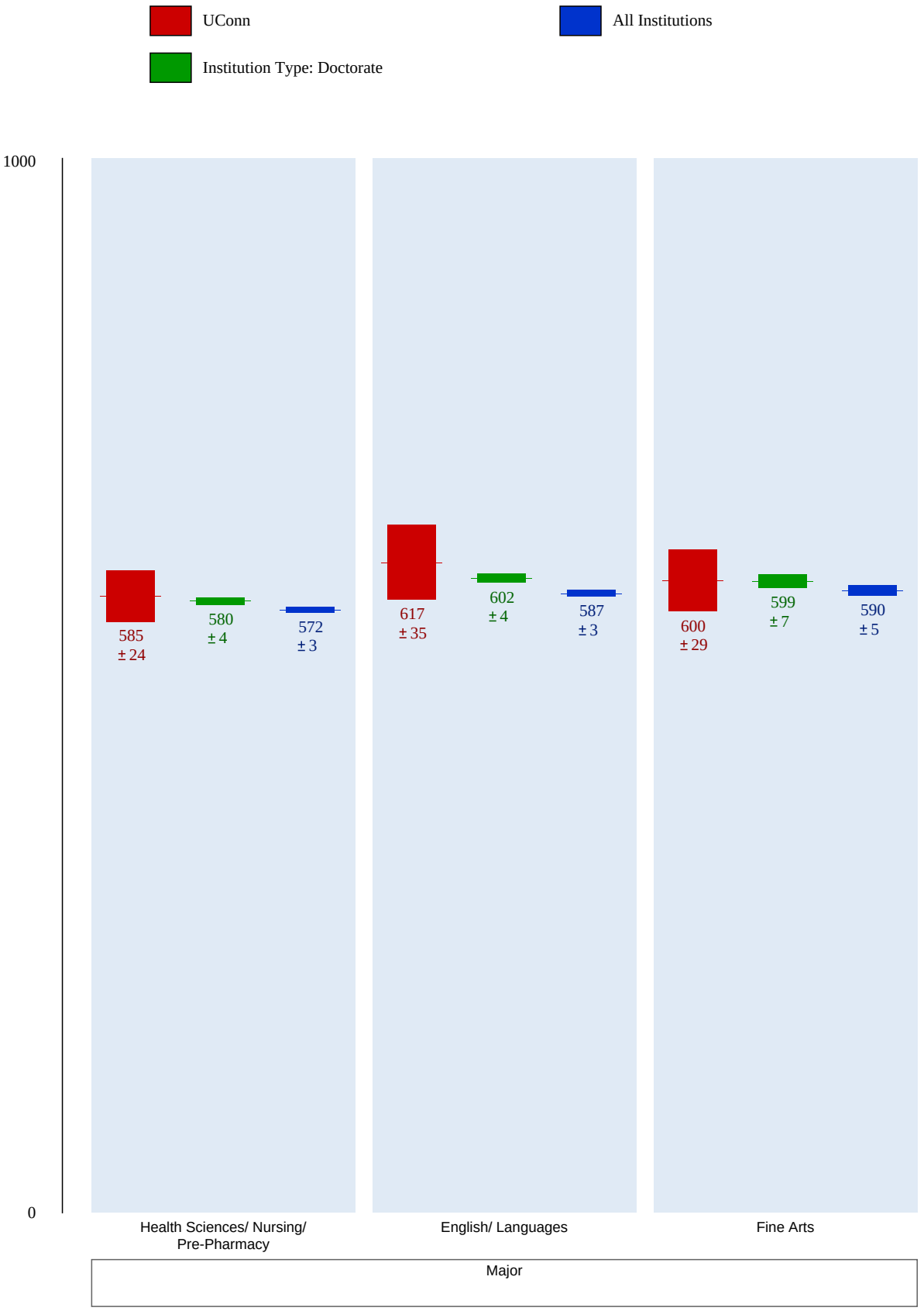

Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

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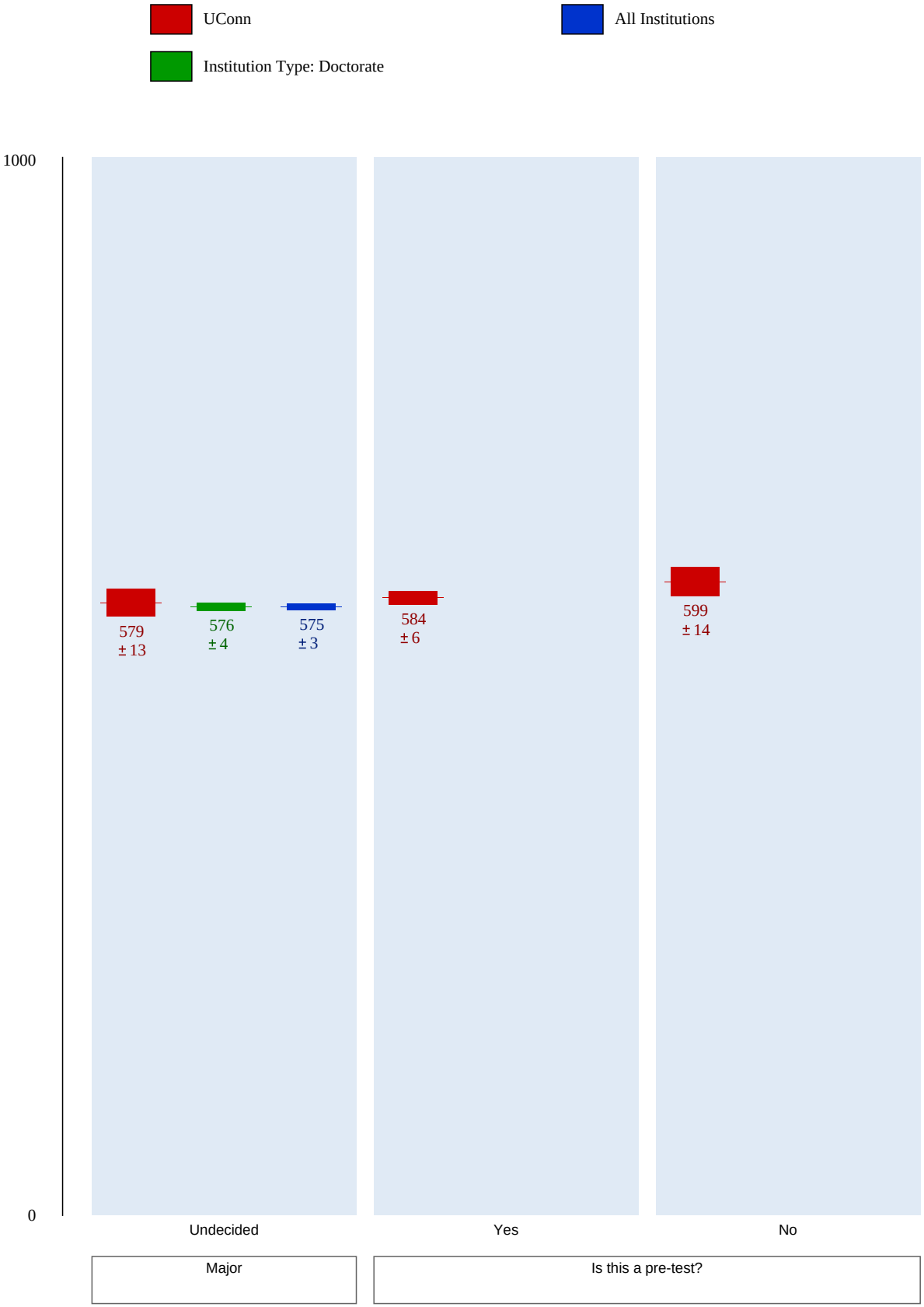

Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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.

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

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

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

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

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

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

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

1.2.3.1 Identifies various formats in which information is available.

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

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

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

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

2.2.1.1 Describes a general process for searching for information.

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

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

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

2. SAILS Skill Set: Selecting Finding Tools

Summary of Results

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman

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

Class Standing:	Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Detailed Results - Data Table

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

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

Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	566 ±9	561 ±2	555 ±1
Class Standing			
Freshman	567 ±10	555 ±2	549 ±2
Sophomore	552 ±24	563 ±4	554 ±3
Junior	588 ±59	568 ±5	566 ±4
Majors			
Agriculture and Natural Resources	598 ±56	559 ±11	562 ±11
Business	560 ±23	545 ±4	545 ±3
Communications / Journalism	568 ±45	564 ±7	561 ±6
Education	528 ±38	548 ±6	547 ±4
Engineering / Computer Science	567 ±22	568 ±4	565 ±4
Health Sciences / Nursing / Pre-Pharmacy	546 ±30	555 ±5	550 ±4
English / Languages	600 ±48	582 ±7	564 ±4
Fine Arts	578 ±51	578 ±9	566 ±7
Sciences / Mathematics	568 ±30	571 ±6	566 ±5
Social Sciences / Psychology	591 ±30	567 ±5	565 ±4
Other	549 ±58	559 ±5	548 ±3

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	567 ±22	556 ±5	553 ±4

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	567 ±10
No	561 ±21

Detailed Results - Chart

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

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

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

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

For example,

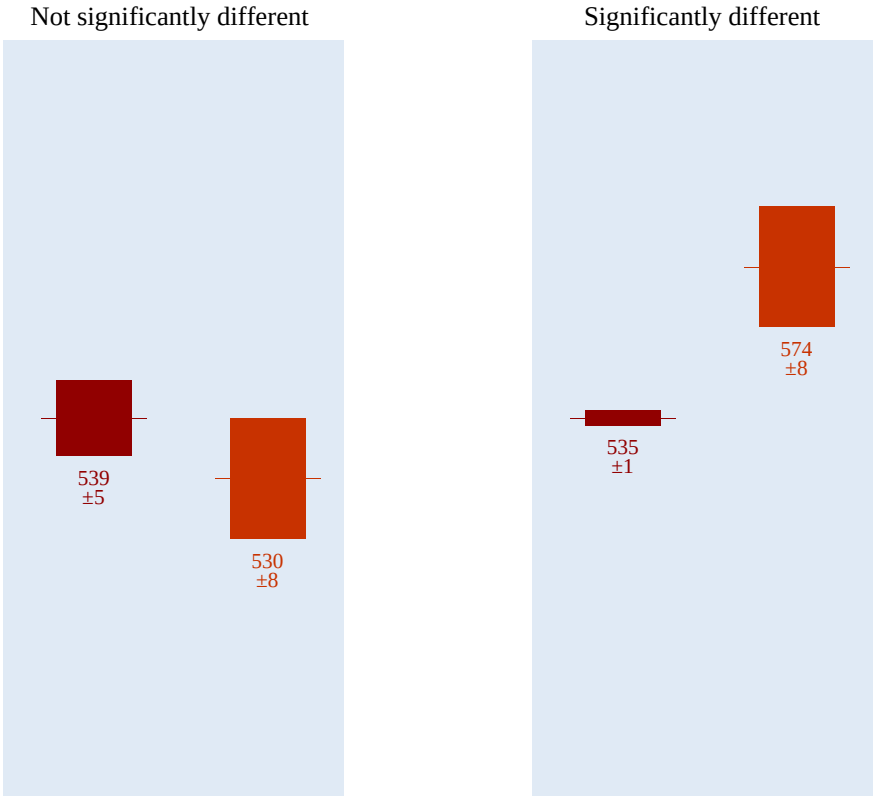

Figure 3.6 Chart for Skill Set: Selecting Finding Tools

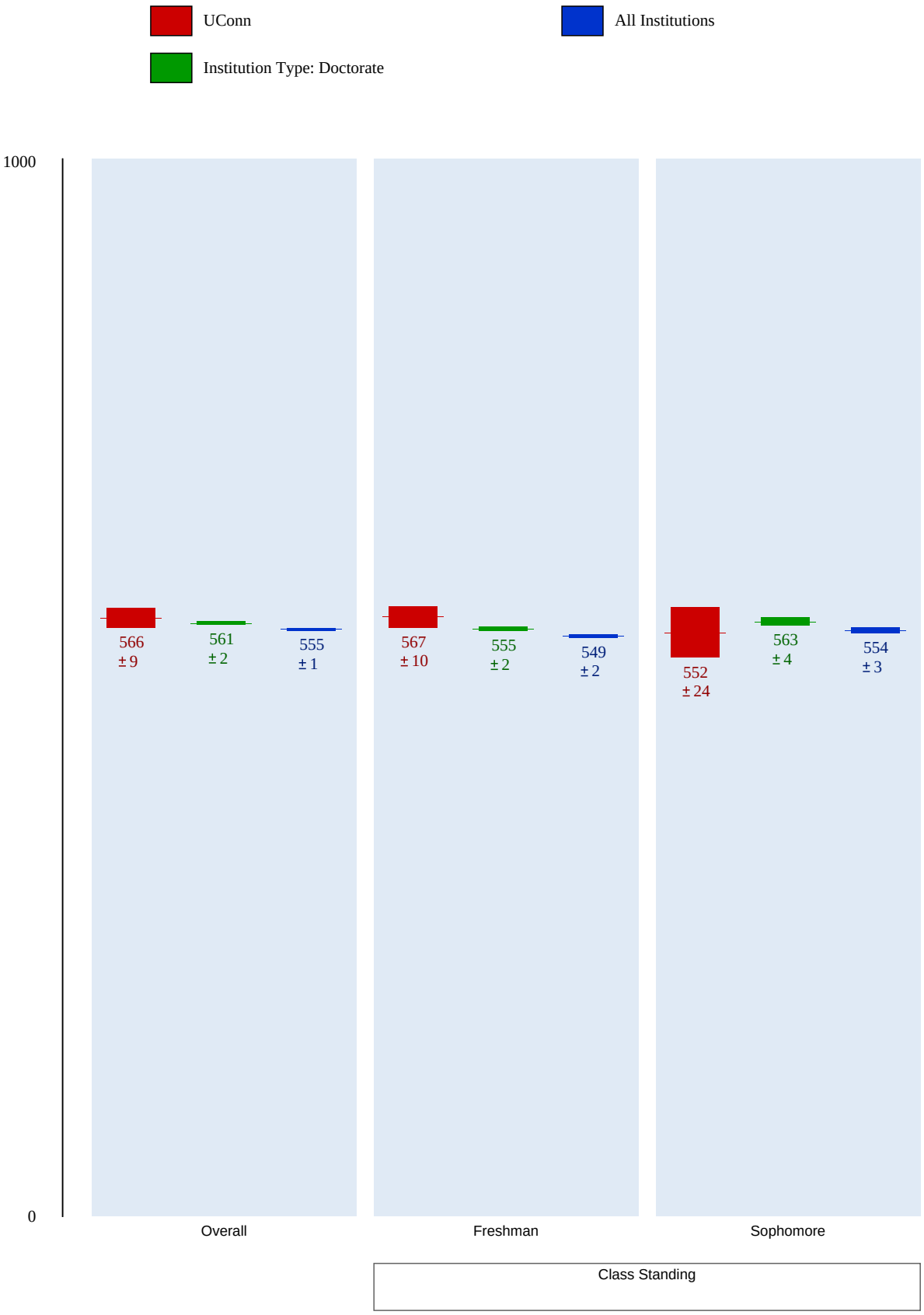

Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

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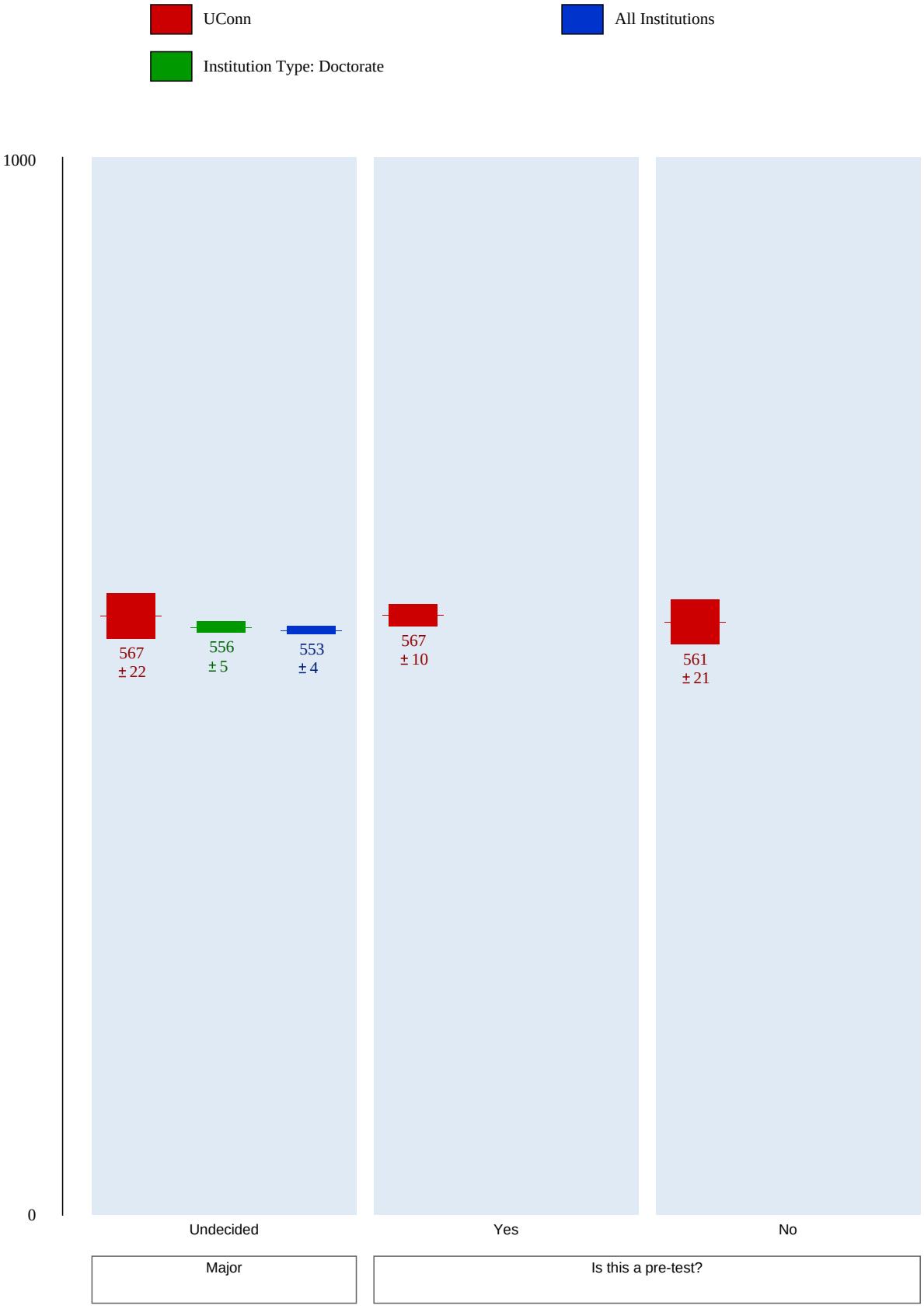

Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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.

2.3.1.4 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.

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

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

3. SAILS Skill Set: Searching

Summary of Results

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman
Major:	Engineering/Computer Science, Social Sciences/ Psychology

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

Class Standing:	Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed better than the UConn-average-student benchmark:

Major:	Engineering/Computer Science, Social Sciences/ Psychology

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Other, Undecided

Detailed Results - Data Table

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

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

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

Figure 3.8 Data Table for Skill Set: Searching

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	568 ±6	558 ±1	551 ±1
Class Standing			
Freshman	568 ±7	551 ±2	544 ±1
Sophomore	572 ±19	557 ±3	549 ±2
Junior	568 ±40	566 ±4	561 ±3
Majors			
Agriculture and Natural Resources	571 ±32	549 ±9	550 ±8
Business	554 ±16	544 ±3	541 ±2
Communications / Journalism	574 ±44	560 ±6	556 ±5
Education	570 ±29	551 ±5	545 ±4
Engineering / Computer Science	590 ±16	566 ±4	561 ±3
Health Sciences / Nursing / Pre-Pharmacy	554 ±23	561 ±4	551 ±3
English / Languages	570 ±47	570 ±5	553 ±3
Fine Arts	594 ±47	570 ±8	558 ±6
Sciences / Mathematics	560 ±22	571 ±5	569 ±4
Social Sciences / Psychology	597 ±23	560 ±4	559 ±3
Other	556 ±28	552 ±4	543 ±3

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	561 ±13	549 ±4	546 ±3

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	566 ±7
No	578 ±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, and the average for all institutions.

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

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

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

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

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

For example,

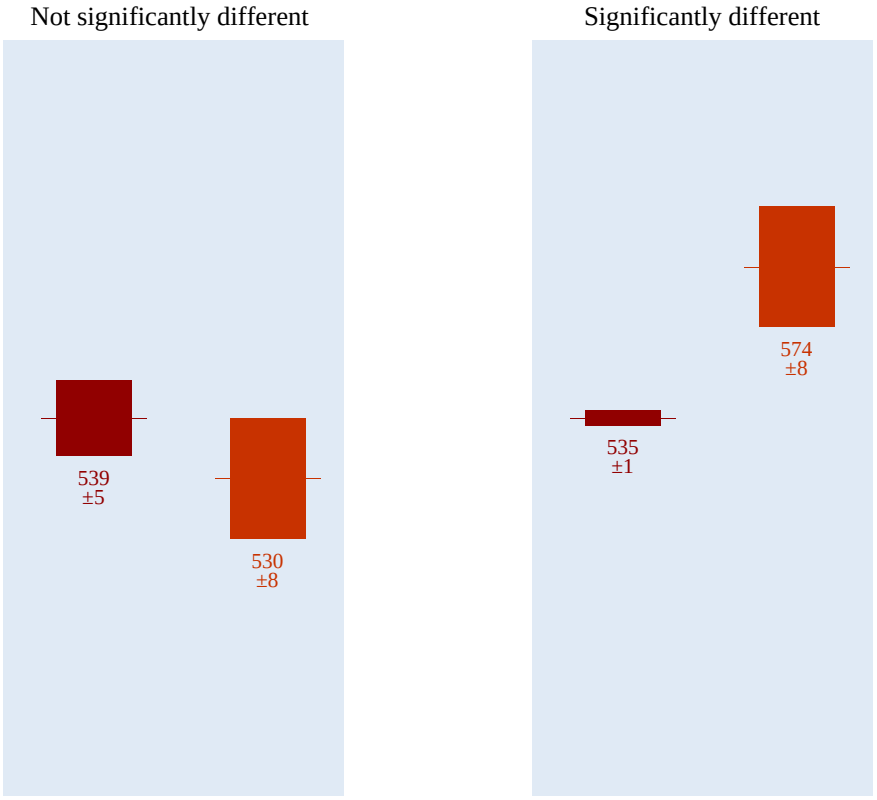

Figure 3.9 Chart for Skill Set: Searching

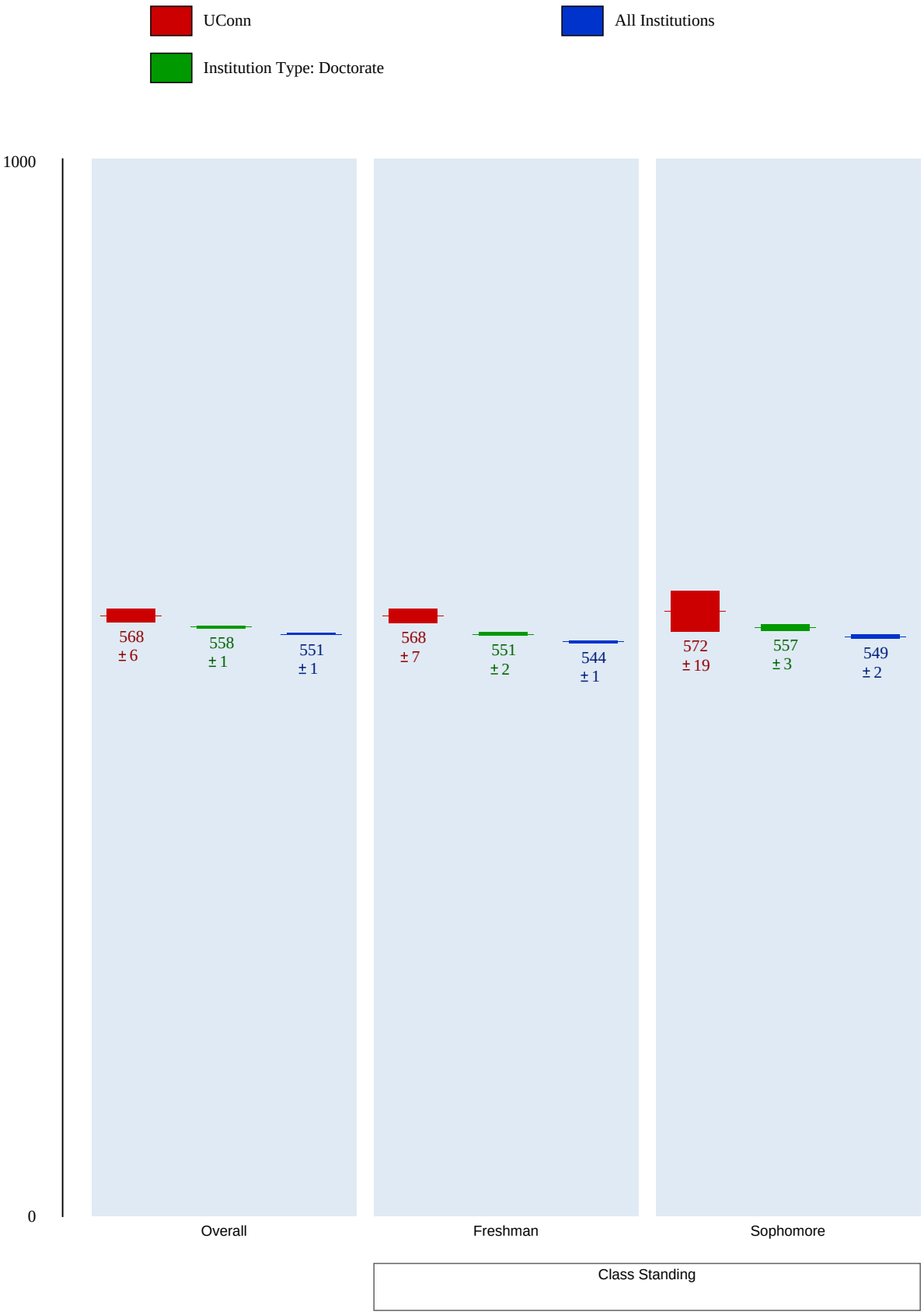

Figure 3.9 (continued) Chart for Skill Set: Searching

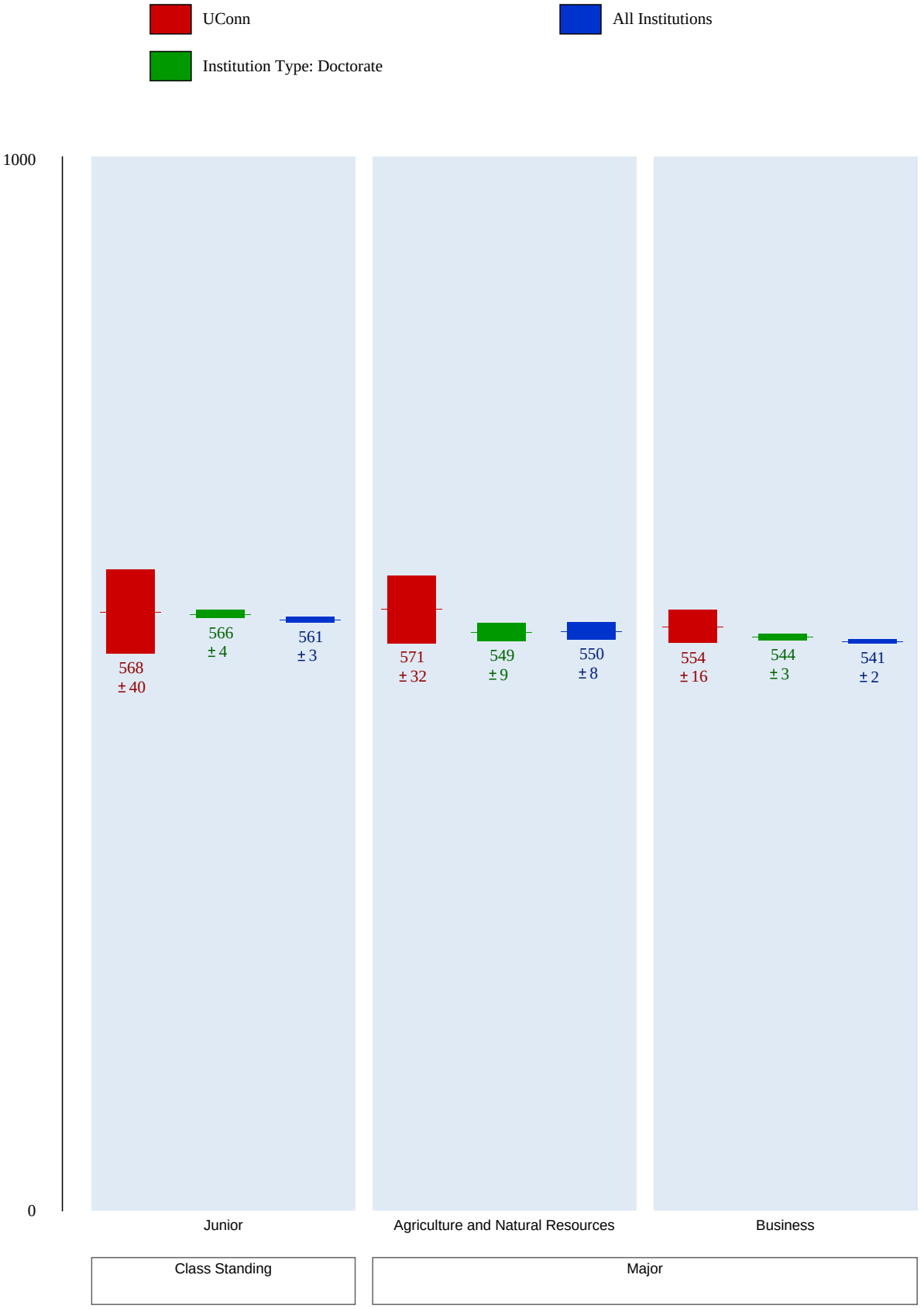

Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.9 (continued) Chart for Skill Set: Searching

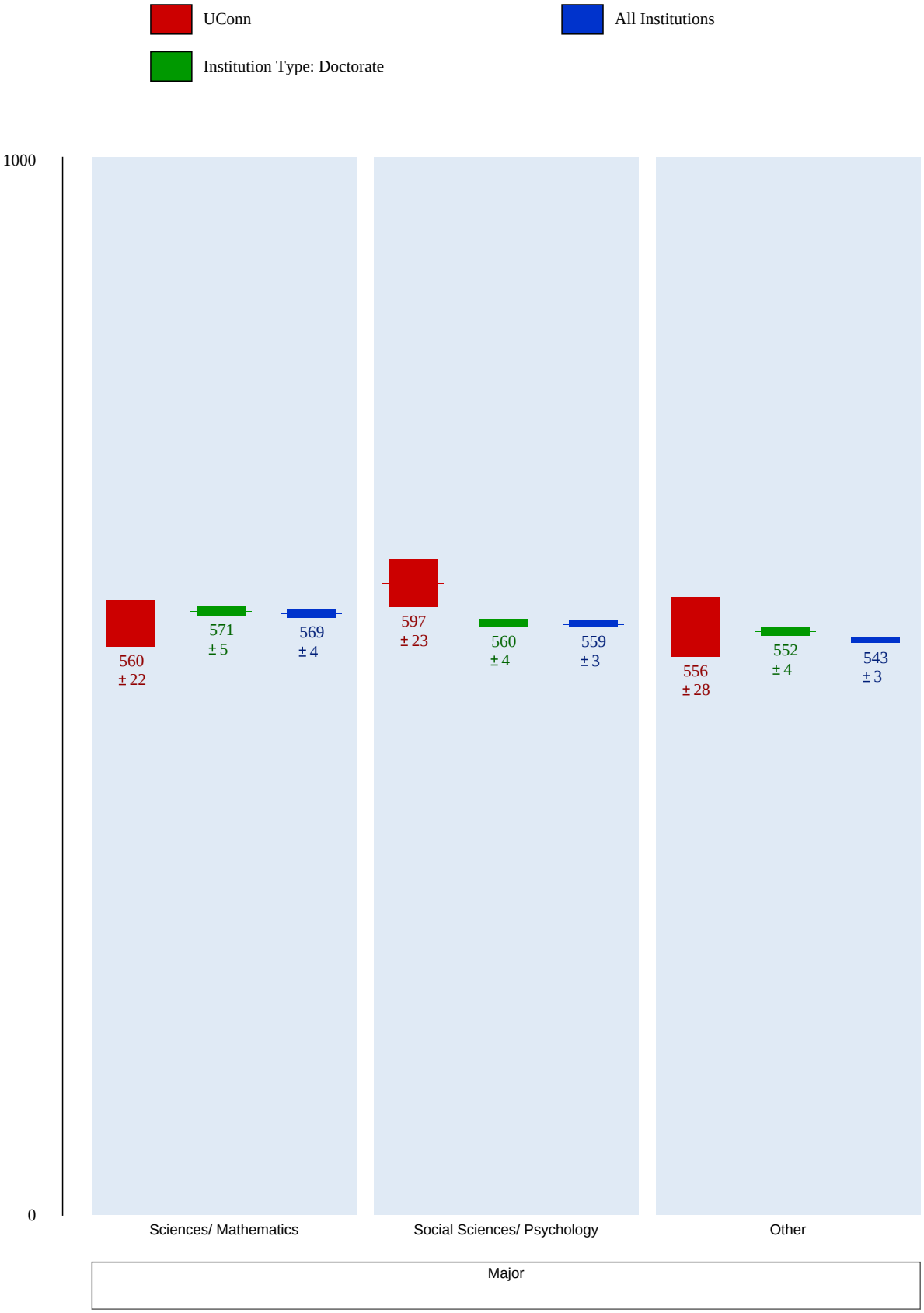

Figure 3.9 (continued) Chart for Skill Set: Searching

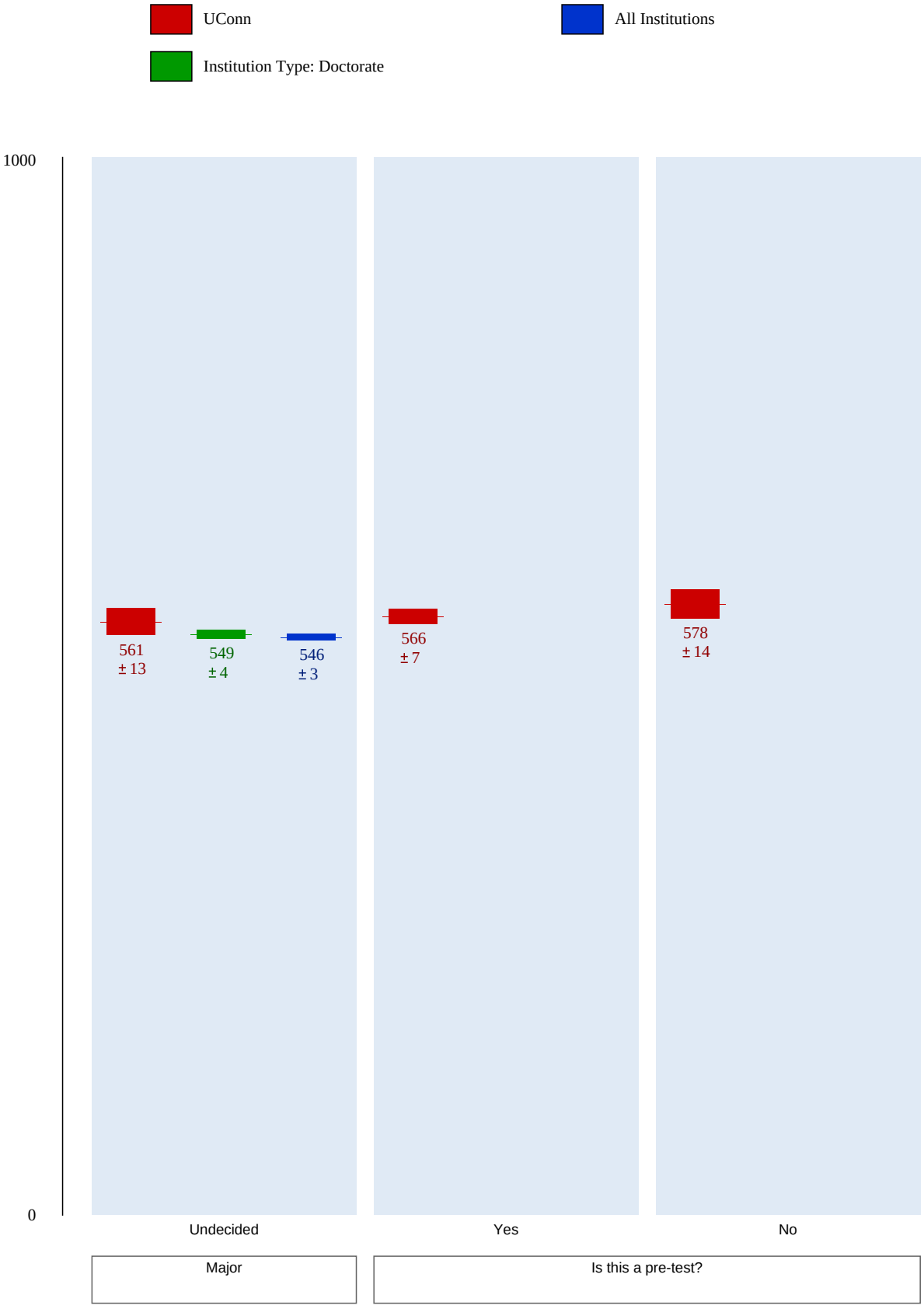

Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. SAILS Skill Set: Using Finding Tool Features

Summary of Results

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Detailed Results - Data Table

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

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

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

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

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	645 ±10	640 ±2	634 ±2
Class Standing			
Freshman	643 ±11	632 ±3	627 ±2
Sophomore	656 ±28	641 ±5	632 ±4
Junior	656 ±76	656 ±6	647 ±5
Majors			
Agriculture and Natural Resources	656 ±48	646 ±15	649 ±14
Business	625 ±23	629 ±5	624 ±4
Communications / Journalism	655 ±56	642 ±9	639 ±8
Education	638 ±42	647 ±9	639 ±6
Engineering / Computer Science	654 ±28	644 ±6	639 ±5
Health Sciences / Nursing / Pre-Pharmacy	649 ±36	637 ±7	631 ±5
English / Languages	617 ±60	661 ±8	647 ±6
Fine Arts	655 ±60	652 ±13	644 ±10
Sciences / Mathematics	649 ±37	648 ±7	646 ±6
Social Sciences / Psychology	671 ±34	645 ±6	640 ±5
Other	632 ±49	639 ±7	628 ±4

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	648 ±21	624 ±7	626 ±5

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	642 ±11
No	656 ±22

Detailed Results - Chart

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

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

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

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

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

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

For example,

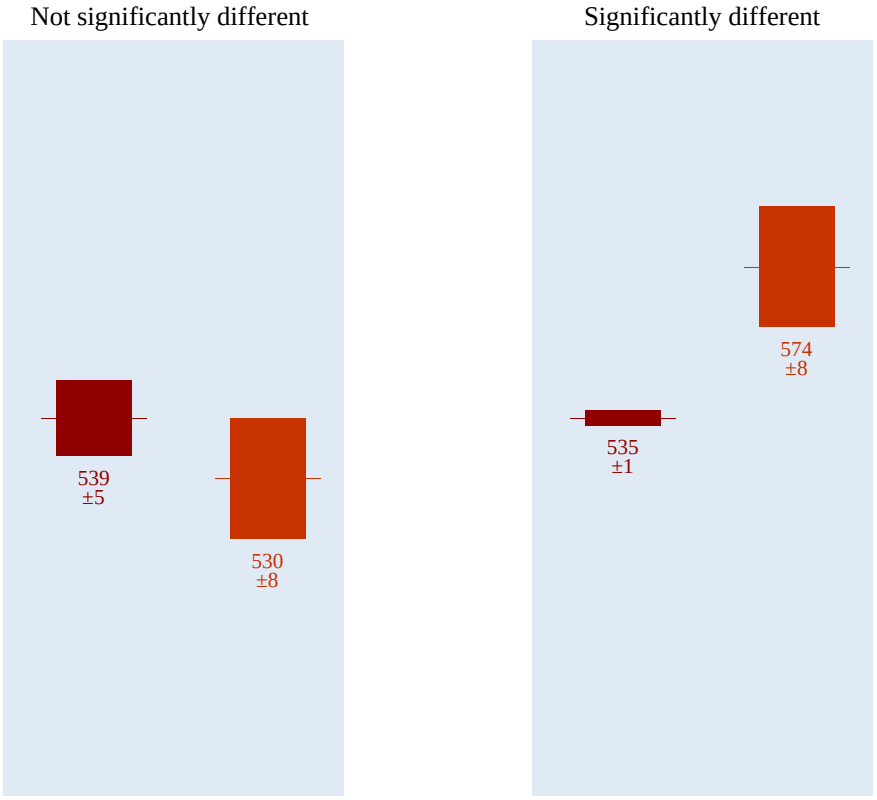

Figure 3.12 Chart for Skill Set: Using Finding Tool Features

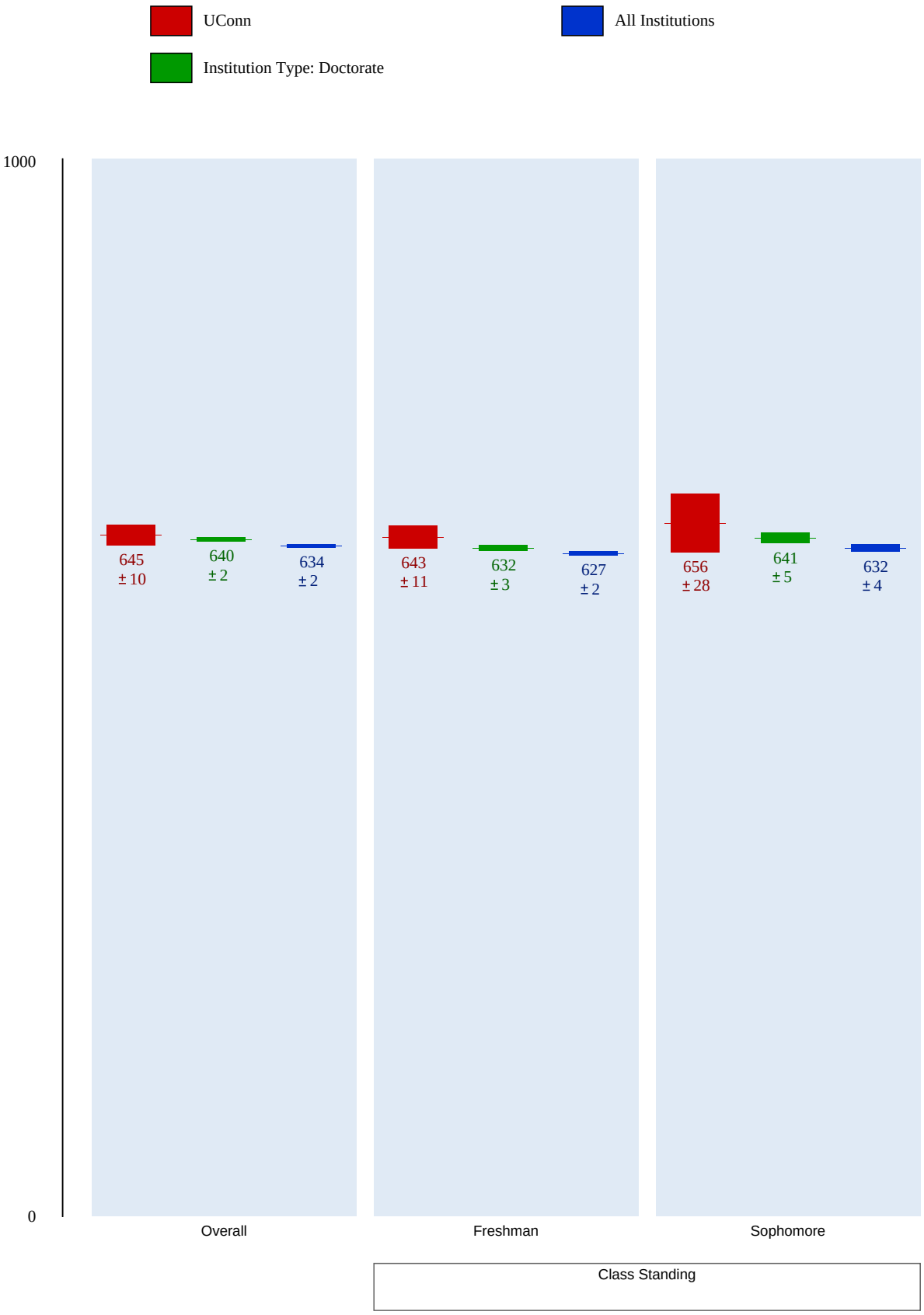

Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

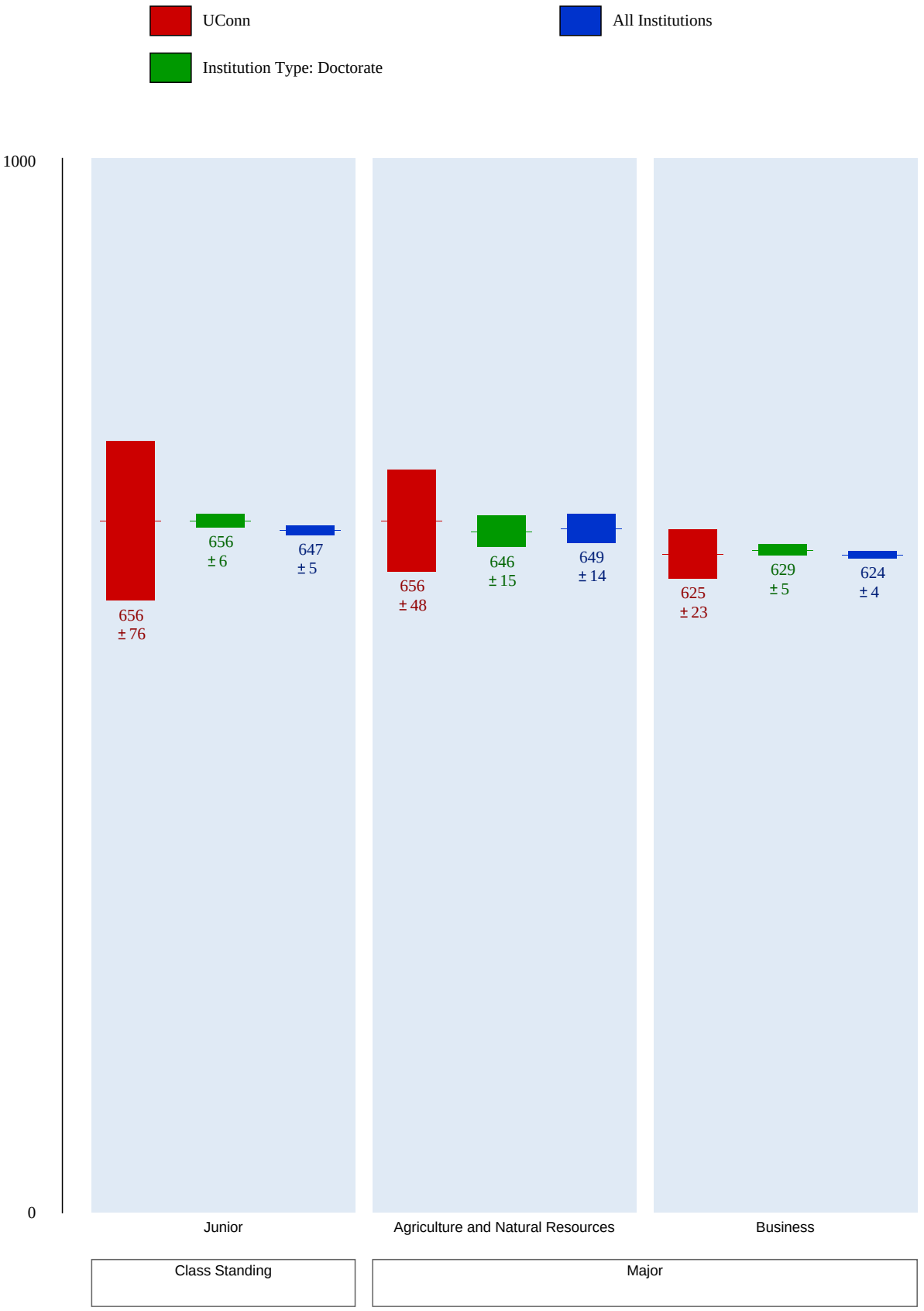

Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

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

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

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

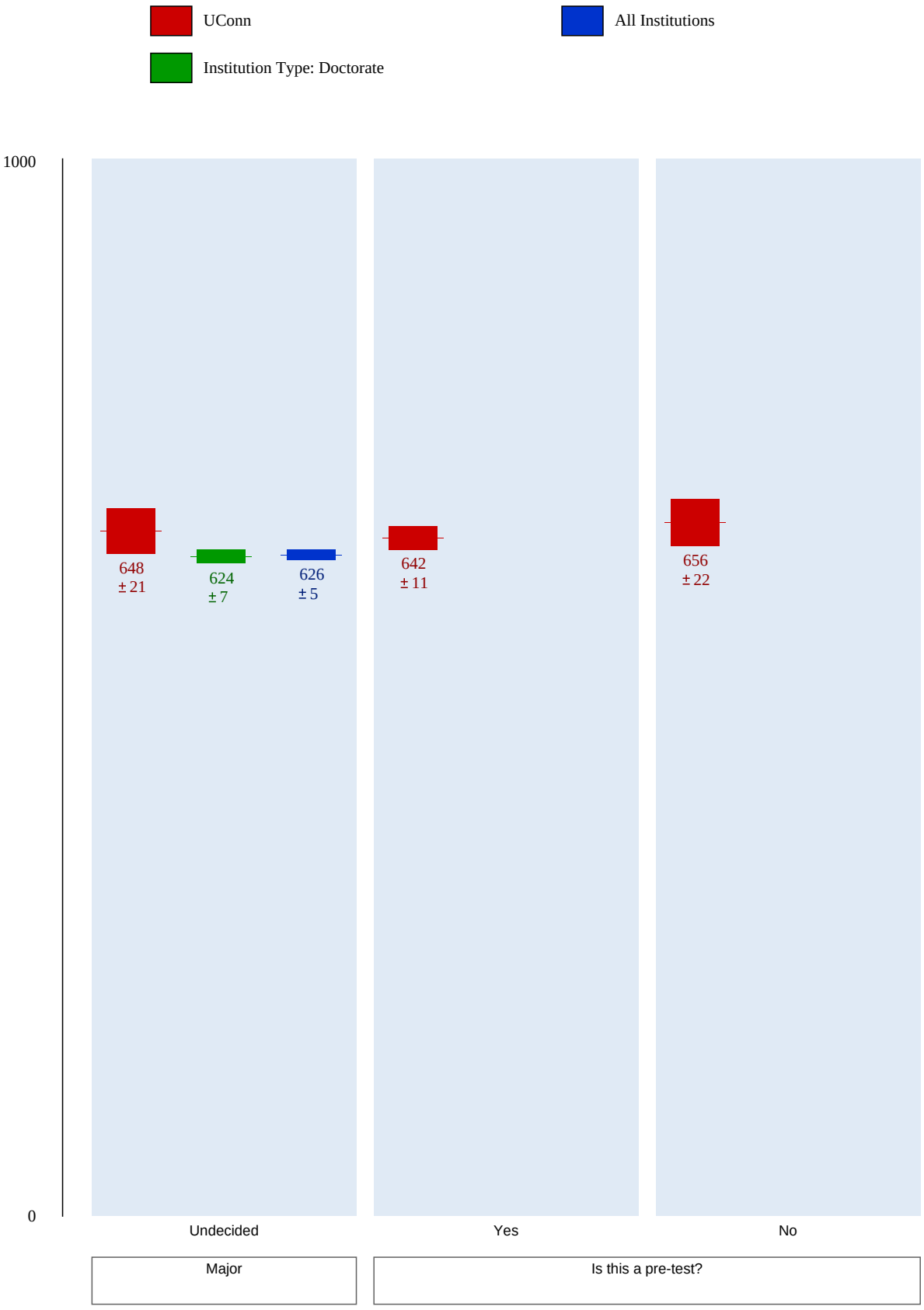

Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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

2.1.4.2 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).

2.5.1 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

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Detailed Results - Data Table

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	580 ±11	581 ±2	572 ±2
Class Standing			
Freshman	579 ±12	567 ±3	558 ±2
Sophomore	589 ±29	577 ±6	568 ±4
Junior	592 ±61	606 ±8	595 ±5
Majors			
Agriculture and Natural Resources	577 ±50	569 ±16	571 ±16
Business	569 ±26	559 ±6	556 ±4
Communications / Journalism	579 ±61	583 ±11	577 ±9
Education	556 ±44	585 ±10	574 ±7
Engineering / Computer Science	589 ±29	586 ±7	578 ±6
Health Sciences / Nursing / Pre-Pharmacy	588 ±39	590 ±8	580 ±6
English / Languages	603 ±62	605 ±10	576 ±7
Fine Arts	585 ±53	599 ±15	579 ±11
Sciences / Mathematics	611 ±44	598 ±9	597 ±7
Social Sciences / Psychology	576 ±41	591 ±7	589 ±6
Other	583 ±46	577 ±8	563 ±5

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	577 ±26	555 ±8	556 ±6

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	575 ±12
No	602 ±24

Detailed Results - Chart

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

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

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

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

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

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

For example,

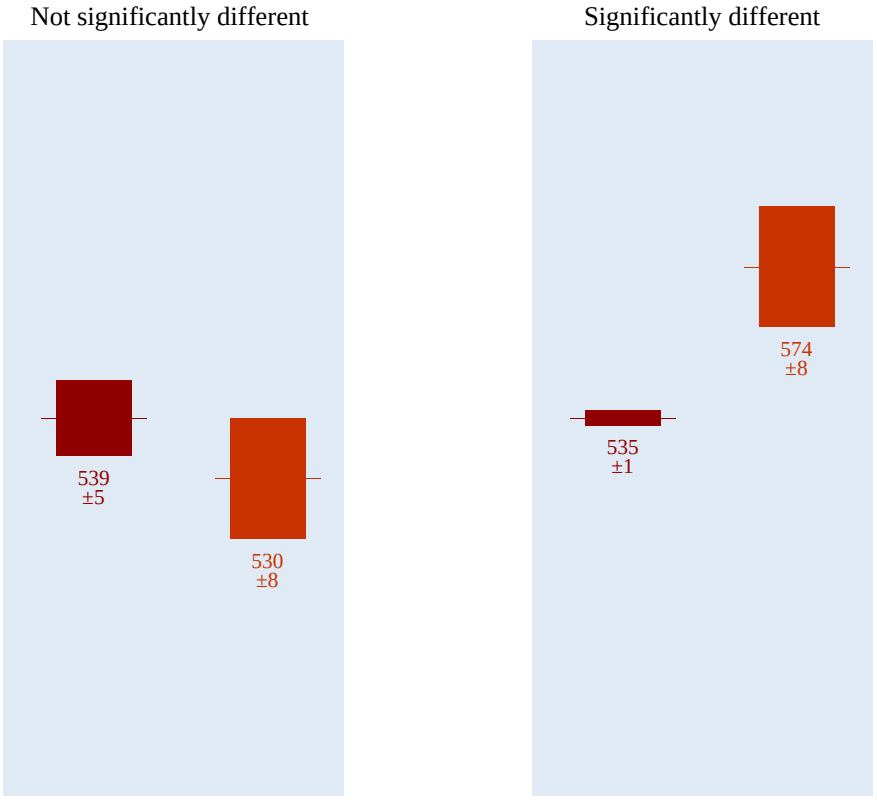

Figure 3.15 Chart for Skill Set: Retrieving Sources

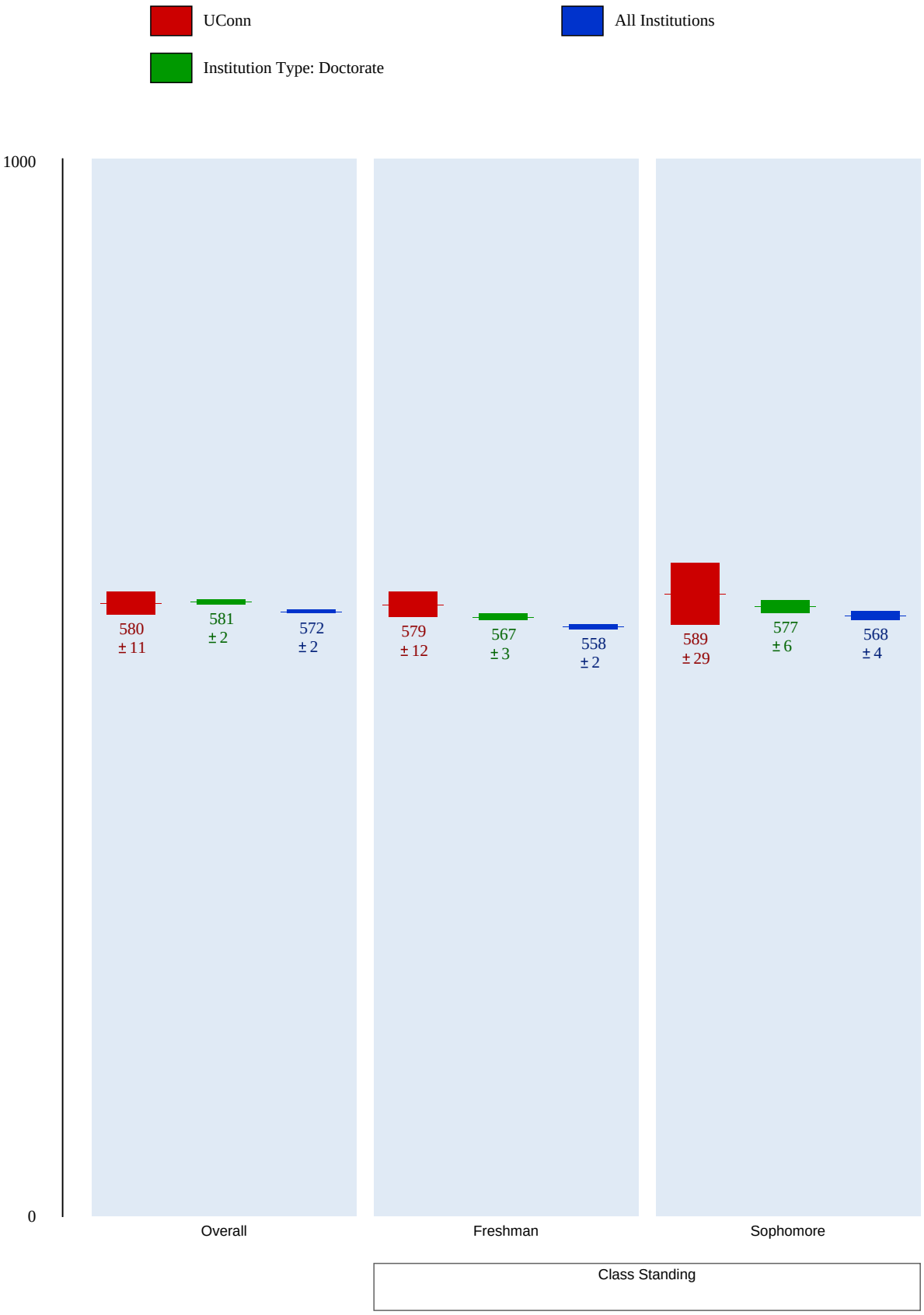

Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

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

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

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

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

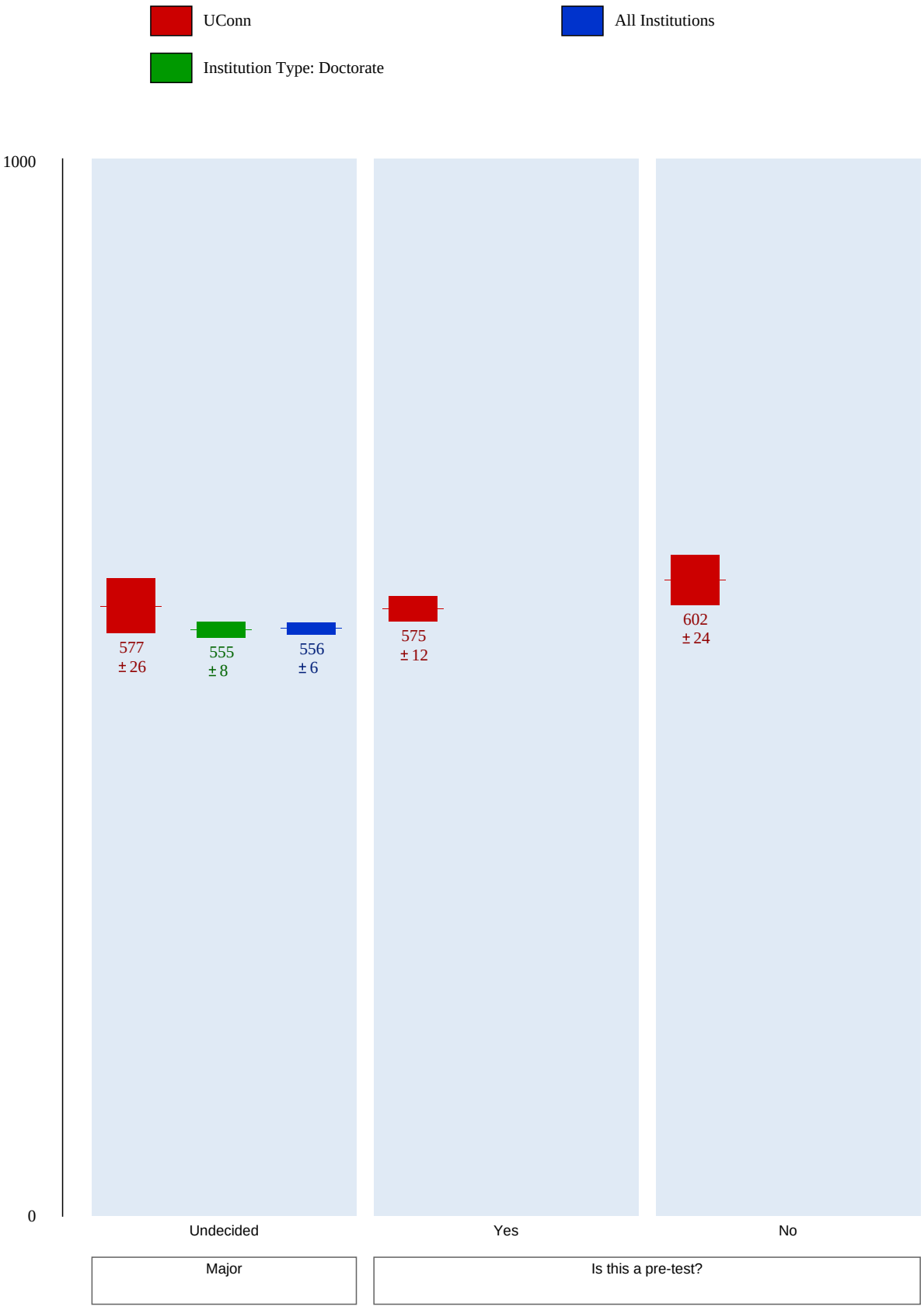

Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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

1.3.1.1 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.

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

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

2.3.3.1 Retrieves a document in print or electronic form.

2.3.3.2 Describes various retrieval methods for information not available locally.

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

6. SAILS Skill Set: Evaluating Sources

Summary of Results

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman

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

Class Standing:	Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Detailed Results - Data Table

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

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

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

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	595 ±6	592 ±1	588 ±1
Class Standing			
Freshman	597 ±6	586 ±2	581 ±1
Sophomore	585 ±17	593 ±3	587 ±2
Junior	584 ±38	601 ±4	597 ±3
Majors			
Agriculture and Natural Resources	603 ±27	583 ±9	582 ±8
Business	587 ±14	581 ±3	581 ±2
Communications / Journalism	600 ±43	597 ±6	592 ±5
Education	598 ±25	585 ±5	581 ±4
Engineering / Computer Science	603 ±16	596 ±4	594 ±3
Health Sciences / Nursing / Pre-Pharmacy	582 ±21	591 ±4	586 ±3
English / Languages	589 ±37	604 ±5	592 ±4
Fine Arts	594 ±34	597 ±8	591 ±6
Sciences / Mathematics	588 ±23	598 ±5	595 ±4
Social Sciences / Psychology	598 ±23	600 ±4	595 ±3
Other	605 ±28	588 ±4	583 ±3

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	599 ±12	586 ±4	584 ±3

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	596 ±7
No	594 ±13

Detailed Results - Chart

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

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

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

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

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

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

For example,

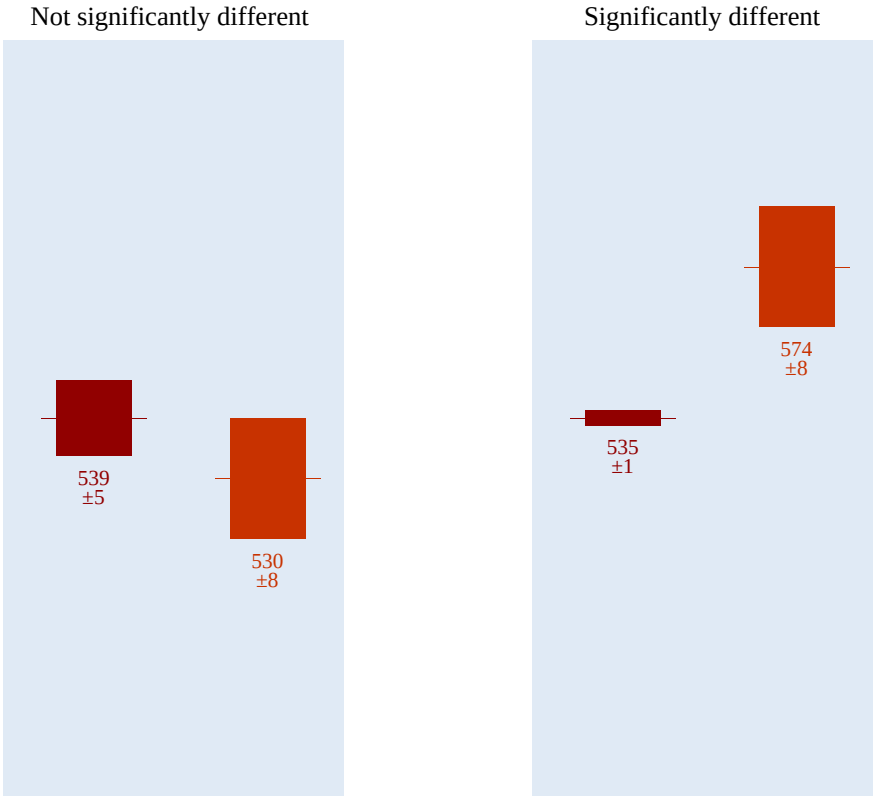

Figure 3.18 Chart for Skill Set: Evaluating Sources

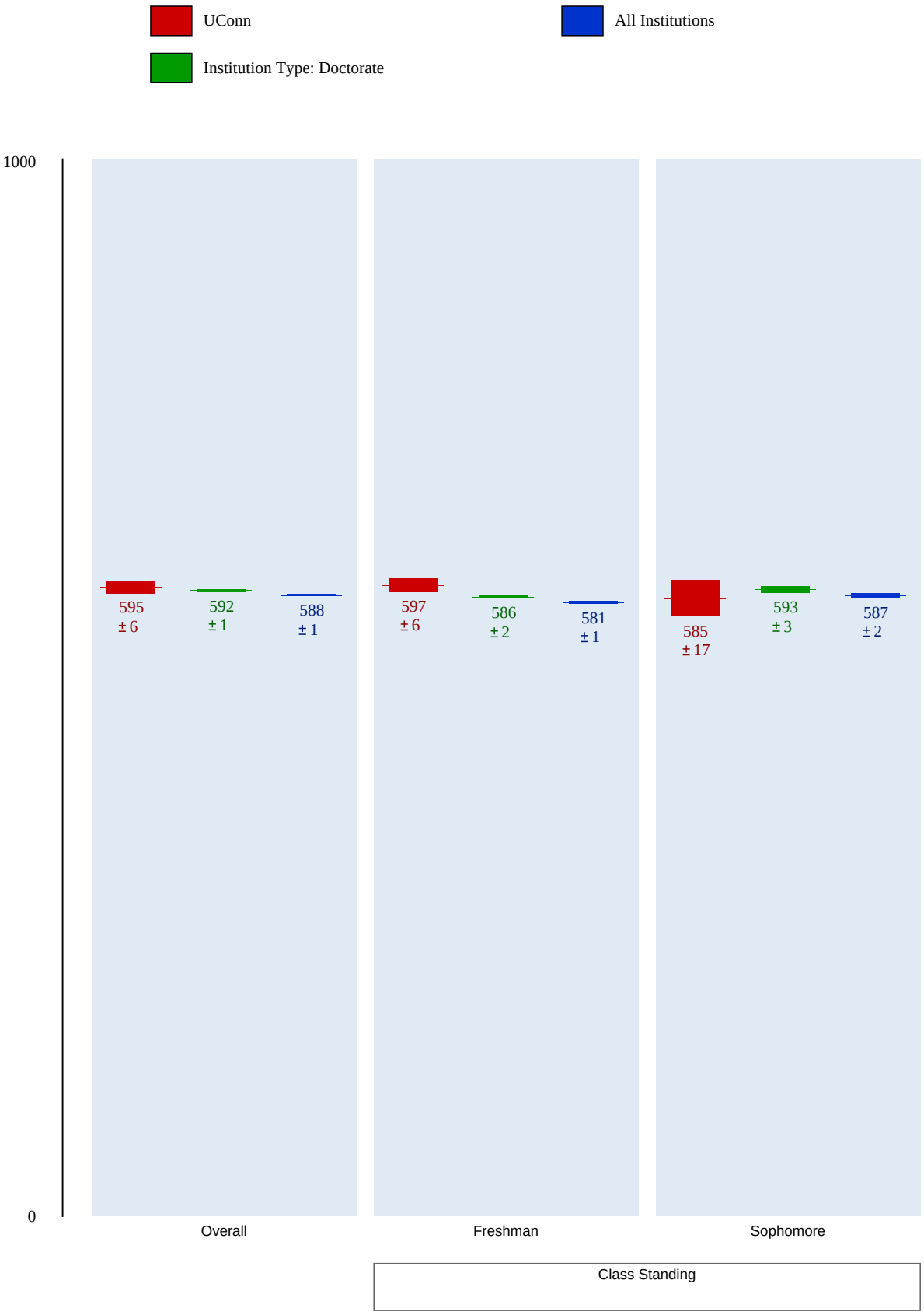

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

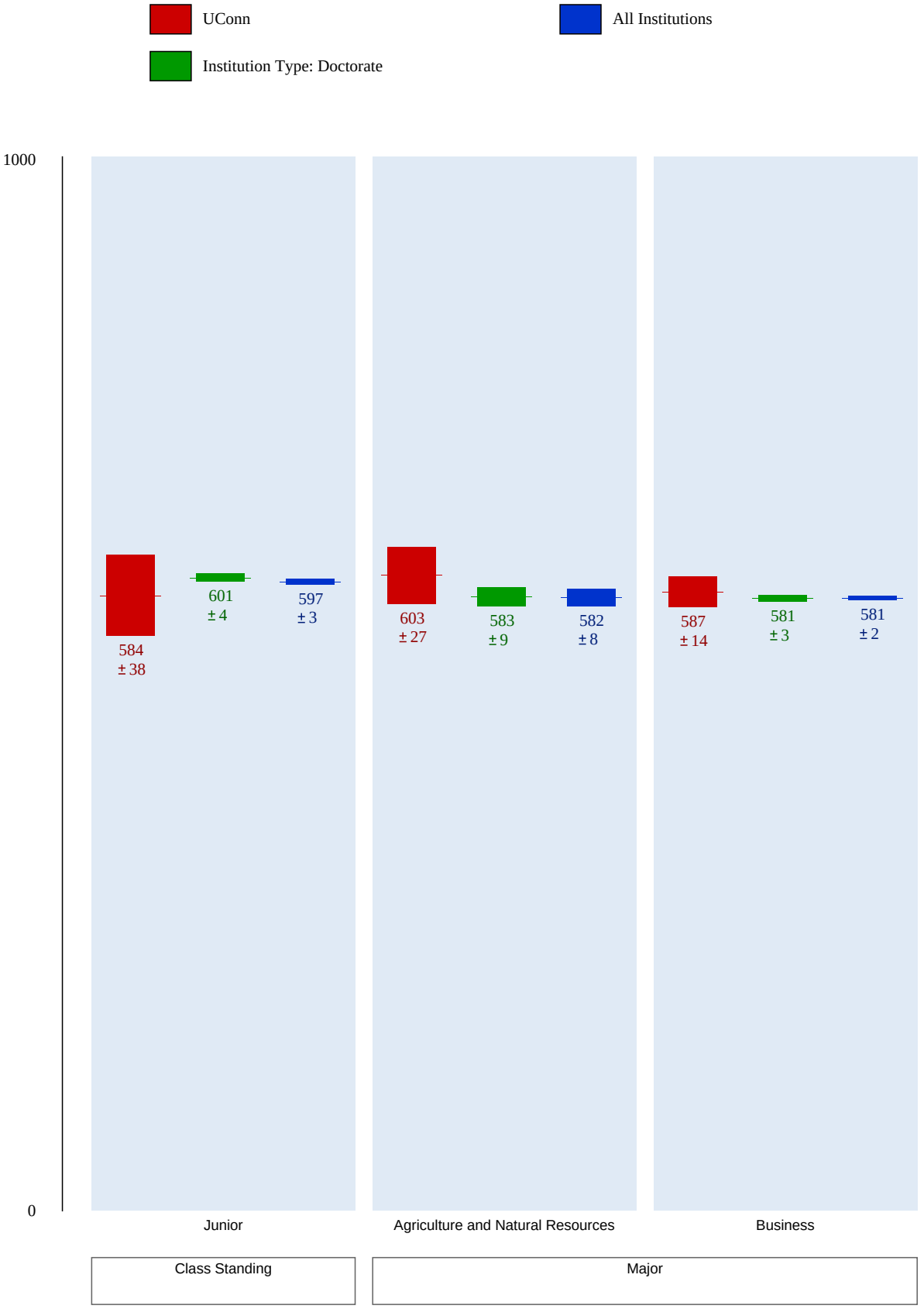

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

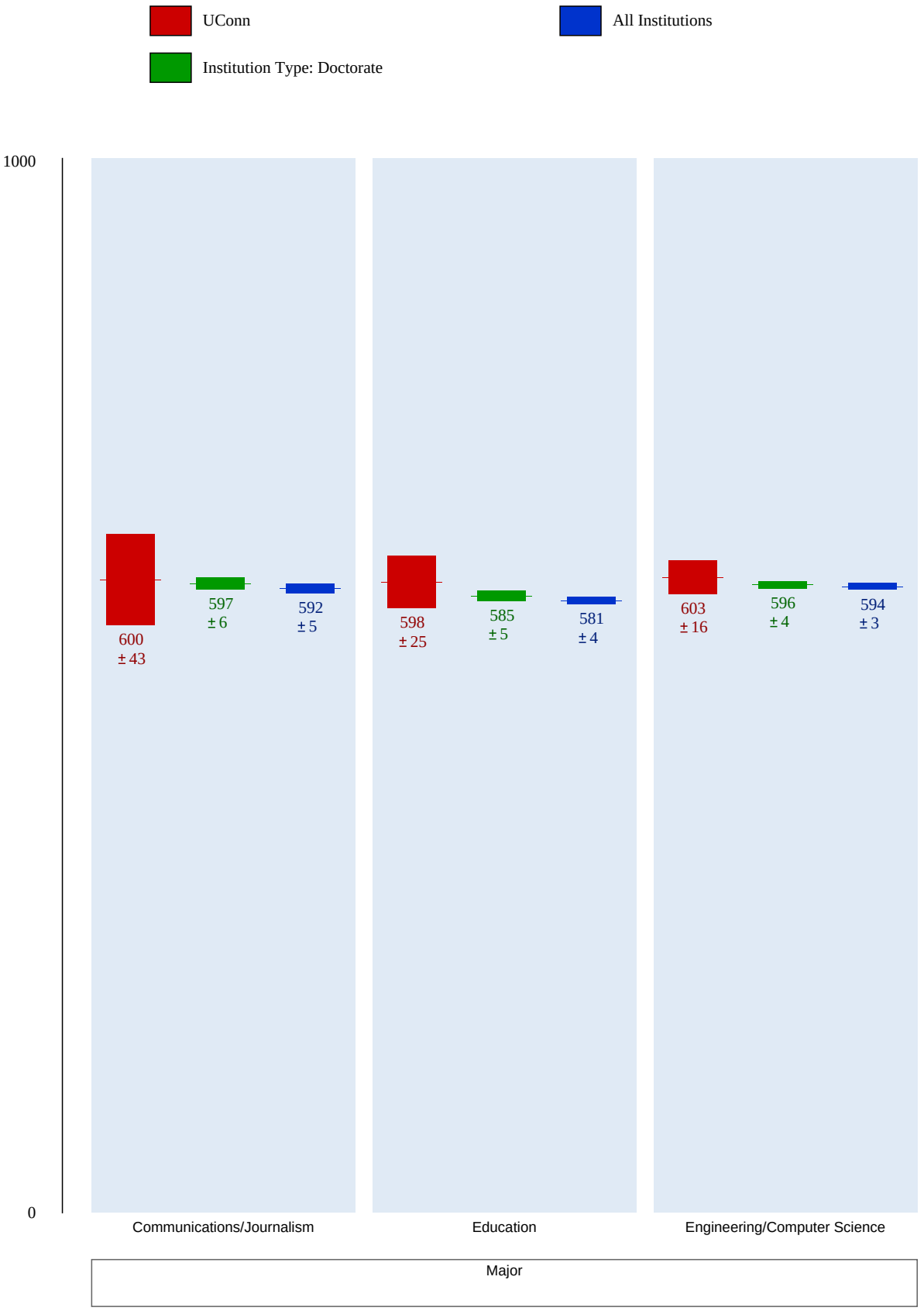

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

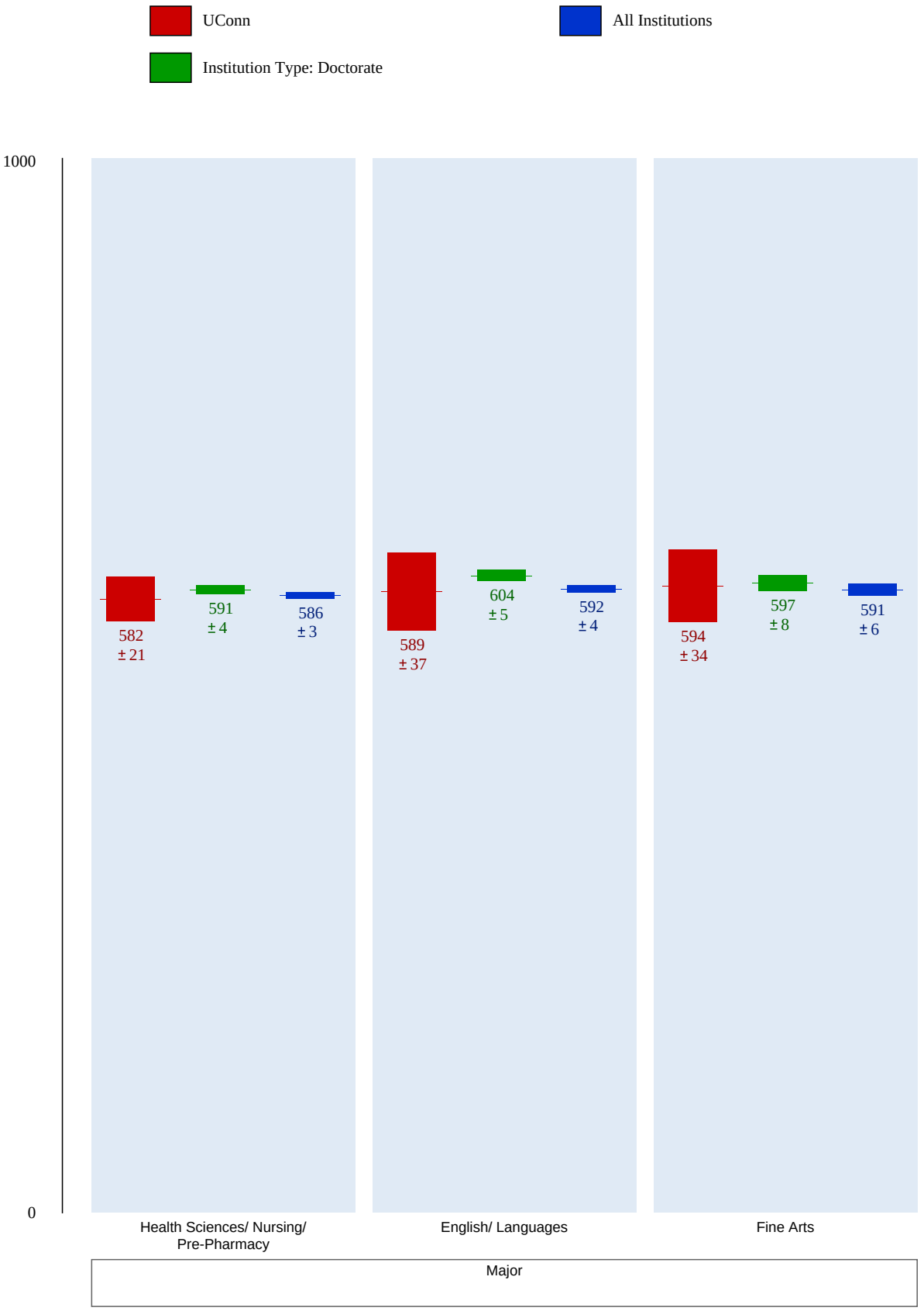

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

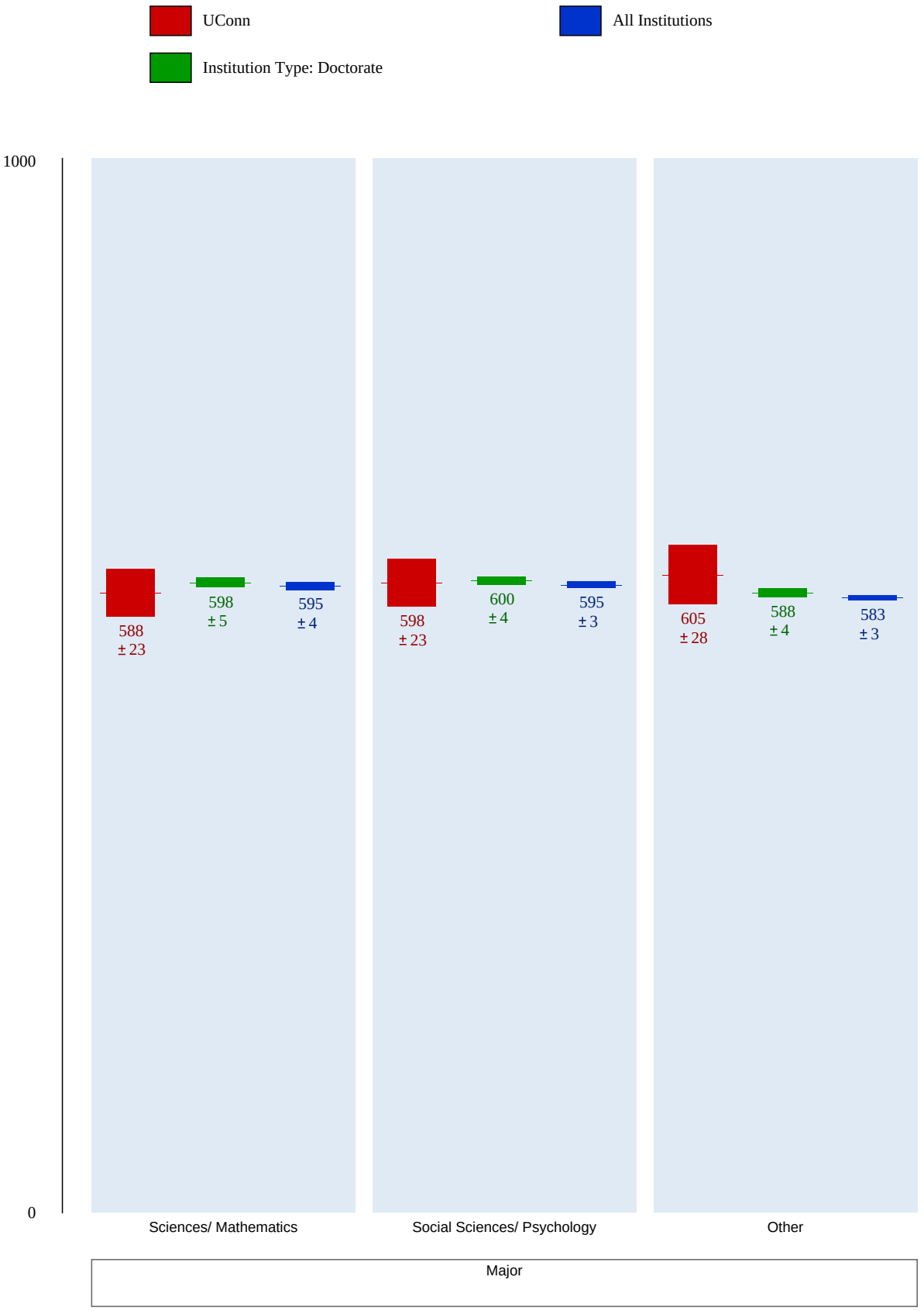

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

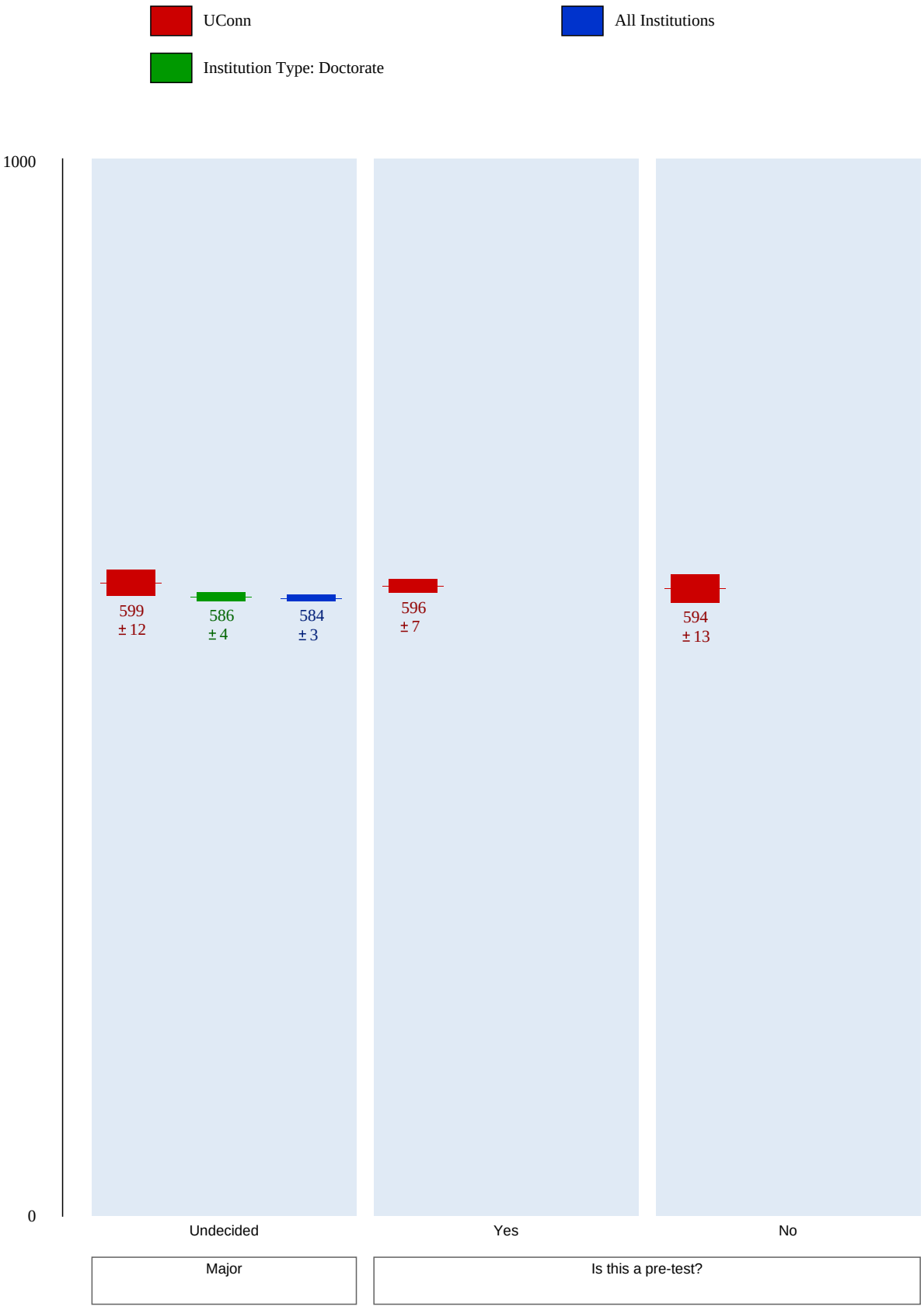

Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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

1.2.4.1 Distinguishes characteristics of information provided for different audiences.

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

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.

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

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

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

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

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

7. SAILS Skill Set: Documenting Sources

Summary of Results

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Detailed Results - Data Table

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

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

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

Figure 3.20 Data Table for Skill Set: Documenting Sources

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	599 ±8	598 ±2	586 ±1
Class Standing			
Freshman	594 ±9	585 ±2	574 ±2
Sophomore	622 ±23	600 ±5	583 ±3
Junior	646 ±48	618 ±6	605 ±4
Majors			
Agriculture and Natural Resources	610 ±34	585 ±13	585 ±12
Business	581 ±18	578 ±5	570 ±3
Communications / Journalism	615 ±51	608 ±8	600 ±7
Education	594 ±36	590 ±8	581 ±5
Engineering / Computer Science	608 ±23	596 ±5	589 ±5
Health Sciences / Nursing / Pre-Pharmacy	601 ±29	598 ±7	582 ±4
English / Languages	626 ±69	624 ±8	600 ±5
Fine Arts	629 ±55	622 ±12	602 ±9
Sciences / Mathematics	620 ±35	612 ±7	608 ±6
Social Sciences / Psychology	624 ±28	610 ±5	605 ±5
Other	579 ±37	595 ±6	578 ±4

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	584 ±16	579 ±6	575 ±4

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	596 ±9
No	612 ±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, and the average for all institutions.

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

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

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

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

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

For example,

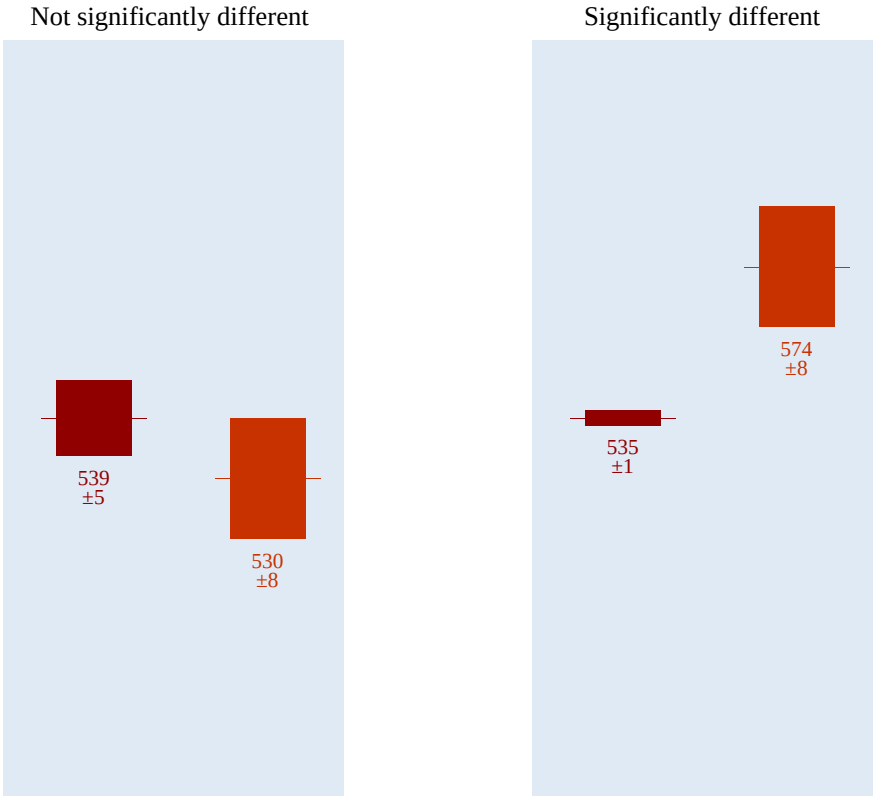

Figure 3.21 Chart for Skill Set: Documenting Sources

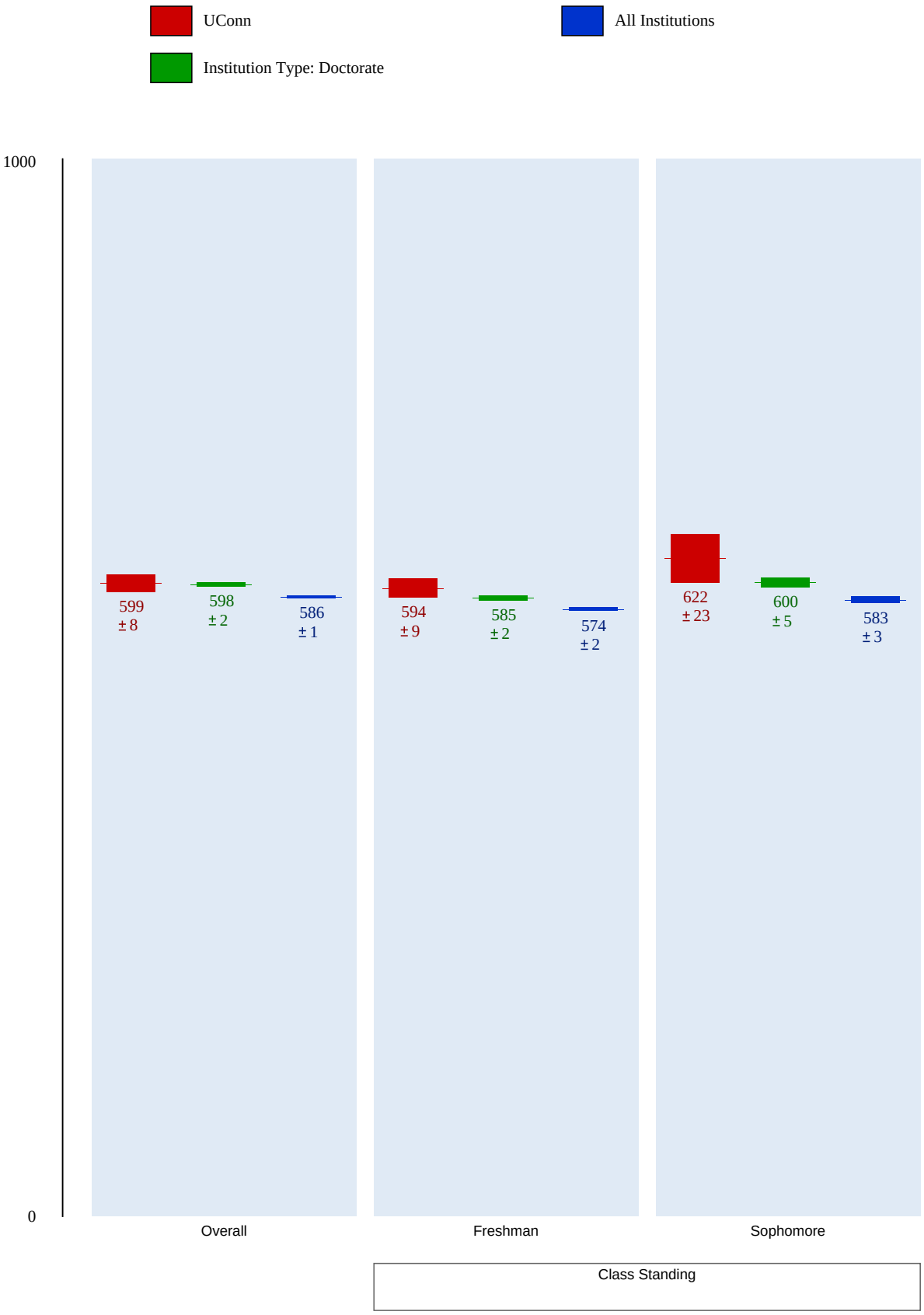

Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

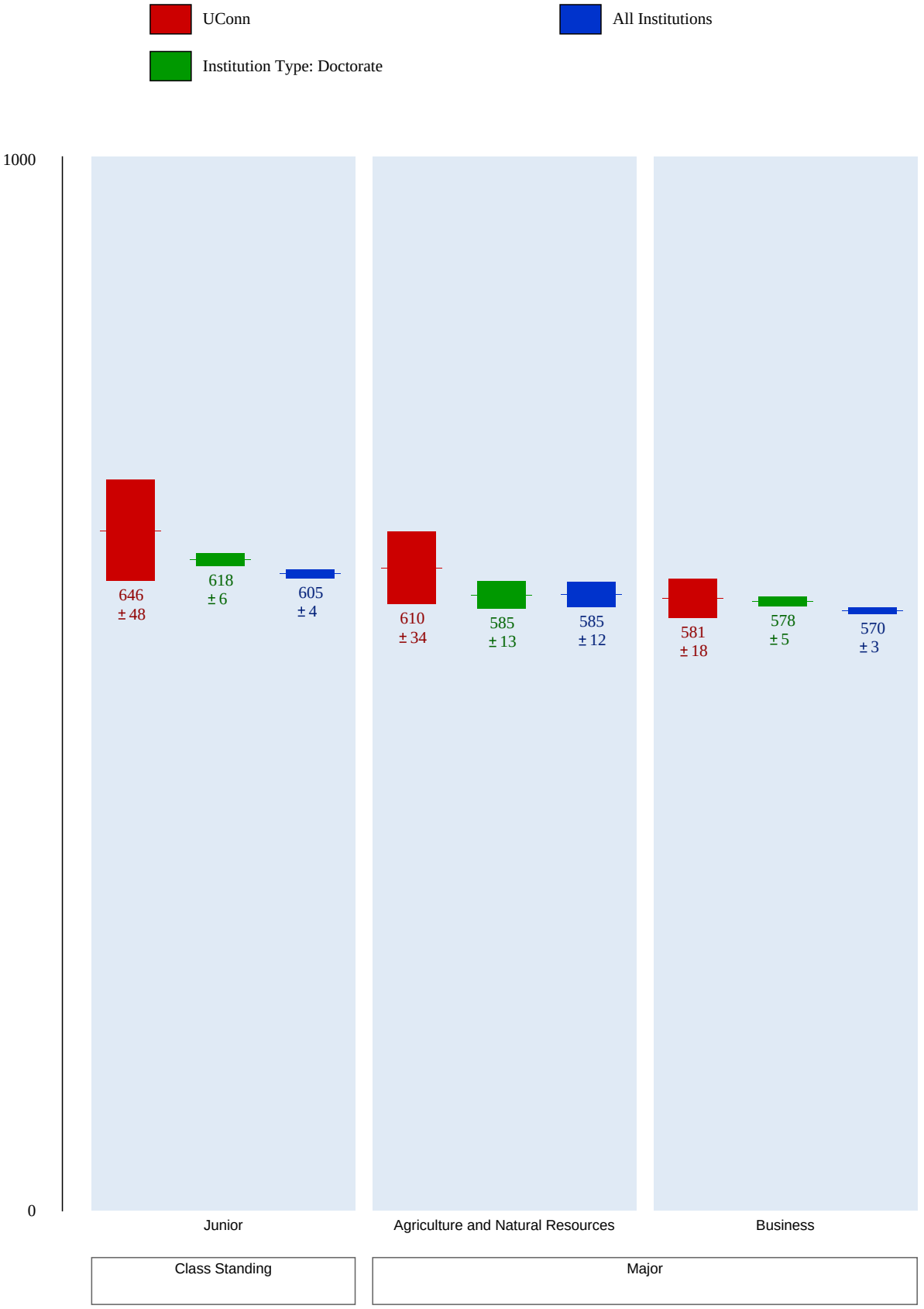

Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

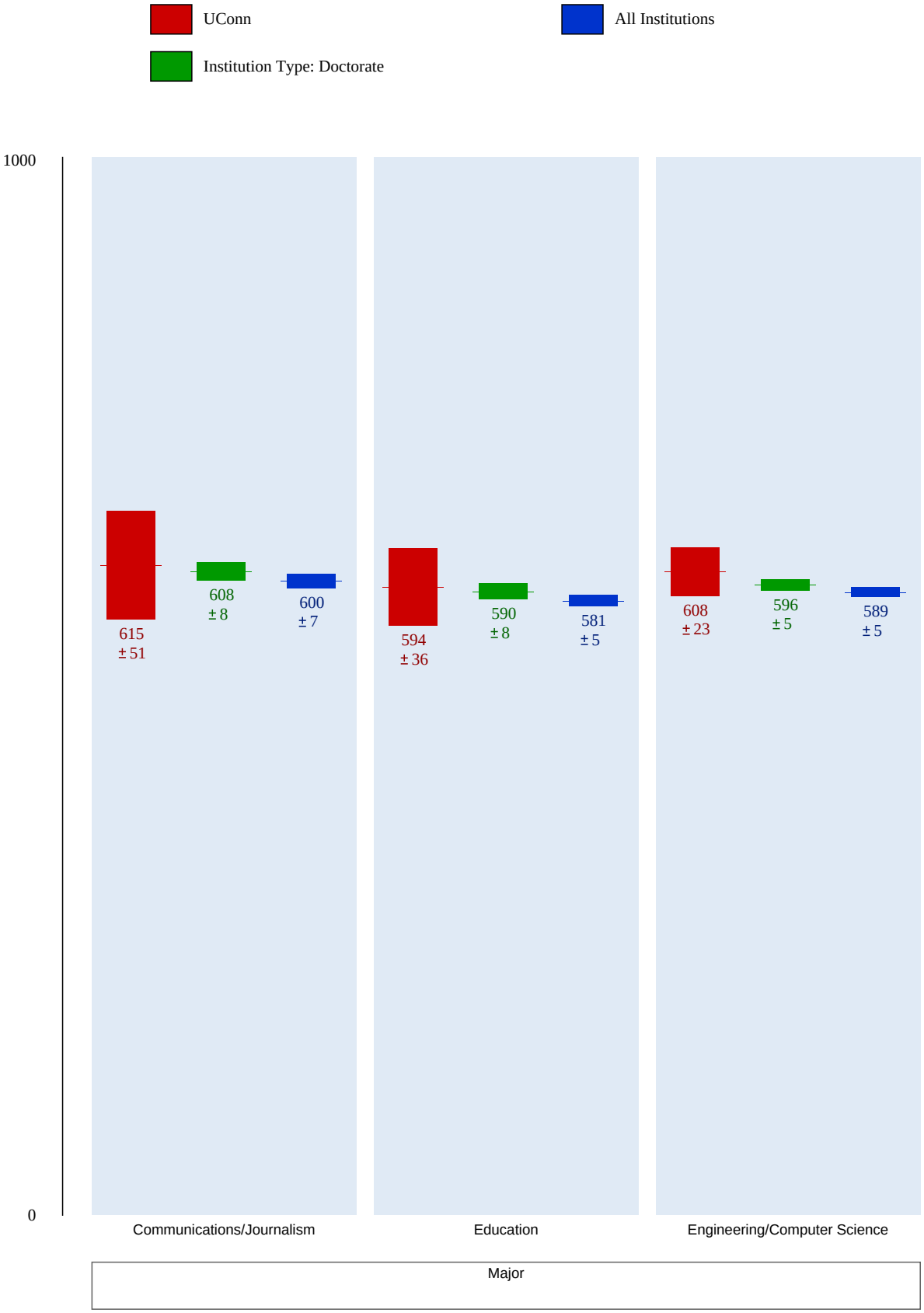

Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

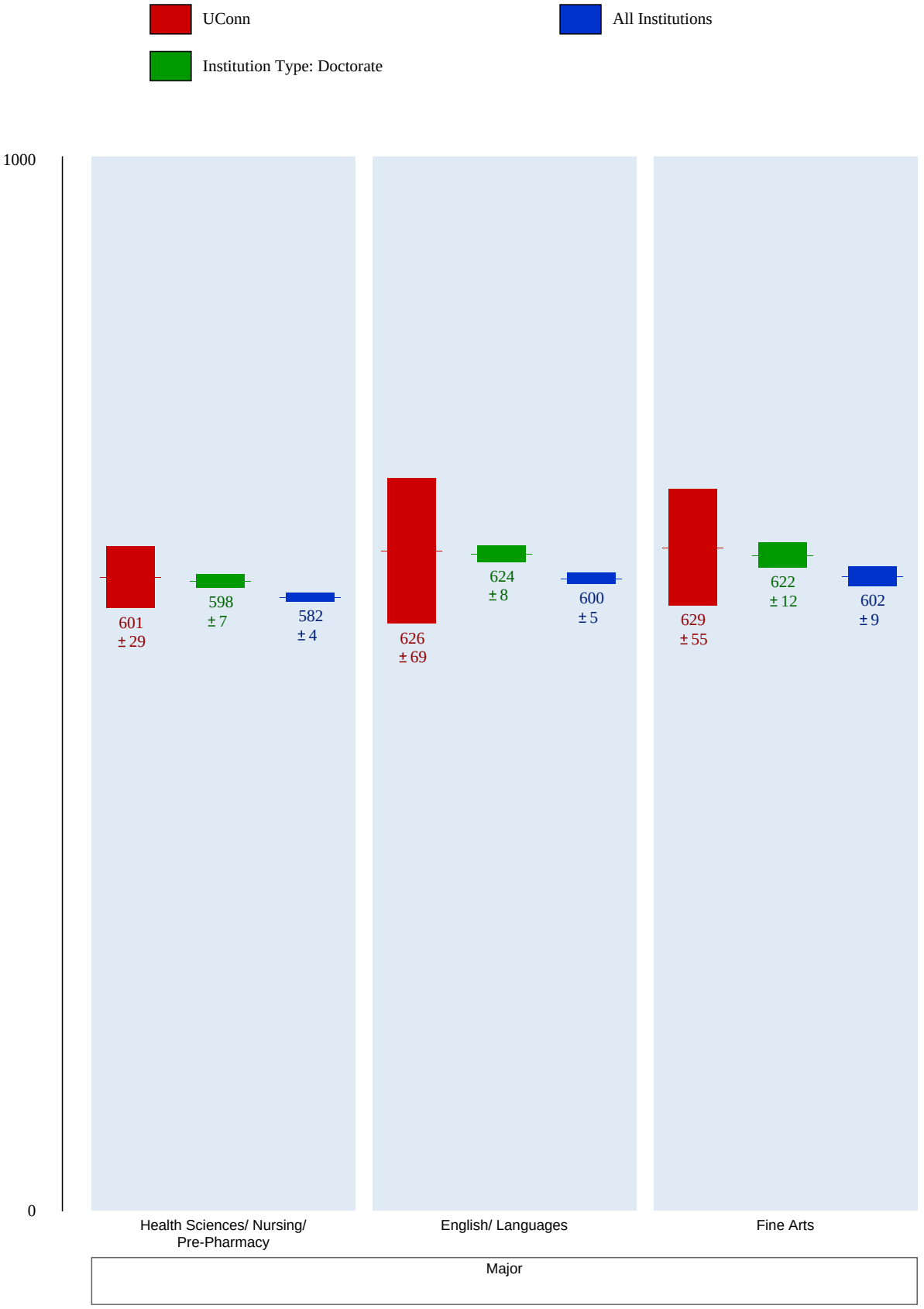

Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

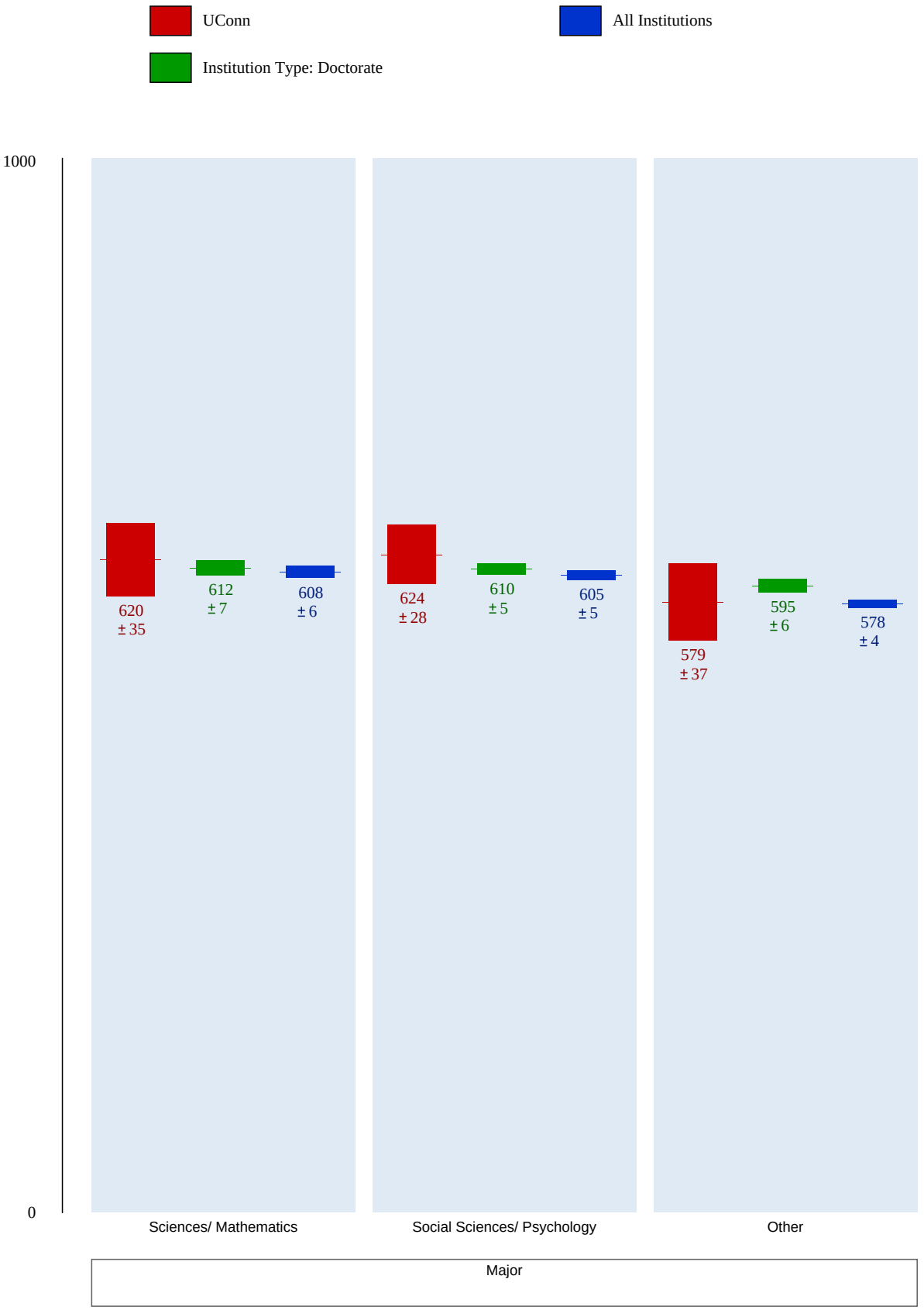

Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

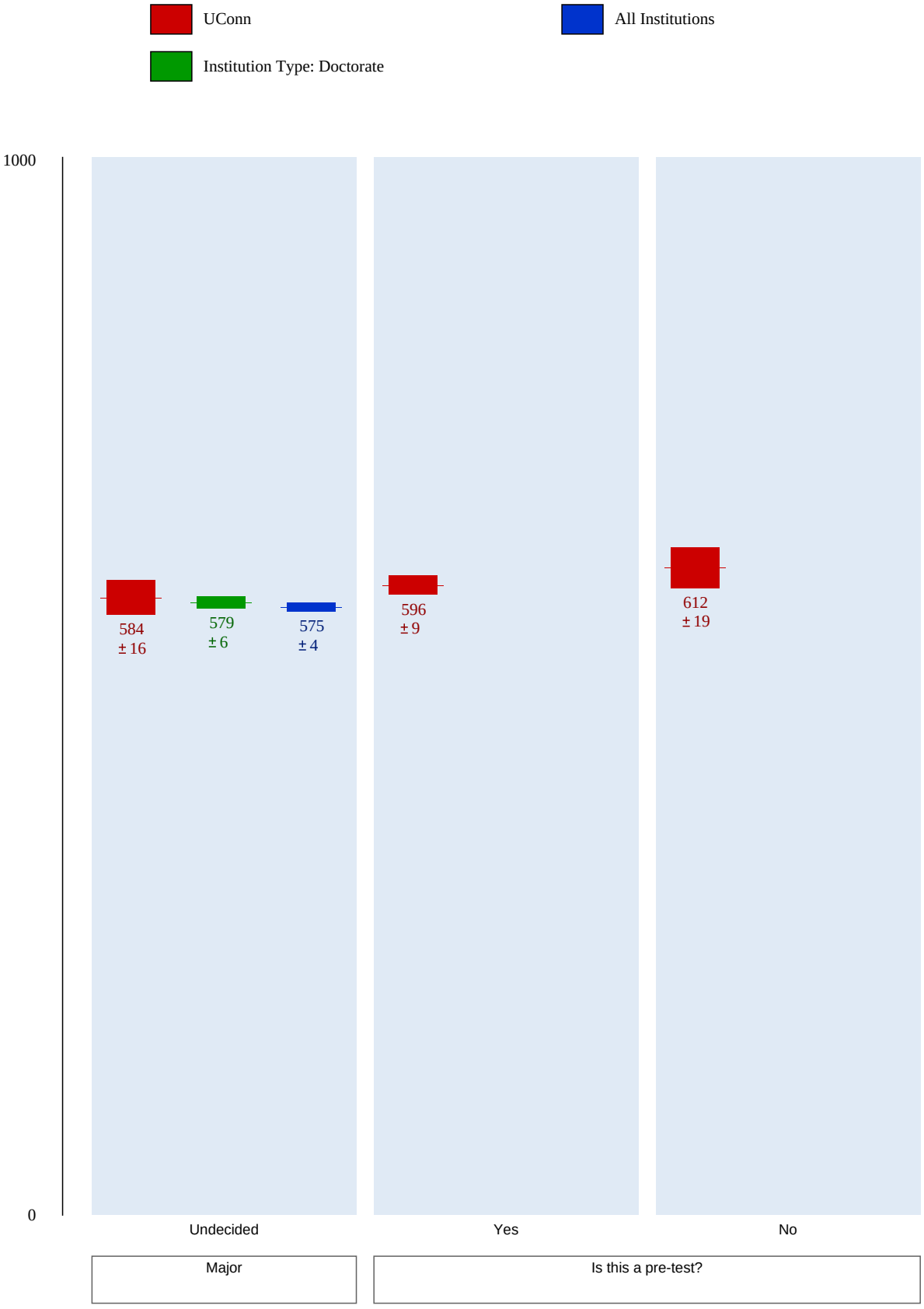

Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

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

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

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

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

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

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

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

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

8. SAILS Skill Set: Understanding Economic, Legal, and Social Issues

Summary of Results

University of Connecticut Compared to Other Doctorate Institutions, by Demographic Characteristics

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

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Demographic Groups within University of Connecticut Compared to the UConn Overall Performance on This Skill Set

Within University of Connecticut, the following groups performed about the same as the UConn-average-student benchmark:

Class Standing:	Freshman, Sophomore, Junior
Major:	Agriculture and Natural Resources, Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences/ Nursing/ Pre-Pharmacy, English/ Languages, Fine Arts, Sciences/ Mathematics, Social Sciences/ Psychology, Other, Undecided

Detailed Results - Data Table

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

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

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

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

	University of Connecticut	Institution Type: Doctorate	All Institutions
Overall	565 ±7	564 ±1	557 ±1
Class Standing			
Freshman	563 ±7	557 ±2	551 ±1
Sophomore	570 ±20	566 ±3	556 ±2
Junior	590 ±59	573 ±4	566 ±3
Majors			
Agriculture and Natural Resources	551 ±25	560 ±8	558 ±7
Business	559 ±17	552 ±3	549 ±2
Communications / Journalism	570 ±34	567 ±5	563 ±4
Education	542 ±26	554 ±5	547 ±3
Engineering / Computer Science	577 ±18	575 ±4	571 ±3
Health Sciences / Nursing / Pre-Pharmacy	565 ±22	557 ±4	548 ±3
English / Languages	603 ±38	584 ±5	566 ±3
Fine Arts	565 ±35	576 ±7	567 ±6
Sciences / Mathematics	567 ±23	571 ±4	567 ±4
Social Sciences / Psychology	592 ±26	569 ±3	564 ±3
Other	568 ±38	562 ±4	552 ±2

	University of Connecticut	Institution Type: Doctorate	All Institutions
Undecided	555 ±15	555 ±4	553 ±3

CUSTOM DEMOGRAPHICS QUESTIONS

Is this a pre-test?	
Yes	562 ±8
No	576 ±13

Detailed Results - Chart

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

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

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

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

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

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

For example,

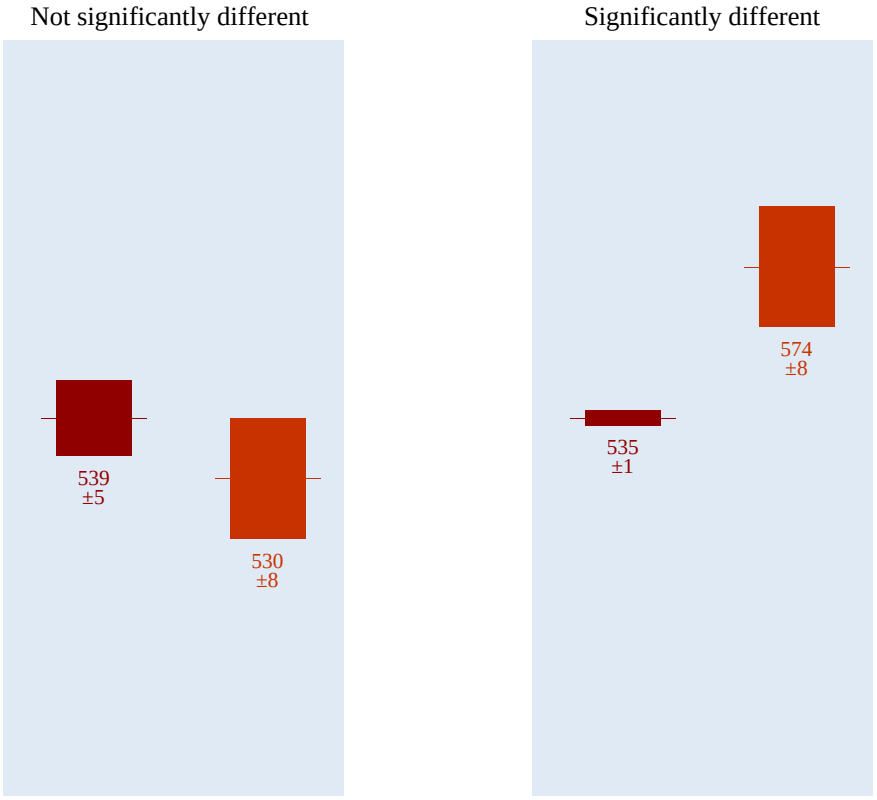

Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues

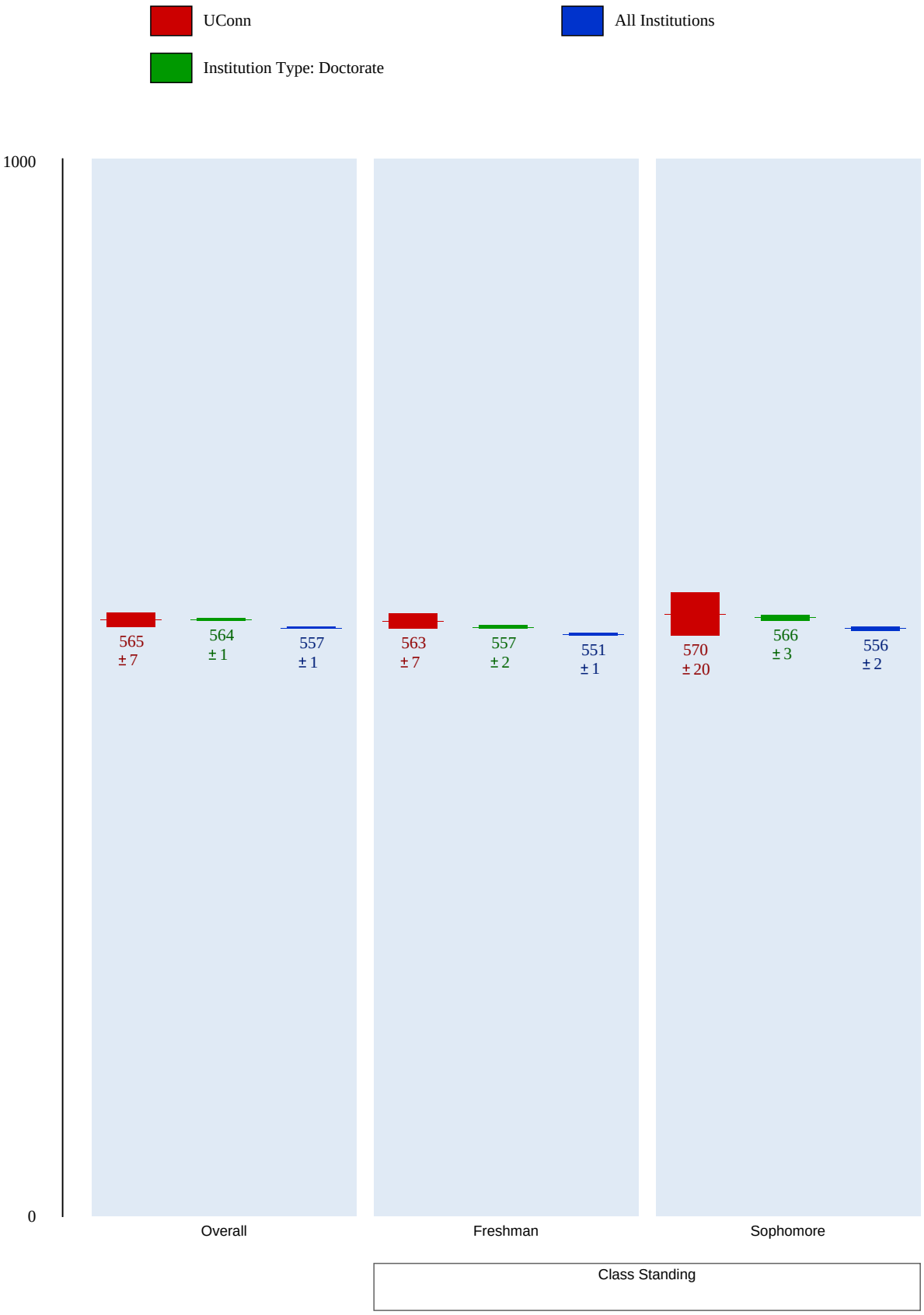

Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

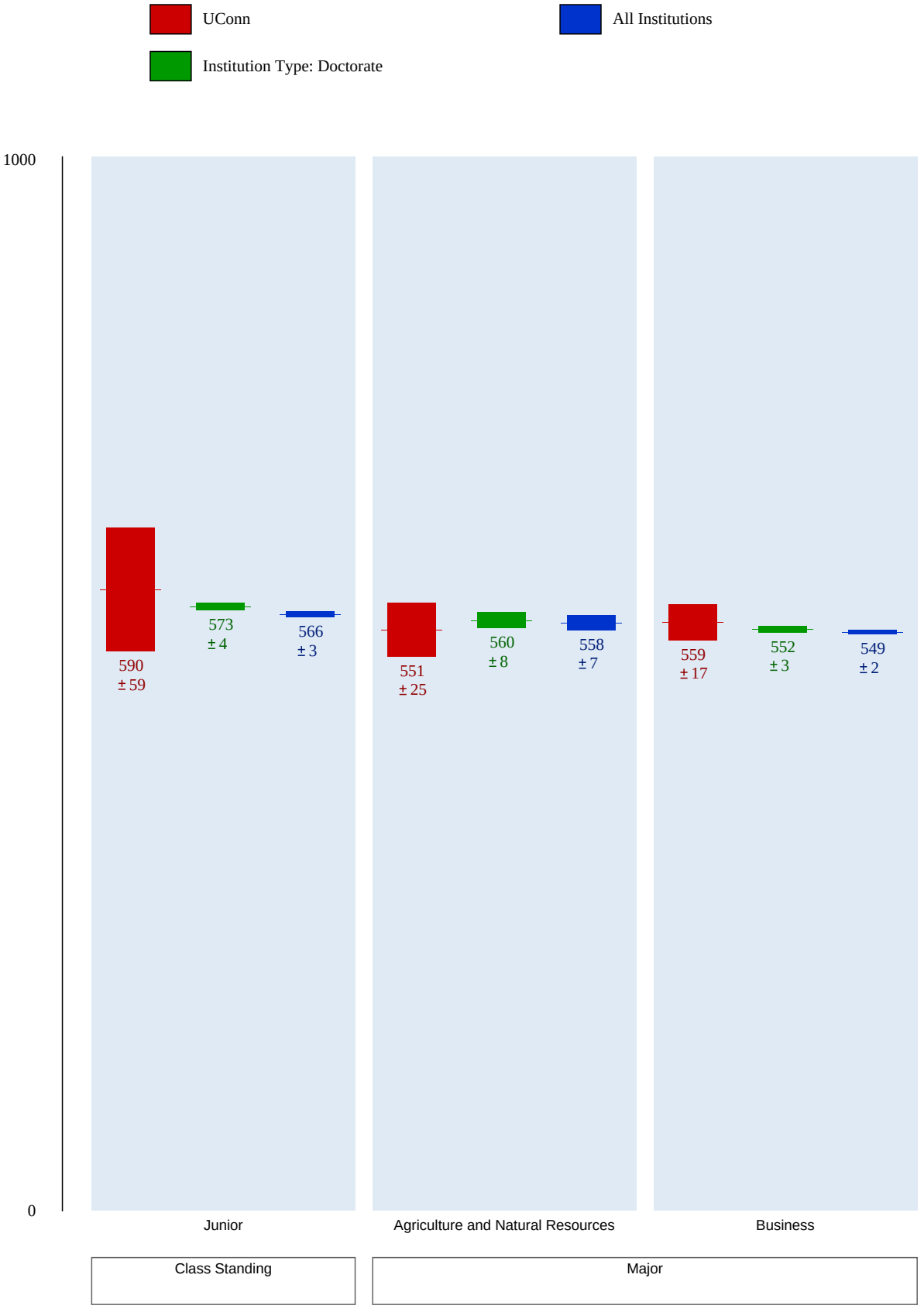

Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

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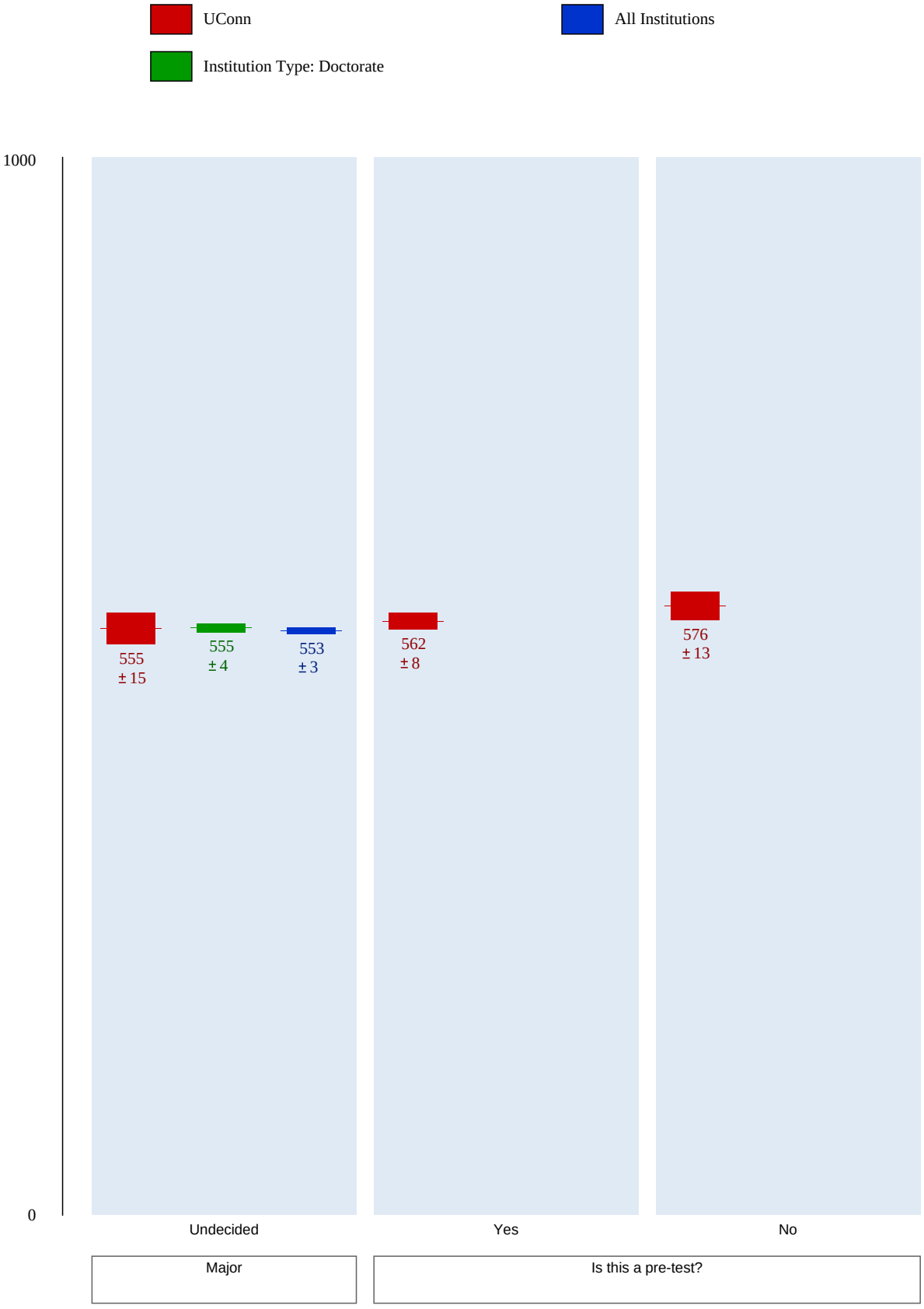

Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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

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

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

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

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

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

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

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

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

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

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

4. RESULTS BY ACRL STANDARDS

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

Summary of Results

Students at University of Connecticut performed better than than the 'institution-type' benchmark on Standards 2 (Accesses Needed Information Effectively and Efficiently), and 5 (Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally).

Students at University of Connecticut performed about the same as as the 'institution-type' benchmark on Standards 1 (Determines the Nature and Extent of the Information Needed), and 3 (Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System).

Detailed Results - Data Table

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

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

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

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

Figure 4.1 Data Table for ACRL Standards

	University of Connecticut	Institution Type: Doctorate	All Institutions
ACRL Standard			
Standard 1: Determines the Nature and Extent of the Information Needed	586 ±6	584 ±1	576 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	584 ±5	577 ±1	571 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	578 ±6	576 ±1	570 ±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	573 ±6	566 ±1	558 ±1

Detailed Results - Chart

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

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

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

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For example,

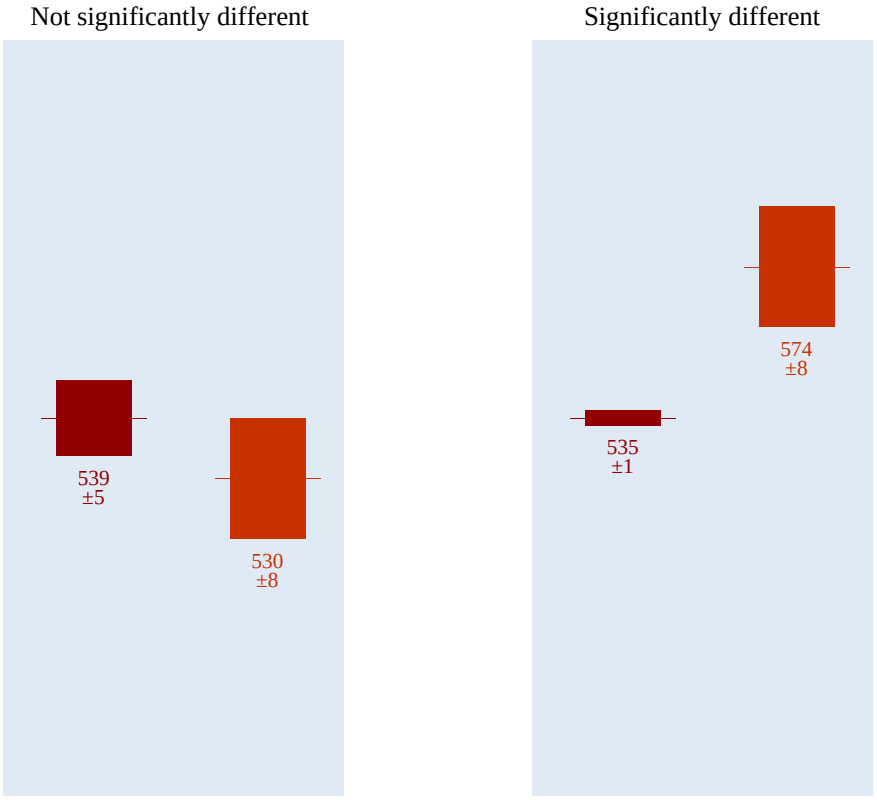
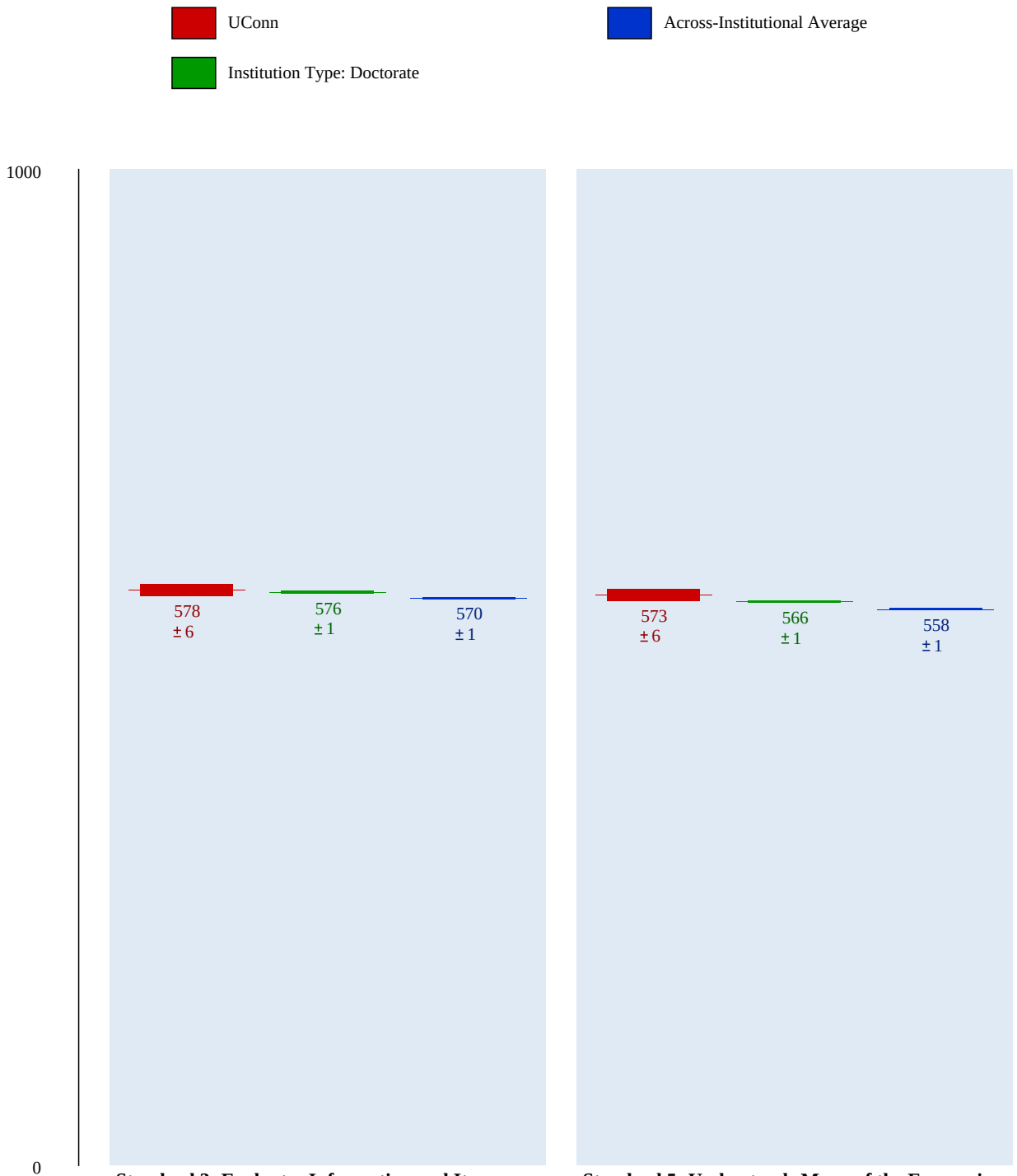


Figure 4.2 Chart for ACRL Standards

Figure 4.2 (continued) Chart for ACRL Standards



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

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

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.

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

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

1.1.4.5 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.

1.3.1.1 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 4.4 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.

2.1.3.4 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.

2.1.4.1 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.

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

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

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

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

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

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

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

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

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

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

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.

2.2.6.4 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).

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

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

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).

2.3.2.1 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.

2.3.2.4 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.

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

2.5.1 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.

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.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
- 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
- 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
- 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
- 3.4.5.2 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).

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

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

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

APPENDIX A

About Project SAILS

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

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

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

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

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

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

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

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Location	Type of Institution
1.	Alberta, University of	Edmonton, Alberta	Doctorate
2.	Alfred University	Alfred, NY	Doctorate
3.	American University	Washington, D.C.	Doctorate
4.	Arizona, University of	Phoenix, Arizona	Doctorate
5.	Auburn University	Auburn, Alabama	Doctorate
6.	Berea College	Berea, Kentucky	Baccalaureate - Liberal Arts
7.	Berkeley College	West Paterson, NJ	Baccalaureate - General
8.	Boston University	Boston, Massachusetts	Doctorate
9.	Brigham Young University	Provo, Utah	Doctorate
10.	Brigham Young University Hawaii	Laie, HI	Baccalaureate - Liberal Arts
11.	Butler University	Indianapolis, Indiana	Masters
12.	Carnegie Mellon University	Pittsburgh, Pennsylvania	Doctorate
13.	Case Western Reserve University	Cleveland, Ohio	Doctorate
14.	Central Florida, University of	Orlando, FL	Doctorate
15.	Chadron State College	Chadron, Nebraska	Masters
16.	Chandler-Gilbert Community College	Chandler, Arizona	Associates
17.	Chapman University	Orange, CA	Masters
18.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
19.	College of Charleston	Charleston, South Carolina	Masters
20.	Concordia University	Montreal, Quebec	Doctorate
21.	Connecticut, University of	Storrs, CT	Doctorate
22.	Cottey College	Nevada, Missouri	Associates
23.	Creighton University	Omaha, Nebraska	Masters
24.	Denison University	Granville, Ohio	Baccalaureate - Liberal Arts
25.	Duquesne University	Pittsburgh, Pennsylvania	Doctorate
26.	Eastern Kentucky University	Richmond, KY	Doctorate
27.	Emporia State University	Emporia, Kansas	Masters
28.	Fisher College	Boston, Massachusetts	Associates
29.	Florida International University	Miami, Florida	Doctorate
30.	Gadsden State Community College	Gadsden, AL	Associates
31.	GateWay Community College	Phoenix, Arizona	Associates
32.	Gettysburg College	Gettysburg, Pennsylvania	Baccalaureate - Liberal Arts
33.	Glendale Community College	Glendale, Arizona	Associates
34.	Grand Valley State University	Allendale, MI	Masters
35.	Grand View College	Des Moines, IA	Baccalaureate - Liberal Arts
36.	Guelph, University of	Guelph, Ontario	Doctorate
37.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Baccalaureate - Liberal Arts
38.	Harold Washington College	Chicago, Illinois	Associates
39.	Harrisburg Area Community College	Harrisburg, Pennsylvania	Associates
40.	Hollins University	Roanoke, VA	Baccalaureate - Liberal Arts

	Institution	Location	Type of Institution
41.	Hunter College	New York, New York	Masters
42.	Indiana University of Pennsylvania	Indiana, Pennsylvania	Doctorate
43.	Jackson State University	Jackson, MS	Doctorate
44.	Jefferson Community & Technical College	Louisville, Kentucky	Associates
45.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
46.	Kansas State University	Manhattan, Kansas	Doctorate
47.	Kent State University - Kent Campus	Kent, OH	Doctorate
48.	Kent State University - Stark Campus	Canton, Ohio	Associates
49.	Kutztown University	Kutztown, Pennsylvania	Masters
50.	LaGuardia Community College	Long Island City, New York	Associates
51.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
52.	Lorain County Community College	Elyria, OH	Associates
53.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
54.	Mansfield University	Mansfield, Pennsylvania	Masters
55.	Marshall University	Huntington, West Virginia	Doctorate
56.	McMaster University	Hamilton, Ontario	Doctorate
57.	Memorial University of Newfoundland	St. John's, Newfoundland	Doctorate
58.	Miami University	Miami, Ohio	Doctorate
59.	Michigan, University of	Ann Arbor, MI	Doctorate
60.	Nebraska at Lincoln, University of	Lincoln, Nebraska	Doctorate
61.	New Brunswick, University of	Fredericton, New Brunswick	Doctorate
62.	North Carolina at Greensboro, University of	Greensboro, North Carolina	Doctorate
63.	North Georgia College & State University	Dahlonega, GA	Masters
64.	Notre Dame, University of	Notre Dame, Indiana	Doctorate
65.	Oakland University	Rochester, MI	Doctorate
66.	Oakton Community College	Des Plaines, IL	Associates
67.	Oberlin College	Oberlin, Ohio	Baccalaureate - Liberal Arts
68.	Ohio University	Athens, Ohio	Doctorate
69.	Oregon State University	Corvallis, Oregon	Doctorate
70.	Pace University	Pleasantville, New York	Doctorate
71.	Palm Beach Community College	Lake Worth, Florida	Associates
72.	Phoenix, University of	Phoenix, AZ	Masters
73.	Phoenix College	Phoenix, Arizona	Associates
74.	Pittsburgh, University of	Pittsburgh, Pennsylvania	Doctorate
75.	Polk Community College	Winter Haven, Florida	Associates
76.	Ramapo College of New Jersey	Mahwah, New Jersey	Baccalaureate - Liberal Arts
77.	Rio Salado College	Tempe, Arizona	Associates
78.	Robert Morris University	Moon Township, Pennsylvania	Masters
79.	Rutgers University	New Brunswick, New Jersey	Doctorate
80.	Rutgers University School of Law	Newark, NJ	Doctorate
81.	Saint Mary's College	Notre Dame, Indiana	Baccalaureate - General
82.	Samford University	Birmingham, Alabama	Doctorate
83.	San Jose State University	San Jose, California	Masters
84.	School of Visual Arts	New York, New York	Masters
85.	Scottsdale Community College	Scottsdale, Arizona	Associates

86.	Seattle Pacific University	Seattle, Washington	Masters
87.	Shippensburg University	Shippensburg, Pennsylvania	Masters
88.	South Florida, University of	Tampa, Florida	Doctorate
89.	Southern California, University of	Los Angeles, California	Doctorate
90.	Springfield College	Springfield, MA	Masters
91.	St. Ambrose University	Davenport, Iowa	Masters
92.	SUNY Geneseo	Geneseo, New York	Baccalaureate - Liberal Arts
93.	Tennessee, Knoxville, University of	Knoxville, Tennessee	Doctorate
94.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate
95.	Texas at Austin, University of	Austin, Texas	Doctorate
96.	Thomas College	Waterville, Maine	Masters
97.	Toronto Mississauga, University of	Mississauga, Ontario	Doctorate
98.	Trinity University	San Antonio, Texas	Masters
99.	Valencia Community College	Orlando, Florida	Associates
100.	Vanderbilt University	Nashville, TN	Doctorate
101.	Villanova University	Villanova, Pennsylvania	Masters
102.	Virgin Islands, University of	Kingshill, Virgin Islands	Masters
103.	Washburn University	Topeka, Kansas	Masters
104.	Washington State University	Pullman, Washington	Doctorate
105.	Wayne State University	Detroit, MI	Doctorate
106.	Western Ontario, University of	London, Ontario	Doctorate
107.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
108.	William Woods University	Fulton, Missouri	Masters
109.	Wisconsin, University of	Duluth, WI	Doctorate
110.	York University	Toronto, Ontario	Doctorate
111.	Youngstown State University	Youngstown, Ohio	Masters

APPENDIX C

Test-Taker Profiles for Each Administration

		Alberta Phase 3 Spring 2005 (n=402)		Alfred University 2007 Fall First Year Fall 2007 (n=409)		American University Phase 3 Spring 2005 (n=148)		Arizona Phase 3 Spring 2005 (n=298)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	14	3.5	250	61.1	70	47.3	209	70.1
	Sophomore	23	5.7	57	13.9	59	39.9	58	19.5
	Junior	330	82.1	25	6.1	16	10.8	16	5.4
	Senior	8	2.0	73	17.8	3	2.0	7	2.3
	Other	21	5.2	4	1.0	0	0.0	7	2.3
	Not Reported	6	1.5	0	0.0	0	0.0	1	0.3
Student Major	Agriculture and Natural Resources	1	0.2	4	1.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	83	20.3	10	6.8	4	1.3
	Communications/Journalism	0	0.0	4	1.0	19	12.8	1	0.3
	Education	348	86.6	22	5.4	0	0.0	0	0.0
	Engineering/Computer Science	22	5.5	50	12.2	0	0.0	246	82.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	0	0.0	4	1.0	0	0.0	2	0.7
	History	0	0.0	7	1.7	4	2.7	0	0.0
	English/ Languages	1	0.2	14	3.4	6	4.1	3	1.0
	Law	3	0.7	8	2.0	2	1.4	3	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	18	4.5	32	7.8	20	13.5	15	5.0
	Sciences/ Mathematics	0	0.0	65	15.9	4	2.7	0	0.0
	Social Sciences/ Psychology	0	0.0	26	6.4	4	2.7	21	7.0
	Other	3	0.7	34	8.3	79	53.4	2	0.7
	Undecided	0	0.0	56	13.7	0	0.0	0	0.0
	Not Reported	6	1.5	0	0.0	0	0.0	1	0.3

		Auburn University Phase 3 Spring 2005 (n=509)		Berea College Phase 3 Spring 2005 (n=199)		Berkeley College Spring 2008 Freshmen Spring 2008 (n=286)		Boston University Phase 3 Spring 2005 (n=963)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	193	37.9	82	41.2	275	96.2	963	100.0
	Sophomore	114	22.4	45	22.6	0	0.0	0	0.0
	Junior	100	19.6	25	12.6	0	0.0	0	0.0
	Senior	100	19.6	45	22.6	11	3.8	0	0.0
	Other	2	0.4	2	1.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	20	3.9	0	0.0	0	0.0	1	0.1
	Architecture	13	2.6	0	0.0	0	0.0	0	0.0
	Business	80	15.7	24	12.1	66	23.1	67	7.0
	Communications/Journalism	11	2.2	2	1.0	0	0.0	72	7.5
	Education	34	6.7	2	1.0	0	0.0	25	2.6
	Engineering/Computer Science	90	17.7	0	0.0	0	0.0	161	16.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	12	2.4	7	3.5	13	4.5	36	3.7
	History	10	2.0	2	1.0	0	0.0	6	0.6
	English/ Languages	129	25.3	8	4.0	0	0.0	38	3.9
	Law	0	0.0	1	0.5	45	15.7	8	0.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	0	0.0	5	2.5	158	55.2	167	17.3
	Sciences/ Mathematics	18	3.5	1	0.5	4	1.4	29	3.0
	Social Sciences/ Psychology	29	5.7	2	1.0	0	0.0	182	18.9
	Other	63	12.4	16	8.0	0	0.0	161	16.7
	Undecided	0	0.0	129	64.8	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	10	1.0

		Brigham Young University Phase 3 Spring 2005 (n=113)		Brigham Young University 2007 Winter FYW Spring 2007 (n=221)		Brigham Young University Hawaii Fall2007 Fall 2007 (n=76)		Butler University Spring2008 Spring 2008 (n=161)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	47	41.6	140	63.3	7	9.2	114	70.8
	Sophomore	17	15.0	58	26.2	28	36.8	0	0.0
	Junior	23	20.4	18	8.1	21	27.6	0	0.0
	Senior	26	23.0	4	1.8	19	25.0	47	29.2
	Other	0	0.0	1	0.5	1	1.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	3	1.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	8	7.1	15	6.8	26	34.2	38	23.6
	Communications/Journalism	2	1.8	7	3.2	3	3.9	17	10.6
	Education	9	8.0	21	9.5	9	11.8	6	3.7
	Engineering/Computer Science	9	8.0	16	7.2	3	3.9	5	3.1
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	4	3.5	16	7.2	2	2.6	15	9.3
	History	2	1.8	6	2.7	1	1.3	9	5.6
	English/ Languages	17	15.0	9	4.1	3	3.9	0	0.0
	Law	1	0.9	1	0.5	1	1.3	1	0.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	15	13.3	23	10.4	13	17.1	21	13.0
	Sciences/ Mathematics	6	5.3	16	7.2	1	1.3	13	8.1
	Social Sciences/ Psychology	13	11.5	19	8.6	4	5.3	10	6.2
	Other	27	23.9	17	7.7	8	10.5	13	8.1
	Undecided	0	0.0	51	23.1	2	2.6	13	8.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Carnegie Mellon University 2006-07 Undergrads		Case Western Reserve University Phase 3		Central Florida nursing majors 2007		Central Florida nursing ug's 7/07	
		Fall 2006		Spring 2005		Spring 2007		Spring 2008	
		(n=362)		(n=108)		(n=113)		(n=113)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	123	34.0	3	2.8	0	0.0	0	0.0
	Sophomore	96	26.5	22	20.4	0	0.0	0	0.0
	Junior	72	19.9	26	24.1	106	93.8	86	76.1
	Senior	71	19.6	42	38.9	7	6.2	6	5.3
	Other	0	0.0	15	13.9	0	0.0	21	18.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	13	3.6	0	0.0	0	0.0	0	0.0
	Business	25	6.9	9	8.3	0	0.0	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	142	39.2	32	29.6	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	0	0.0	4	3.7	113	100.0	111	98.2
	History	5	1.4	0	0.0	0	0.0	0	0.0
	English/ Languages	13	3.6	10	9.3	0	0.0	0	0.0
	Law	0	0.0	1	0.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	20	5.5	8	7.4	0	0.0	2	1.8
	Sciences/ Mathematics	17	4.7	7	6.5	0	0.0	0	0.0
	Social Sciences/ Psychology	83	22.9	23	21.3	0	0.0	0	0.0
	Other	27	7.5	14	13.0	0	0.0	0	0.0
	Undecided	17	4.7	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Chadron State College Director of Library Fall 2006 (n=50)		Chandler-Gilbert Community College Phase 3 Spring 2005 (n=453)		Chapman University Fall 2007 Freshmen Fall 2007 (n=130)		Coastal Carolina University Kimbel Library 2007 Fall 2007 (n=216)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	16	32.0	295	65.1	130	100.0	77	35.6
	Sophomore	17	34.0	78	17.2	0	0.0	3	1.4
	Junior	9	18.0	15	3.3	0	0.0	26	12.0
	Senior	7	14.0	1	0.2	0	0.0	107	49.5
	Other	0	0.0	21	4.6	0	0.0	3	1.4
	Not Reported	1	2.0	43	9.5	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	2	0.4	0	0.0	1	0.5
	Architecture	0	0.0	3	0.7	0	0.0	0	0.0
	Business	10	20.0	53	11.7	0	0.0	32	14.8
	Communications/Journalism	0	0.0	14	3.1	0	0.0	37	17.1
	Education	9	18.0	60	13.2	0	0.0	4	1.9
	Engineering/Computer Science	1	2.0	38	8.4	0	0.0	1	0.5
	General Studies	0	0.0	0	0.0	0	0.0	1	0.5
	Health Sciences/ Nursing/ Pre-Pharmacy	3	6.0	1	0.2	0	0.0	0	0.0
	History	5	10.0	0	0.0	0	0.0	1	0.5
	English/ Languages	1	2.0	57	12.6	0	0.0	22	10.2
	Law	2	4.0	18	4.0	0	0.0	1	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.5
	Fine Arts	6	12.0	167	36.9	0	0.0	15	6.9
	Sciences/ Mathematics	5	10.0	0	0.0	0	0.0	3	1.4
	Social Sciences/ Psychology	1	2.0	0	0.0	0	0.0	18	8.3
	Other	3	6.0	3	0.7	0	0.0	63	29.2
	Undecided	3	6.0	1	0.2	130	100.0	16	7.4
	Not Reported	1	2.0	36	7.9	0	0.0	0	0.0

		College of Charleston Phase 3		Concordia University 2007 Fall 1st Yr. UG		Connecticut Fall 2007		Cottey College Assessment Day 2007	
		Spring 2005		Fall 2007		Spring 2008		Spring 2007	
		(n=237)		(n=198)		(n=823)		(n=171)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	159	67.1	198	100.0	701	85.2	94	55.0
	Sophomore	26	11.0	0	0.0	100	12.2	75	43.9
	Junior	15	6.3	0	0.0	20	2.4	0	0.0
	Senior	37	15.6	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	2	0.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	2	1.2
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	40	4.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	50	21.1	32	16.2	144	17.5	0	0.0
	Communications/Journalism	12	5.1	9	4.5	25	3.0	0	0.0
	Education	9	3.8	6	3.0	47	5.7	0	0.0
	Engineering/Computer Science	1	0.4	21	10.6	114	13.9	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	0	0.0	0	0.0	58	7.0	0	0.0
	History	5	2.1	3	1.5	6	0.7	0	0.0
	English/ Languages	12	5.1	9	4.5	21	2.6	0	0.0
	Law	12	5.1	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	104	43.9	41	20.7	37	4.5	0	0.0
	Sciences/ Mathematics	4	1.7	29	14.6	28	3.4	0	0.0
	Social Sciences/ Psychology	14	5.9	20	10.1	57	6.9	0	0.0
	Other	14	5.9	24	12.1	61	7.4	0	0.0
	Undecided	0	0.0	4	2.0	185	22.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	171	100.0

		Creighton University Fall 2007		Denison University Phase 3		Duquesne University Phase 3		Duquesne University 2004 as 2007	
		Fall 2007		Spring 2005		Spring 2005		Spring 2008	
		(n=190)		(n=254)		(n=910)		(n=144)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	132	69.5	250	98.4	837	92.0	0	0.0
	Sophomore	45	23.7	4	1.6	58	6.4	0	0.0
	Junior	8	4.2	0	0.0	11	1.2	1	0.7
	Senior	4	2.1	0	0.0	1	0.1	141	97.9
	Other	1	0.5	0	0.0	2	0.2	2	1.4
	Not Reported	0	0.0	0	0.0	1	0.1	0	0.0
Student Major	Agriculture and Natural Resources	1	0.5	8	3.1	1	0.1	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	45	23.7	0	0.0	200	22.0	50	34.7
	Communications/Journalism	7	3.7	11	4.3	29	3.2	4	2.8
	Education	1	0.5	2	0.8	90	9.9	16	11.1
	Engineering/Computer Science	0	0.0	0	0.0	18	2.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	67	35.3	0	0.0	264	29.0	38	26.4
	History	4	2.1	10	3.9	16	1.8	2	1.4
	English/ Languages	0	0.0	100	39.4	105	11.5	1	0.7
	Law	0	0.0	0	0.0	1	0.1	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	25	13.2	6	2.4	61	6.7	16	11.1
	Sciences/ Mathematics	0	0.0	13	5.1	41	4.5	5	3.5
	Social Sciences/ Psychology	1	0.5	55	21.7	44	4.8	7	4.9
	Other	9	4.7	49	19.3	39	4.3	5	3.5
	Undecided	30	15.8	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	1	0.1	0	0.0

		Eastern Kentucky University ENG 102 Spring 2008		Emporia State University Phase 3		Emporia State University Spring 2008 PIs		Fisher College 2006 Fall -- English	
		Spring 2008		Spring 2005		Spring 2008		Fall 2006	
		(n=308)		(n=213)		(n=145)		(n=22)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	254	82.5	157	73.7	113	77.9	21	95.5
	Sophomore	43	14.0	26	12.2	23	15.9	1	4.5
	Junior	8	2.6	12	5.6	5	3.4	0	0.0
	Senior	2	0.6	14	6.6	3	2.1	0	0.0
	Other	1	0.3	4	1.9	1	0.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	4	1.3	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	24	7.8	29	13.6	27	18.6	7	31.8
	Communications/Journalism	12	3.9	0	0.0	4	2.8	0	0.0
	Education	45	14.6	44	20.7	40	27.6	1	4.5
	Engineering/Computer Science	6	1.9	2	0.9	5	3.4	0	0.0
	General Studies	1	0.3	0	0.0	0	0.0	1	4.5
	Health Sciences/ Nursing/ Pre-Pharmacy	59	19.2	13	6.1	11	7.6	1	4.5
	History	0	0.0	2	0.9	2	1.4	0	0.0
	English/ Languages	0	0.0	55	25.8	1	0.7	5	22.7
	Law	0	0.0	1	0.5	1	0.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	75	24.4	1	0.5	12	8.3	5	22.7
	Sciences/ Mathematics	6	1.9	7	3.3	8	5.5	0	0.0
	Social Sciences/ Psychology	19	6.2	25	11.7	8	5.5	0	0.0
	Other	14	4.5	34	16.0	14	9.7	2	9.1
	Undecided	43	14.0	0	0.0	12	8.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Fisher College Fall 2007 Fall 2007 (n=96)		Florida International University Phase 3 Spring 2005 (n=193)		Gadsden State Community College 2007 Fall ENG 101 Fall 2007 (n=174)		GateWay Community College 2008 Spring Spring 2008 (n=256)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	85	88.5	20	10.4	155	89.1	107	41.8
	Sophomore	8	8.3	11	5.7	11	6.3	73	28.5
	Junior	0	0.0	52	26.9	0	0.0	0	0.0
	Senior	0	0.0	82	42.5	0	0.0	0	0.0
	Other	0	0.0	28	14.5	8	4.6	76	29.7
	Not Reported	3	3.1	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	3	1.7	3	1.2
	Architecture	0	0.0	2	1.0	1	0.6	1	0.4
	Business	49	51.0	12	6.2	16	9.2	26	10.2
	Communications/Journalism	0	0.0	37	19.2	0	0.0	5	2.0
	Education	3	3.1	15	7.8	17	9.8	8	3.1
	Engineering/Computer Science	0	0.0	16	8.3	14	8.0	5	2.0
	General Studies	3	3.1	0	0.0	12	6.9	18	7.0
	Health Sciences/ Nursing/ Pre-Pharmacy	11	11.5	46	23.8	36	20.7	130	50.8
	History	0	0.0	0	0.0	0	0.0	0	0.0
	English/ Languages	10	10.4	21	10.9	1	0.6	1	0.4
	Law	0	0.0	6	3.1	1	0.6	0	0.0
	Military/Naval Science	0	0.0	0	0.0	1	0.6	0	0.0
	Fine Arts	0	0.0	11	5.7	37	21.3	29	11.3
	Sciences/ Mathematics	10	10.4	3	1.6	2	1.1	0	0.0
	Social Sciences/ Psychology	0	0.0	3	1.6	8	4.6	7	2.7
	Other	5	5.2	21	10.9	3	1.7	7	2.7
	Undecided	0	0.0	0	0.0	22	12.6	16	6.3
	Not Reported	5	5.2	0	0.0	0	0.0	0	0.0

		Gettysburg College Phase 3 Spring 2005 (n=411)		Glendale Community College Phase 3 Spring 2005 (n=594)		Grand Valley State University GVSU 2006/07 Spring 2007 (n=440)		Grand View College 2006 Fall Faass Fall 2006 (n=18)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	406	98.8	499	84.0	304	69.1	18	100.0
	Sophomore	3	0.7	71	12.0	24	5.5	0	0.0
	Junior	0	0.0	10	1.7	6	1.4	0	0.0
	Senior	1	0.2	4	0.7	102	23.2	0	0.0
	Other	0	0.0	10	1.7	4	0.9	0	0.0
	Not Reported	1	0.2	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	1	0.2	1	0.2	0	0.0	0	0.0
	Architecture	0	0.0	12	2.0	0	0.0	1	5.6
	Business	1	0.2	70	11.8	66	15.0	4	22.2
	Communications/Journalism	0	0.0	10	1.7	26	5.9	3	16.7
	Education	5	1.2	67	11.3	42	9.5	0	0.0
	Engineering/Computer Science	0	0.0	35	5.9	7	1.6	1	5.6
	General Studies	0	0.0	0	0.0	1	0.2	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	0	0.0	56	9.4	73	16.6	6	33.3
	History	0	0.0	0	0.0	14	3.2	0	0.0
	English/ Languages	3	0.7	91	15.3	6	1.4	0	0.0
	Law	4	1.0	4	0.7	7	1.6	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	35	8.5	116	19.5	57	13.0	1	5.6
	Sciences/ Mathematics	2	0.5	14	2.4	10	2.3	0	0.0
	Social Sciences/ Psychology	1	0.2	18	3.0	23	5.2	2	11.1
	Other	1	0.2	27	4.5	27	6.1	0	0.0
	Undecided	357	86.9	73	12.3	81	18.4	0	0.0
	Not Reported	1	0.2	0	0.0	0	0.0	0	0.0

		Grand View College 2006 Fall Freshmen Fall 2006 (n=83)		Grand View College 2006 Fall Seniors Fall 2006 (n=111)		Guelph, University of Guelph Winter 2007 Spring 2007 (n=126)		H. Raymond Danforth Library- New England College 2007 Fall First Year Fall 2007 (n=187)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	75	90.4	1	0.9	96	76.2	185	98.9
	Sophomore	4	4.8	1	0.9	5	4.0	0	0.0
	Junior	3	3.6	22	19.8	3	2.4	0	0.0
	Senior	1	1.2	87	78.4	22	17.5	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	2	1.1
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	0	0.0	3	1.6
	Architecture	6	7.2	12	10.8	0	0.0	0	0.0
	Business	14	16.9	15	13.5	1	0.8	38	20.3
	Communications/Journalism	6	7.2	6	5.4	0	0.0	2	1.1
	Education	7	8.4	15	13.5	0	0.0	24	12.8
	Engineering/Computer Science	2	2.4	2	1.8	0	0.0	1	0.5
	General Studies	0	0.0	5	4.5	93	73.8	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	23	27.7	21	18.9	0	0.0	15	8.0
	History	0	0.0	0	0.0	1	0.8	1	0.5
	English/ Languages	1	1.2	5	4.5	5	4.0	2	1.1
	Law	0	0.0	1	0.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	3	3.6	4	3.6	5	4.0	20	10.7
	Sciences/ Mathematics	0	0.0	3	2.7	1	0.8	6	3.2
	Social Sciences/ Psychology	6	7.2	7	6.3	2	1.6	12	6.4
	Other	8	9.6	15	13.5	6	4.8	17	9.1
	Undecided	7	8.4	0	0.0	12	9.5	25	13.4
	Not Reported	0	0.0	0	0.0	0	0.0	21	11.2

		H. Raymond Danforth Library- New England College Spring 2008		Harold Washington College Phase 3		Harrisburg Area Community College Phase 3		Hollins University 2007 Fall FYS	
		Spring 2008		Spring 2005		Spring 2005		Fall 2007	
		(n=175)		(n=777)		(n=427)		(n=188)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	120	68.6	270	34.7	268	62.8	188	100.0
	Sophomore	31	17.7	305	39.3	150	35.1	0	0.0
	Junior	17	9.7	90	11.6	3	0.7	0	0.0
	Senior	7	4.0	23	3.0	0	0.0	0	0.0
	Other	0	0.0	88	11.3	3	0.7	0	0.0
	Not Reported	0	0.0	1	0.1	3	0.7	0	0.0
Student Major	Agriculture and Natural Resources	2	1.1	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	16	2.1	0	0.0	0	0.0
	Business	34	19.4	110	14.2	0	0.0	0	0.0
	Communications/Journalism	11	6.3	6	0.8	4	0.9	0	0.0
	Education	21	12.0	126	16.2	3	0.7	0	0.0
	Engineering/Computer Science	1	0.6	70	9.0	46	10.8	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	20	11.4	1	0.1	51	11.9	0	0.0
	History	1	0.6	0	0.0	0	0.0	0	0.0
	English/ Languages	3	1.7	80	10.3	53	12.4	0	0.0
	Law	0	0.0	54	6.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	7	1.6	0	0.0
	Fine Arts	40	22.9	301	38.7	225	52.7	0	0.0
	Sciences/ Mathematics	8	4.6	0	0.0	11	2.6	0	0.0
	Social Sciences/ Psychology	3	1.7	0	0.0	11	2.6	0	0.0
	Other	18	10.3	5	0.6	10	2.3	0	0.0
	Undecided	13	7.4	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	8	1.0	6	1.4	188	100.0

		Hollins University 2007 Fall FYS-2		Hunter College English 120		Hunter College Seniors		Hunter College Transfer Students	
		Fall 2007		Spring 2007		Spring 2007		Spring 2007	
		(n=152)		(n=195)		(n=201)		(n=200)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	152	100.0	81	41.5	3	1.5	22	11.0
	Sophomore	0	0.0	66	33.8	5	2.5	67	33.5
	Junior	0	0.0	45	23.1	16	8.0	83	41.5
	Senior	0	0.0	3	1.5	177	88.1	28	14.0
	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 and Natural Resources	0	0.0	2	1.0	2	1.0	5	2.5
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	11	5.6	18	9.0	12	6.0
	Communications/Journalism	0	0.0	6	3.1	13	6.5	14	7.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	2	1.0	5	2.5	2	1.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	0	0.0	35	17.9	19	9.5	36	18.0
	History	0	0.0	5	2.6	6	3.0	11	5.5
	English/ Languages	0	0.0	9	4.6	34	16.9	15	7.5
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	0	0.0	16	8.2	20	10.0	23	11.5
	Sciences/ Mathematics	0	0.0	4	2.1	10	5.0	12	6.0
	Social Sciences/ Psychology	0	0.0	36	18.5	24	11.9	20	10.0
	Other	0	0.0	32	16.4	49	24.4	33	16.5
	Undecided	0	0.0	37	19.0	1	0.5	17	8.5
	Not Reported	152	100.0	0	0.0	0	0.0	0	0.0

		Indiana University of Pennsylvania Phase 3 Spring 2005 (n=40)		Jackson State University SAILS At JSU Spring 2007 (n=186)		Jackson State University SAILS At JSU Spring 2008 (n=288)		Jefferson Community & Technical College 2006-Fall Pilot Fall 2006 (n=19)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	7	17.5	63	33.9	9	3.1	16	84.2
	Sophomore	10	25.0	50	26.9	35	12.2	2	10.5
	Junior	7	17.5	37	19.9	93	32.3	1	5.3
	Senior	13	32.5	34	18.3	146	50.7	0	0.0
	Other	0	0.0	0	0.0	2	0.7	0	0.0
	Not Reported	3	7.5	2	1.1	3	1.0	0	0.0
Student Major	Agriculture and Natural Resources	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	6	15.0	29	15.6	78	27.1	3	15.8
	Communications/Journalism	5	12.5	11	5.9	4	1.4	0	0.0
	Education	5	12.5	50	26.9	68	23.6	1	5.3
	Engineering/Computer Science	5	12.5	3	1.6	11	3.8	0	0.0
	General Studies	0	0.0	6	3.2	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	1	2.5	8	4.3	4	1.4	3	15.8
	History	0	0.0	0	0.0	3	1.0	0	0.0
	English/ Languages	1	2.5	0	0.0	2	0.7	1	5.3
	Law	0	0.0	8	4.3	5	1.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	1	2.5	15	8.1	36	12.5	5	26.3
	Sciences/ Mathematics	1	2.5	5	2.7	1	0.3	0	0.0
	Social Sciences/ Psychology	2	5.0	12	6.5	22	7.6	0	0.0
	Other	10	25.0	34	18.3	50	17.4	1	5.3
	Undecided	0	0.0	4	2.2	1	0.3	5	26.3
	Not Reported	3	7.5	1	0.5	3	1.0	0	0.0

		Jefferson Community & Technical College Spring2007		Johnson & Wales University - Charlotte Fall 2007		Kansas State University Phase 3		Kansas State University Fall 2006	
		Spring 2007		Fall 2007		Spring 2005		Fall 2006	
		(n=51)		(n=63)		(n=612)		(n=932)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	31	60.8	60	95.2	350	57.2	853	91.5
	Sophomore	10	19.6	3	4.8	260	42.5	62	6.7
	Junior	4	7.8	0	0.0	0	0.0	10	1.1
	Senior	4	7.8	0	0.0	0	0.0	4	0.4
	Other	2	3.9	0	0.0	1	0.2	3	0.3
	Not Reported	0	0.0	0	0.0	1	0.2	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	44	7.2	70	7.5
	Architecture	0	0.0	0	0.0	18	2.9	10	1.1
	Business	7	13.7	29	46.0	110	18.0	163	17.5
	Communications/Journalism	0	0.0	0	0.0	15	2.5	27	2.9
	Education	1	2.0	0	0.0	55	9.0	93	10.0
	Engineering/Computer Science	1	2.0	0	0.0	88	14.4	158	17.0
	General Studies	3	5.9	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	14	27.5	0	0.0	45	7.4	60	6.4
	History	0	0.0	0	0.0	4	0.7	5	0.5
	English/ Languages	1	2.0	0	0.0	100	16.3	6	0.6
	Law	0	0.0	0	0.0	0	0.0	7	0.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	9	17.6	34	54.0	57	9.3	68	7.3
	Sciences/ Mathematics	3	5.9	0	0.0	16	2.6	21	2.3
	Social Sciences/ Psychology	4	7.8	0	0.0	11	1.8	45	4.8
	Other	0	0.0	0	0.0	48	7.8	67	7.2
	Undecided	8	15.7	0	0.0	0	0.0	132	14.2
	Not Reported	0	0.0	0	0.0	1	0.2	0	0.0

		Kent State University - Kent Campus Senior Testing 07 Spring 2007		Kent State University - Kent Campus Ed Orientation Fall 2007		Kent State University - Kent Campus KSU FYS Spring 2008		Kent State University - Stark Campus Phase 3 Spring 2005	
		(n=111)		(n=185)		(n=66)		(n=113)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	182	98.4	65	98.5	47	41.6
	Sophomore	0	0.0	3	1.6	1	1.5	17	15.0
	Junior	5	4.5	0	0.0	0	0.0	23	20.4
	Senior	106	95.5	0	0.0	0	0.0	26	23.0
	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 and Natural Resources	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	1	0.9	0	0.0	1	1.5	0	0.0
	Business	4	3.6	0	0.0	4	6.1	8	7.1
	Communications/Journalism	50	45.0	0	0.0	6	9.1	2	1.8
	Education	8	7.2	157	84.9	4	6.1	9	8.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	9	8.0
	General Studies	0	0.0	0	0.0	1	1.5	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	2	1.8	9	4.9	5	7.6	4	3.5
	History	1	0.9	1	0.5	1	1.5	2	1.8
	English/ Languages	4	3.6	0	0.0	0	0.0	17	15.0
	Law	0	0.0	0	0.0	1	1.5	1	0.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	8	7.2	12	6.5	23	34.8	15	13.3
	Sciences/ Mathematics	3	2.7	0	0.0	0	0.0	6	5.3
	Social Sciences/ Psychology	8	7.2	1	0.5	0	0.0	13	11.5
	Other	22	19.8	1	0.5	4	6.1	27	23.9
	Undecided	0	0.0	4	2.2	16	24.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Kutztown University Phase 3 Spring 2005 (n=169)		LaGuardia Community College 2008 Spr BILD Post Spring 2008 (n=169)		LaGuardia Community College 2008 Spr BILD Pre Spring 2008 (n=203)		Lancaster Bible College LA 102 SAILS Spring 2008 (n=51)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	169	100.0	89	52.7	116	57.1	38	74.5
	Sophomore	0	0.0	79	46.7	86	42.4	10	19.6
	Junior	0	0.0	0	0.0	0	0.0	2	3.9
	Senior	0	0.0	0	0.0	0	0.0	1	2.0
	Other	0	0.0	1	0.6	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	2	1.2	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	24	14.2	21	12.4	13	6.4	0	0.0
	Communications/Journalism	4	2.4	0	0.0	0	0.0	0	0.0
	Education	43	25.4	2	1.2	3	1.5	0	0.0
	Engineering/Computer Science	9	5.3	9	5.3	7	3.4	0	0.0
	General Studies	0	0.0	55	32.5	62	30.5	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	1	0.6	67	39.6	75	36.9	0	0.0
	History	1	0.6	0	0.0	0	0.0	0	0.0
	English/ Languages	10	5.9	0	0.0	0	0.0	0	0.0
	Law	3	1.8	3	1.8	2	1.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	30	17.8	0	0.0	19	9.4	29	56.9
	Sciences/ Mathematics	7	4.1	3	1.8	2	1.0	0	0.0
	Social Sciences/ Psychology	13	7.7	9	5.3	20	9.9	0	0.0
	Other	20	11.8	0	0.0	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	22	43.1
	Not Reported	2	1.2	0	0.0	0	0.0	0	0.0

		Lorain County Community College 2007 Entry Fall 2007 (n=117)		Lorain County Community College ILAD post Spring 2008 (n=50)		Lorain County Community College ILAD pre Spring 2008 (n=174)		Manhattanville College Fall 2007 Info Lit Spring 2008 (n=780)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	109	93.2	5	10.0	20	11.5	171	21.9
	Sophomore	7	6.0	21	42.0	67	38.5	268	34.4
	Junior	1	0.9	24	48.0	87	50.0	203	26.0
	Senior	0	0.0	0	0.0	0	0.0	133	17.1
	Other	0	0.0	0	0.0	0	0.0	5	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	3	1.7	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	26	22.2	14	28.0	18	10.3	150	19.2
	Communications/Journalism	2	1.7	1	2.0	0	0.0	73	9.4
	Education	1	0.9	9	18.0	29	16.7	85	10.9
	Engineering/Computer Science	5	4.3	1	2.0	1	0.6	7	0.9
	General Studies	1	0.9	0	0.0	0	0.0	1	0.1
	Health Sciences/ Nursing/ Pre-Pharmacy	32	27.4	8	16.0	88	50.6	0	0.0
	History	0	0.0	0	0.0	1	0.6	42	5.4
	English/ Languages	0	0.0	1	2.0	0	0.0	26	3.3
	Law	0	0.0	0	0.0	0	0.0	27	3.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	17	14.5	3	6.0	17	9.8	103	13.2
	Sciences/ Mathematics	4	3.4	0	0.0	0	0.0	47	6.0
	Social Sciences/ Psychology	5	4.3	5	10.0	9	5.2	35	4.5
	Other	2	1.7	5	10.0	5	2.9	110	14.1
	Undecided	22	18.8	3	6.0	3	1.7	74	9.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Mansfield University Phase 3 Spring 2005 (n=275)		Marshall University Phase 3 Spring 2005 (n=233)		McMaster University Bus1Win2007 Spring 2007 (n=468)		McMaster University Comm1E03Winter2008 Spring 2008 (n=949)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	4	1.5	232	99.6	384	82.1	514	54.2
	Sophomore	32	11.6	1	0.4	73	15.6	404	42.6
	Junior	104	37.8	0	0.0	10	2.1	24	2.5
	Senior	129	46.9	0	0.0	1	0.2	6	0.6
	Other	6	2.2	0	0.0	0	0.0	1	0.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	1	0.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	18	6.5	6	2.6	428	91.5	842	88.7
	Communications/Journalism	14	5.1	49	21.0	1	0.2	2	0.2
	Education	42	15.3	30	12.9	0	0.0	0	0.0
	Engineering/Computer Science	9	3.3	6	2.6	31	6.6	73	7.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	4	1.5	9	3.9	0	0.0	1	0.1
	History	26	9.5	3	1.3	0	0.0	0	0.0
	English/ Languages	30	10.9	23	9.9	0	0.0	0	0.0
	Law	1	0.4	2	0.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	22	8.0	64	27.5	0	0.0	7	0.7
	Sciences/ Mathematics	18	6.5	12	5.2	0	0.0	0	0.0
	Social Sciences/ Psychology	35	12.7	10	4.3	4	0.9	4	0.4
	Other	56	20.4	17	7.3	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	4	0.9	20	2.1
	Not Reported	0	0.0	1	0.4	0	0.0	0	0.0

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

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

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

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

		Oregon State University Phase 3 Spring 2005 (n=1,196)		Pace University Phase 3 Spring 2005 (n=122)		Pace University Spring 2007 Spring 2007 (n=139)		Palm Beach Community College Phase 3 Spring 2005 (n=290)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	551	46.1	3	2.5	4	2.9	203	70.0
	Sophomore	439	36.7	18	14.8	90	64.7	81	27.9
	Junior	31	2.6	6	4.9	34	24.5	1	0.3
	Senior	159	13.3	91	74.6	11	7.9	2	0.7
	Other	6	0.5	3	2.5	0	0.0	3	1.0
	Not Reported	9	0.8	1	0.8	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	72	6.0	1	0.8	2	1.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	1	0.3
	Business	208	17.4	54	44.3	77	55.4	8	2.8
	Communications/Journalism	2	0.2	7	5.7	7	5.0	2	0.7
	Education	4	0.3	12	9.8	3	2.2	2	0.7
	Engineering/Computer Science	191	16.0	1	0.8	3	2.2	3	1.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	12	1.0	6	4.9	5	3.6	2	0.7
	History	15	1.3	0	0.0	0	0.0	0	0.0
	English/ Languages	61	5.1	6	4.9	3	2.2	231	79.7
	Law	22	1.8	2	1.6	2	1.4	4	1.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	194	16.2	9	7.4	8	5.8	34	11.7
	Sciences/ Mathematics	28	2.3	4	3.3	3	2.2	1	0.3
	Social Sciences/ Psychology	72	6.0	5	4.1	3	2.2	1	0.3
	Other	302	25.3	14	11.5	18	12.9	0	0.0
	Undecided	0	0.0	0	0.0	5	3.6	0	0.0
	Not Reported	13	1.1	1	0.8	0	0.0	1	0.3

		Phoenix SAILS_NOV07 Spring 2008 (n=2,428)		Phoenix College Phase 3 Spring 2005 (n=166)		Pittsburgh Phase 3 Spring 2005 (n=187)		Pittsburgh Engineering 11 2006 Fall 2006 (n=373)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	642	26.4	119	71.7	87	46.5	371	99.5
	Sophomore	746	30.7	29	17.5	48	25.7	2	0.5
	Junior	540	22.2	3	1.8	31	16.6	0	0.0
	Senior	500	20.6	1	0.6	17	9.1	0	0.0
	Other	0	0.0	12	7.2	3	1.6	0	0.0
	Not Reported	0	0.0	2	1.2	1	0.5	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	1	0.5	0	0.0
	Architecture	0	0.0	3	1.8	0	0.0	0	0.0
	Business	1,161	47.8	10	6.0	9	4.8	0	0.0
	Communications/Journalism	0	0.0	0	0.0	8	4.3	0	0.0
	Education	49	2.0	4	2.4	3	1.6	0	0.0
	Engineering/Computer Science	268	11.0	5	3.0	89	47.6	372	99.7
	General Studies	221	9.1	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	208	8.6	26	15.7	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	English/ Languages	0	0.0	62	37.3	16	8.6	0	0.0
	Law	0	0.0	17	10.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	496	20.4	32	19.3	53	28.3	0	0.0
	Sciences/ Mathematics	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/ Psychology	0	0.0	1	0.6	0	0.0	0	0.0
	Other	0	0.0	0	0.0	7	3.7	0	0.0
	Undecided	25	1.0	0	0.0	0	0.0	1	0.3
	Not Reported	0	0.0	6	3.6	1	0.5	0	0.0

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

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

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

		Pittsburgh RelStudies Fall2007		Polk Community College Nursing 1 2006		Polk Community College Phase 2, Nursing I		Ramapo College of New Jersey 2006 Fall Freshmen	
		Fall 2007		Fall 2006		Spring 2008		Spring 2007	
		(n=51)		(n=87)		(n=65)		(n=232)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	2	3.9	0	0.0	0	0.0	230	99.1
	Sophomore	18	35.3	0	0.0	0	0.0	2	0.9
	Junior	17	33.3	0	0.0	0	0.0	0	0.0
	Senior	13	25.5	0	0.0	0	0.0	0	0.0
	Other	1	2.0	87	100.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	65	100.0	0	0.0
Student Major	Agriculture and Natural Resources	1	2.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	3	5.9	0	0.0	0	0.0	57	24.6
	Communications/Journalism	3	5.9	0	0.0	0	0.0	0	0.0
	Education	1	2.0	0	0.0	0	0.0	8	3.4
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	7	3.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	2	3.9	87	100.0	65	100.0	18	7.8
	History	6	11.8	0	0.0	0	0.0	15	6.5
	English/ Languages	2	3.9	0	0.0	0	0.0	1	0.4
	Law	0	0.0	0	0.0	0	0.0	5	2.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	8	15.7	0	0.0	0	0.0	27	11.6
	Sciences/ Mathematics	1	2.0	0	0.0	0	0.0	0	0.0
	Social Sciences/ Psychology	10	19.6	0	0.0	0	0.0	22	9.5
	Other	9	17.6	0	0.0	0	0.0	13	5.6
	Undecided	5	9.8	0	0.0	0	0.0	59	25.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Rio Salado College Phase 3 Spring 2005 (n=521)		Robert Morris University Phase 3 Spring 2005 (n=394)		Rutgers University Phase 3 Spring 2005 (n=100)		Rutgers University School of Law Law Library Spring 2008 (n=59)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	128	24.6	41	10.4	99	99.0	30	50.8
	Sophomore	139	26.7	196	49.7	1	1.0	0	0.0
	Junior	60	11.5	115	29.2	0	0.0	29	49.2
	Senior	37	7.1	38	9.6	0	0.0	0	0.0
	Other	157	30.1	2	0.5	0	0.0	0	0.0
	Not Reported	0	0.0	2	0.5	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	1	0.2	4	1.0	2	2.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	83	15.9	206	52.3	11	11.0	0	0.0
	Communications/Journalism	4	0.8	39	9.9	5	5.0	0	0.0
	Education	105	20.2	32	8.1	2	2.0	0	0.0
	Engineering/Computer Science	51	9.8	18	4.6	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	1	0.2	24	6.1	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	English/ Languages	105	20.2	10	2.5	5	5.0	0	0.0
	Law	21	4.0	0	0.0	2	2.0	59	100.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	143	27.4	0	0.0	70	70.0	0	0.0
	Sciences/ Mathematics	0	0.0	19	4.8	0	0.0	0	0.0
	Social Sciences/ Psychology	0	0.0	6	1.5	0	0.0	0	0.0
	Other	2	0.4	34	8.6	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	3	3.0	0	0.0
	Not Reported	5	1.0	2	0.5	0	0.0	0	0.0

		Saint Mary's College Phase 3 Spring 2005 (n=285)		Samford University Phase 3 Spring 2005 (n=385)		San Jose State University Phase 3 Spring 2005 (n=195)		School of Visual Arts Phase 3 Spring 2005 (n=161)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	284	99.6	328	85.2	27	13.8	140	87.0
	Sophomore	1	0.4	18	4.7	1	0.5	16	9.9
	Junior	0	0.0	16	4.2	102	52.3	0	0.0
	Senior	0	0.0	20	5.2	42	21.5	1	0.6
	Other	0	0.0	1	0.3	23	11.8	4	2.5
	Not Reported	0	0.0	2	0.5	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	1	0.5	0	0.0
	Architecture	2	0.7	0	0.0	0	0.0	0	0.0
	Business	33	11.6	34	8.8	134	68.7	0	0.0
	Communications/Journalism	16	5.6	45	11.7	1	0.5	0	0.0
	Education	24	8.4	34	8.8	0	0.0	0	0.0
	Engineering/Computer Science	5	1.8	5	1.3	1	0.5	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	1	0.4	53	13.8	4	2.1	0	0.0
	History	0	0.0	9	2.3	8	4.1	0	0.0
	English/ Languages	47	16.5	26	6.8	8	4.1	0	0.0
	Law	25	8.8	5	1.3	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	124	43.5	99	25.7	21	10.8	21	13.0
	Sciences/ Mathematics	0	0.0	24	6.2	4	2.1	140	87.0
	Social Sciences/ Psychology	0	0.0	18	4.7	2	1.0	0	0.0
	Other	5	1.8	30	7.8	11	5.6	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	3	1.1	3	0.8	0	0.0	0	0.0

		Scottsdale Community College Spring 2007 Sample		Scottsdale Community College SCC Fall 2007		Seattle Pacific University Phase 3		Shippensburg University Fall 2007 FYStu	
		Spring 2007		Fall 2007		Spring 2005		Fall 2007	
		(n=250)		(n=314)		(n=324)		(n=198)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	60	24.0	84	26.8	0	0.0	184	92.9
	Sophomore	109	43.6	177	56.4	1	0.3	11	5.6
	Junior	37	14.8	37	11.8	12	3.7	3	1.5
	Senior	18	7.2	5	1.6	285	88.0	0	0.0
	Other	26	10.4	11	3.5	25	7.7	0	0.0
	Not Reported	0	0.0	0	0.0	1	0.3	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	1	0.3	0	0.0	2	1.0
	Architecture	5	2.0	4	1.3	0	0.0	0	0.0
	Business	29	11.6	58	18.5	74	22.8	27	13.6
	Communications/Journalism	18	7.2	18	5.7	8	2.5	17	8.6
	Education	17	6.8	21	6.7	36	11.1	25	12.6
	Engineering/Computer Science	4	1.6	12	3.8	2	0.6	5	2.5
	General Studies	5	2.0	5	1.6	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	14	5.6	38	12.1	0	0.0	5	2.5
	History	2	0.8	5	1.6	22	6.8	10	5.1
	English/ Languages	4	1.6	1	0.3	72	22.2	2	1.0
	Law	4	1.6	5	1.6	1	0.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	85	34.0	60	19.1	3	0.9	13	6.6
	Sciences/ Mathematics	8	3.2	13	4.1	9	2.8	4	2.0
	Social Sciences/ Psychology	10	4.0	17	5.4	8	2.5	19	9.6
	Other	15	6.0	9	2.9	88	27.2	25	12.6
	Undecided	30	12.0	47	15.0	0	0.0	44	22.2
	Not Reported	0	0.0	0	0.0	1	0.3	0	0.0

		Shippensburg University SPRING2008 Spring 2008 (n=173)		South Florida Phase 3 Spring 2005 (n=401)		Southern California Phase 3 Spring 2005 (n=232)		Springfield College Fall 2007 Science - Post Spring 2008 (n=118)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	170	98.3	33	8.2	64	27.6	0	0.0
	Sophomore	2	1.2	135	33.7	142	61.2	54	45.8
	Junior	1	0.6	133	33.2	20	8.6	46	39.0
	Senior	0	0.0	83	20.7	5	2.2	16	13.6
	Other	0	0.0	8	2.0	0	0.0	2	1.7
	Not Reported	0	0.0	9	2.2	1	0.4	0	0.0
Student Major	Agriculture and Natural Resources	2	1.2	0	0.0	2	0.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	43	24.9	39	9.7	25	10.8	0	0.0
	Communications/Journalism	3	1.7	180	44.9	24	10.3	1	0.8
	Education	20	11.6	9	2.2	0	0.0	18	15.3
	Engineering/Computer Science	3	1.7	4	1.0	27	11.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	7	4.0	0	0.0	2	0.9	72	61.0
	History	1	0.6	0	0.0	5	2.2	0	0.0
	English/ Languages	4	2.3	10	2.5	11	4.7	0	0.0
	Law	0	0.0	31	7.7	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	21	12.1	106	26.4	42	18.1	19	16.1
	Sciences/ Mathematics	0	0.0	0	0.0	38	16.4	0	0.0
	Social Sciences/ Psychology	8	4.6	0	0.0	18	7.8	7	5.9
	Other	17	9.8	13	3.2	36	15.5	0	0.0
	Undecided	44	25.4	0	0.0	0	0.0	1	0.8
	Not Reported	0	0.0	9	2.2	2	0.9	0	0.0

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

		SUNY Geneseo February/March Spring 2007		SUNY Geneseo Spring 2007 INTD 105 Spring 2007		Tennessee, Knoxville Phase 3 Spring 2005		Texas A&M University - Kingsville Phase 3 Spring 2005	
		(n=199)		(n=261)		(n=543)		(n=432)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	47	23.6	242	92.7	327	60.2	214	49.5
	Sophomore	52	26.1	17	6.5	126	23.2	42	9.7
	Junior	57	28.6	2	0.8	53	9.8	75	17.4
	Senior	41	20.6	0	0.0	31	5.7	97	22.5
	Other	2	1.0	0	0.0	4	0.7	4	0.9
	Not Reported	0	0.0	0	0.0	2	0.4	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	1	0.4	20	3.7	87	20.1
	Architecture	0	0.0	0	0.0	9	1.7	0	0.0
	Business	18	9.0	39	14.9	27	5.0	44	10.2
	Communications/Journalism	8	4.0	16	6.1	9	1.7	6	1.4
	Education	48	24.1	24	9.2	5	0.9	0	0.0
	Engineering/Computer Science	2	1.0	1	0.4	19	3.5	51	11.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	3	1.5	6	2.3	0	0.0	44	10.2
	History	6	3.0	15	5.7	0	0.0	9	2.1
	English/ Languages	8	4.0	1	0.4	10	1.8	26	6.0
	Law	2	1.0	0	0.0	1	0.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	27	13.6	30	11.5	20	3.7	2	0.5
	Sciences/ Mathematics	1	0.5	6	2.3	1	0.2	17	3.9
	Social Sciences/ Psychology	43	21.6	68	26.1	5	0.9	49	11.3
	Other	22	11.1	24	9.2	26	4.8	97	22.5
	Undecided	11	5.5	30	11.5	389	71.6	0	0.0
	Not Reported	0	0.0	0	0.0	2	0.4	0	0.0

		Texas A&M University - Kingsville Spring 2007		Texas A&M University - Kingsville Fall 2007		Texas at Austin Phase 3		Thomas College Fall2006	
		Spring 2007		Spring 2008		Spring 2005		Fall 2006	
		(n=110)		(n=114)		(n=980)		(n=189)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	28	25.5	39	34.2	97	9.9	124	65.6
	Sophomore	17	15.5	15	13.2	207	21.1	8	4.2
	Junior	27	24.5	18	15.8	246	25.1	13	6.9
	Senior	38	34.5	42	36.8	430	43.9	43	22.8
	Other	0	0.0	0	0.0	0	0.0	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	24	21.8	5	4.4	0	0.0	1	0.5
	Architecture	0	0.0	2	1.8	0	0.0	1	0.5
	Business	0	0.0	21	18.4	82	8.4	46	24.3
	Communications/Journalism	25	22.7	0	0.0	0	0.0	0	0.0
	Education	1	0.9	27	23.7	34	3.5	11	5.8
	Engineering/Computer Science	25	22.7	16	14.0	0	0.0	14	7.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	10	9.1	7	6.1	0	0.0	0	0.0
	History	0	0.0	0	0.0	58	5.9	0	0.0
	English/ Languages	4	3.6	0	0.0	347	35.4	0	0.0
	Law	0	0.0	0	0.0	1	0.1	1	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	10	9.1	1	0.9	11	1.1	95	50.3
	Sciences/ Mathematics	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/ Psychology	10	9.1	12	10.5	0	0.0	1	0.5
	Other	0	0.0	23	20.2	447	45.6	14	7.4
	Undecided	1	0.9	0	0.0	0	0.0	4	2.1
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.5

		Thomas College EH112 Spring2007 Spring 2007 (n=91)		Thomas College Fall2007Firstyears Fall 2007 (n=116)		Thomas College EH112Spring2008 Spring 2008 (n=130)		Toronto Mississauga SAILS First-Years Fall 2007 (n=60)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	78	85.7	112	96.6	111	85.4	60	100.0
	Sophomore	7	7.7	2	1.7	11	8.5	0	0.0
	Junior	1	1.1	2	1.7	7	5.4	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	5	5.5	0	0.0	1	0.8	0	0.0
Student Major	Agriculture and Natural Resources	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	15	16.5	20	17.2	23	17.7	40	66.7
	Communications/Journalism	0	0.0	3	2.6	3	2.3	1	1.7
	Education	8	8.8	11	9.5	15	11.5	0	0.0
	Engineering/Computer Science	6	6.6	6	5.2	4	3.1	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	1	0.8	0	0.0
	English/ Languages	0	0.0	0	0.0	2	1.5	4	6.7
	Law	3	3.3	3	2.6	3	2.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	45	49.5	57	49.1	58	44.6	5	8.3
	Sciences/ Mathematics	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/ Psychology	1	1.1	0	0.0	0	0.0	6	10.0
	Other	6	6.6	9	7.8	15	11.5	3	5.0
	Undecided	2	2.2	6	5.2	4	3.1	1	1.7
	Not Reported	5	5.5	1	0.9	2	1.5	0	0.0

		Trinity University Phase 3 Spring 2005 (n=100)		Valencia Community College Phase 3 Spring 2005 (n=946)		Vanderbilt University 2007 Spring Pilot Spring 2007 (n=102)		Villanova University Phase 3 Spring 2005 (n=285)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	24	24.0	762	80.5	31	30.4	98	34.4
	Sophomore	24	24.0	154	16.3	29	28.4	23	8.1
	Junior	32	32.0	5	0.5	21	20.6	19	6.7
	Senior	20	20.0	1	0.1	21	20.6	145	50.9
	Other	0	0.0	16	1.7	0	0.0	0	0.0
	Not Reported	0	0.0	8	0.8	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	1	1.0	1	0.1	1	1.0	0	0.0
	Architecture	0	0.0	1	0.1	0	0.0	0	0.0
	Business	42	42.0	128	13.5	2	2.0	55	19.3
	Communications/Journalism	11	11.0	19	2.0	2	2.0	0	0.0
	Education	3	3.0	50	5.3	9	8.8	2	0.7
	Engineering/Computer Science	5	5.0	105	11.1	13	12.7	55	19.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	0	0.0	110	11.6	3	2.9	24	8.4
	History	5	5.0	0	0.0	3	2.9	0	0.0
	English/ Languages	5	5.0	295	31.2	7	6.9	39	13.7
	Law	0	0.0	42	4.4	1	1.0	6	2.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	15	15.0	129	13.6	21	20.6	15	5.3
	Sciences/ Mathematics	0	0.0	17	1.8	10	9.8	0	0.0
	Social Sciences/ Psychology	4	4.0	21	2.2	11	10.8	21	7.4
	Other	9	9.0	2	0.2	14	13.7	68	23.9
	Undecided	0	0.0	0	0.0	5	4.9	0	0.0
	Not Reported	0	0.0	26	2.7	0	0.0	0	0.0

		Virgin Islands Phase 3 Spring 2005 (n=207)		Washburn University Phase 3 Spring 2005 (n=43)		Washington State University Phase 3 Spring 2005 (n=148)		Wayne State University WSU 2006-2007 Spring 2007 (n=190)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	176	85.0	1	2.3	0	0.0	109	57.4
	Sophomore	14	6.8	4	9.3	0	0.0	45	23.7
	Junior	8	3.9	17	39.5	11	7.4	20	10.5
	Senior	4	1.9	19	44.2	97	65.5	16	8.4
	Other	4	1.9	2	4.7	40	27.0	0	0.0
	Not Reported	1	0.5	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	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	57	27.5	2	4.7	0	0.0	32	16.8
	Communications/Journalism	1	0.5	8	18.6	0	0.0	11	5.8
	Education	27	13.0	10	23.3	0	0.0	16	8.4
	Engineering/Computer Science	21	10.1	1	2.3	0	0.0	5	2.6
	General Studies	0	0.0	0	0.0	0	0.0	2	1.1
	Health Sciences/ Nursing/ Pre-Pharmacy	18	8.7	4	9.3	147	99.3	37	19.5
	History	0	0.0	0	0.0	0	0.0	1	0.5
	English/ Languages	6	2.9	3	7.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	8	4.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	40	19.3	6	14.0	0	0.0	17	8.9
	Sciences/ Mathematics	4	1.9	0	0.0	0	0.0	15	7.9
	Social Sciences/ Psychology	24	11.6	1	2.3	1	0.7	13	6.8
	Other	6	2.9	8	18.6	0	0.0	13	6.8
	Undecided	0	0.0	0	0.0	0	0.0	20	10.5
	Not Reported	3	1.4	0	0.0	0	0.0	0	0.0

		Western Ontario Phase 3		Westmont College Fall07fy		William Woods University FALL07freshmen		Wisconsin Comm-A Inventory	
		Spring 2005		Fall 2007		Fall 2007		Fall 2006	
		(n=1,727)		(n=95)		(n=172)		(n=29)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	402	23.3	94	98.9	155	90.1	27	93.1
	Sophomore	579	33.5	1	1.1	6	3.5	2	6.9
	Junior	394	22.8	0	0.0	9	5.2	0	0.0
	Senior	348	20.2	0	0.0	0	0.0	0	0.0
	Other	4	0.2	0	0.0	2	1.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	5	0.3	0	0.0	39	22.7	4	13.8
	Architecture	2	0.1	0	0.0	0	0.0	0	0.0
	Business	202	11.7	6	6.3	25	14.5	5	17.2
	Communications/Journalism	49	2.8	8	8.4	9	5.2	0	0.0
	Education	33	1.9	3	3.2	19	11.0	3	10.3
	Engineering/Computer Science	69	4.0	0	0.0	1	0.6	2	6.9
	General Studies	0	0.0	2	2.1	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	386	22.4	7	7.4	3	1.7	3	10.3
	History	0	0.0	3	3.2	1	0.6	0	0.0
	English/ Languages	120	6.9	2	2.1	0	0.0	1	3.4
	Law	1	0.1	3	3.2	8	4.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Fine Arts	18	1.0	7	7.4	24	14.0	2	6.9
	Sciences/ Mathematics	115	6.7	3	3.2	9	5.2	0	0.0
	Social Sciences/ Psychology	198	11.5	13	13.7	8	4.7	1	3.4
	Other	529	30.6	7	7.4	7	4.1	1	3.4
	Undecided	0	0.0	31	32.6	19	11.0	7	24.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Wisconsin SummerSOAR Inventory		York University Phase 3		Youngstown State University Phase 3	
		Fall 2007		Spring 2005		Spring 2005	
		(n=72)		(n=281)		(n=281)	
	Characteristics	n	%	n	%	n	%
Class Standing	Freshman	71	98.6	64	22.8	160	56.9
	Sophomore	0	0.0	106	37.7	87	31.0
	Junior	0	0.0	54	19.2	26	9.3
	Senior	0	0.0	53	18.9	8	2.8
	Other	0	0.0	4	1.4	0	0.0
	Not Reported	1	1.4	0	0.0	0	0.0
Student Major	Agriculture and Natural Resources	4	5.6	4	1.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0
	Business	2	2.8	67	23.8	85	30.2
	Communications/Journalism	6	8.3	0	0.0	4	1.4
	Education	1	1.4	0	0.0	23	8.2
	Engineering/Computer Science	4	5.6	13	4.6	31	11.0
	General Studies	0	0.0	0	0.0	0	0.0
	Health Sciences/ Nursing/ Pre-Pharmacy	6	8.3	14	5.0	30	10.7
	History	1	1.4	10	3.6	0	0.0
	English/ Languages	2	2.8	29	10.3	39	13.9
	Law	0	0.0	3	1.1	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0
	Fine Arts	12	16.7	20	7.1	9	3.2
	Sciences/ Mathematics	1	1.4	11	3.9	11	3.9
	Social Sciences/ Psychology	12	16.7	16	5.7	19	6.8
	Other	7	9.7	91	32.4	30	10.7
	Undecided	14	19.4	3	1.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0

APPENDIX D

Project SAILS Test Items

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

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.5 Skill Set: Selecting Finding Tools

9. Who is the intended audience for this article?

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

CHOOSE ONE ANSWER

- ☑ Banking professional
- ☐ General public
- ☐ Scholar

Objective: 1.2.4.1 Skill Set: Evaluating Sources, Standard I

12. What are the best things to do when you need help with library research?

CHOOSE ALL THAT APPLY

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

Objective: 2.3.3.3 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- ☐ Keyword: raising children
- ☑ Subject heading: child rearing

Objective: 2.2.3.2 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

- ☑ Bibliography
- ☐ Keyword
- ☐ Library catalog
- ☐ Research database
- ☐ Subject heading

Objective: 2.1.3.4 Skill Set: Selecting Finding Tools, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 1.2.4.1 Skill Set: Evaluating Sources, Standard I

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

CHOOSE ONE ANSWER

- ☐ Author: Angelou
- ☑ Subject: Angelou
- ☐ Title: Angelou

Objective: 2.2.4.1 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

- ☐ Bibliography
- ☐ Keyword
- ☐ Library catalog
- ☑ Research database
- ☐ Subject heading

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

24. Your art history professor wants you to write a paper on the use of color in the famous painting, "The Madonna". Which search strategy would be the most effective for finding relevant information?

CHOOSE ONE ANSWER

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

Objective: 2.2.4.2 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.1 Skill Set: Retrieving Sources, Standard II

27. Who is the intended audience for this article?

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

CHOOSE ONE ANSWER

- ☐ Banking professionals
- ☐ General public
- ☑ Scholar

Objective: 1.2.4.1 Skill Set: Evaluating Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.4.5.2 Skill Set: Searching, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.1 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.3.1.2 Skill Set: Retrieving Sources, Standard I

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

CHOOSE ONE ANSWER

- ☐ Adj
- ☐ And
- ☐ Near
- ☐ Not
- ☑ Or

Objective: 2.2.4.2 Skill Set: Searching

40. The citation below refers to what? Gertz , Bill. "Depressions, Recessions, and Inflation." The Ledger. August 13, 2001, Section: Business, Pg. D7

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 1.1.5.1 Skill Set: Searching, Standard I

44. The citation below refers to what? Gertz , Bill. (2001). "Depressions, Recessions, and Inflation." Business Cycles, 24 (1): 28-30.

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

49. The citation below refers to what? Gertz , Bill. (2001). "Depressions, recessions, and inflation." In Manusov, Valerie and Harvey, John H., (Eds), Business Cycles in the United States Economy. Cambridge University Press: New York. Pages 93-114.

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

50. Which of the following provide information?

CHOOSE ALL THAT APPLY

- ☑ Folk art
- ☑ Personal stories
- ☑ Research reports
- ☑ Scholarly articles
- ☑ Songs

Objective: 1.2.3.1 Skill Set: Developing a Research Strategy

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

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

CHOOSE ONE ANSWER

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

Objective: 2.2.3.4 Skill Set: Searching

58. What do most research databases have in common?

CHOOSE ALL THAT APPLY

- ☑ Can restrict by date or publication type
- ☐ Cover only what is in your library
- ☐ Full-text
- ☐ Same subject headings
- ☑ Searchable by author, keyword, title

Objective: 2.3.1.5 Skill Set: Using Finding Tool Features

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.4 Skill Set: Searching

60. The citation below refers to what? Gertz , Bill. Business Cycles in the United States Economy. New York: Viking, 1999.

CHOOSE ONE ANSWER

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

Objective: 2.3.2.4 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

- ☐ Bibliography
- ☐ Footnotes
- ☑ Index
- ☐ Preface
- ☐ Title page

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

67. It's the second week of the term. Your professor gives you an assignment to write a 10-page paper on a topic you know little about. The paper is due during finals week. If you decided to go to the library, which of the following would be an efficient way to start?

CHOOSE ALL THAT APPLY

- ☑ Ask for help.
- ☐ Browse the bookshelves.
- ☐ Find the journals and start looking through them.
- ☑ Use a database to find journal articles.
- ☑ Use library catalog to find books.

Objective: 2.2.1.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 1.3.3.3 Skill Set: Retrieving Sources

69. Which of the following subject fields belong to the humanities discipline?

CHOOSE ALL THAT APPLY

- ☑ Art history
- ☐ Biology
- ☐ Chemistry
- ☑ English
- ☑ Philosophy

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 1.2.2.2 Skill Set: Searching, Standard I

76. Which of the following subject fields belong to the science discipline?

CHOOSE ALL THAT APPLY

- ☑ Biology
- ☑ Chemistry
- ☐ Economics
- ☑ Physics
- ☐ Sociology

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

77. You are assigned a report for your political science class on testimony given by the U.S. Secretary of the Interior 10 days ago at a congressional hearing. What research tools would be most helpful in finding information about the testimony?

CHOOSE ALL THAT APPLY

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

Objective: 3.4.5.3 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.5 Skill Set: Evaluating Sources, Standard III

84. Which of the following subject fields belong to the social sciences discipline?

CHOOSE ALL THAT APPLY

- ☑ Anthropology
- ☐ English
- ☐ French
- ☑ Psychology
- ☑ Sociology

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- ☐ Bias
- ☐ Fact
- ☑ Opinion

Objective: 3.2.3.2 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

- ☐ Foltz-Gray, Dorothy. "The latest in AIDS treatments." American Public Health Journal. 46 January 2003 424-439.
- ☑ McSpiritt, Elizabeth. "Developing new treatments for AIDS." American Journal of Public Health. 91 August 9, 2006 375-390.
- ☐ O'Connor, Frederic. "Trends in AIDS treatment." Journal of Community Health. 22 Winter 1993 212-227.
- ☐ Rhodes, Phillip. "New treatments for AIDS." Community Health Journal. 44 Summer 2003 90-105.
- ☐ Rosch, Leah. "AIDS: What we know about treating AIDS." The Journal for American Public Health. 17 Fall 2004 18-33.

Objective: 2.4.1.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.3 Skill Set: Evaluating Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.2.3.3 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 1.3.3.2 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

- ☐ Art
- ☑ English
- ☐ History
- ☐ Social Sciences

Objective: 1.2.5.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- ☐ Art
- ☐ English
- ☐ History
- ☑ Social Sciences

Objective: 1.2.5.1 Skill Set: Developing a Research Strategy

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

Title:	New Guide to Business Planning.
Publisher Info:	New York: Acme Business Press, 2000.
Authors:	Smith, Robert
Subjects:	Business plans
	Corporate strategy

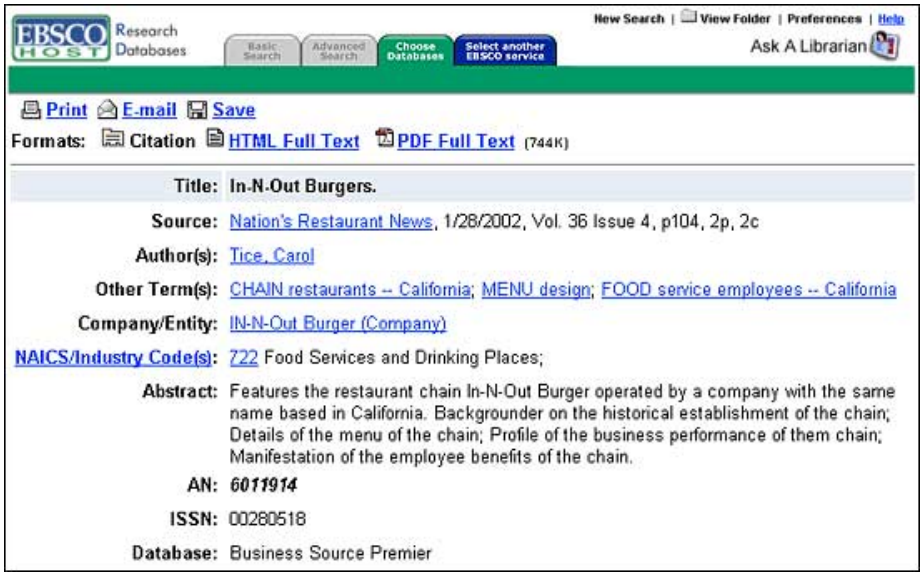
LOCATION	CALL #	STATUS
Main Library	HB 4567 .A67 2000	Available

CHOOSE ONE ANSWER

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

Objective: 1.3.1.1 Skill Set: Retrieving Sources, Standard I

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



CHOOSE ONE ANSWER

- ☐ No
- ☐ Record does not indicate availability.
- ☑ Yes

Objective: 1.3.1.1 Skill Set: Retrieving Sources

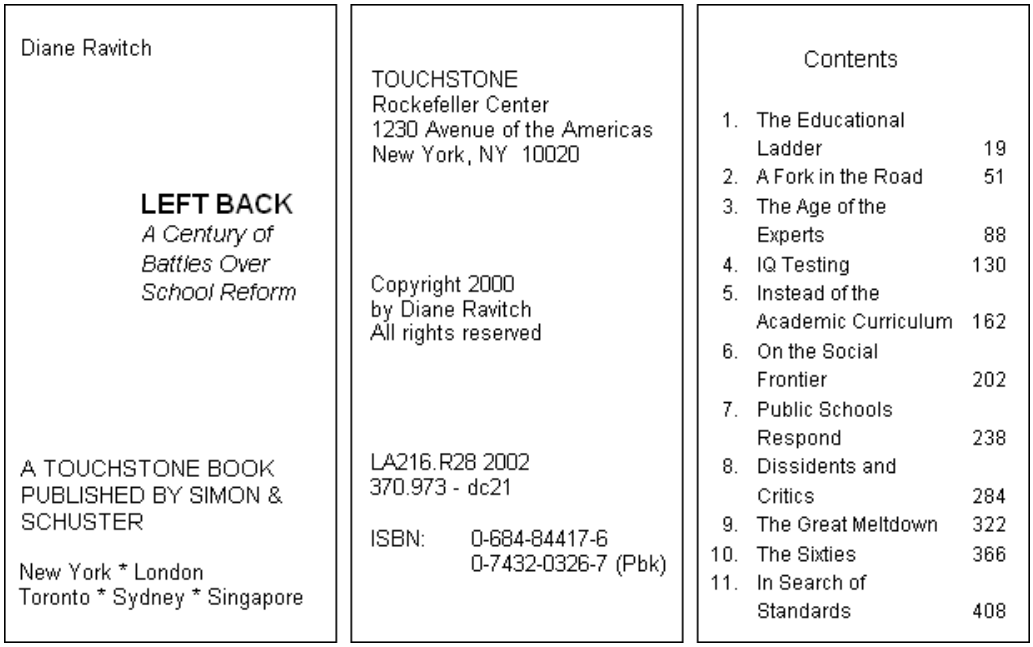
108. You need to write a paper on the effects of the European Union on France. If you conduct a search for the term "European Union" that requires it to be next to, in the same sentence as, or within a specified number of words from the term "France," what type of search are you conducting?

CHOOSE ONE ANSWER

- ☐ Associated
- ☐ Boolean
- ☐ Coupled
- ☐ Phrase
- ☑ Proximity

Objective: 2.2.4.3 Skill Set: Searching, Standard II

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



Diane Ravitch

LEFT BACK
A Century of Battles Over School Reform

A TOUCHSTONE BOOK
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Contents

CHOOSE ONE ANSWER

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

Objective: 5.3.1.2 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ALL THAT APPLY

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.8 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.8 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

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

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

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

CHOOSE ONE ANSWER

- ☐ Primary source
- ☑ Secondary source
- ☐ Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- ☐ Primary source
- ☐ Secondary source
- ☑ Tertiary source

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

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

CHOOSE ONE ANSWER

- ☑ Primary source
- ☐ Secondary source
- ☐ Tertiary source

Objective: 2.1.4.1 Skill Set: Evaluating Sources

152. What are the primary purposes of the concept of intellectual property?

CHOOSE ALL THAT APPLY

- ☑ To encourage the open and public sharing of ideas
- ☐ To generate property tax income for the government
- ☐ To prevent students from cheating
- ☑ To protect authors/creators and ensure they are credited for their work
- ☐ To protect the property rights of schools, universities and other intellectual organizations

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

153. Which of the following actions qualify as plagiarism?

CHOOSE ALL THAT APPLY

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

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

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

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.3 Skill Set: Documenting Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.2 Skill Set: Retrieving Sources

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

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

CHOOSE ONE ANSWER

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

Objective: 2.5.3.1 Skill Set: Documenting Sources

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

Authors:	Lawrence, Jerome, 1915-
Title:	Inherit the wind / by Jerome Lawrence and Robert E. Lee
Publisher Info:	New York : Dramatists Play Service, 1958

LOCATION	CALL #	STATUS
Main Library	PS3523.A934 I6 1958	Available

Description:	104, [2] p. : ill ; 20 cm
OCLC#:	1601421
LCCN:	58000893

CHOOSE ONE ANSWER

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

Objective: 2.3.3.1 Skill Set: Retrieving Sources, Standard II

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

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.1 Skill Set: Retrieving Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.1 Skill Set: Searching, Standard II

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

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

CHOOSE ONE ANSWER

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

Objective: 2.5.3.1 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.4.1.1 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.5.3.3 Skill Set: Documenting Sources, Standard II

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Outcome: 2.5.1 Skill Set: Using Finding Tool Features

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

CHOOSE ONE ANSWER

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

Objective: 1.1.5.2 Skill Set: Searching, Standard I

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.2 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 3.2.1.8 Skill Set: Evaluating Sources, Standard III

209. You want to communicate directly with experts on the subject of earthquakes. How could you communicate with these experts?

CHOOSE ALL THAT APPLY

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

Outcome: 3.6.3 Skill Set: Selecting Finding Tools

210. What are the major disciplines of knowledge?

CHOOSE ALL THAT APPLY

- ☐ Business
- ☑ Humanities
- ☐ Psychology
- ☑ Science
- ☑ Social science

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

211. What kinds of resources are commonly available on a university library's Web site?

CHOOSE ALL THAT APPLY

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

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

212. When recording bibliographic information for a book you are using in your research, which of the following elements are necessary to cite it correctly?

CHOOSE ALL THAT APPLY

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

Objective: 5.3.1.2 Skill Set: Documenting Sources

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

CHOOSE ALL THAT APPLY

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

Objective: 3.2.1.1 Skill Set: Evaluating Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.4 Skill Set: Retrieving Sources

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

CHOOSE ONE ANSWER

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

Objective: 1.4.1.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.3.2.1 Skill Set: Retrieving Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 3.7.2.1 Skill Set: Searching, Standard III

220. When writing a paper for a class, you are told to cite your sources using a specific documentation or citation style, e.g., APA, MLA. If your instructor does not tell you how to apply that style, which of these strategies would be effective for learning how to use the style?

CHOOSE ALL THAT APPLY

- ☑ Consult the appropriate style manual.
- ☑ Consult the library's Web site for guides to using documentation styles.
- ☐ Search a periodical index for style rules.
- ☐ Use the bibliography in one of your articles for examples.

Objective: 5.3.1.7 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 3.4.7.2 Skill Set: Evaluating Sources, Standard III

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

CHOOSE ONE ANSWER

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

Objective: 2.4.1.1 Skill Set: Searching

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

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

CHOOSE ONE ANSWER

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

Objective: 2.3.3.1 Skill Set: Retrieving Sources, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 2.2.5.3 Skill Set: Searching, Standard II

232. You need to write a paper about the causes of deforestation in South America. Which of these strategies would be likely to result in useful, reliable information?

CHOOSE ALL THAT APPLY

- ☑ Communicate with experts on the topic.
- ☐ Read a travel guide for South America.
- ☑ Read periodical articles on the topic.
- ☐ Scan your local newspaper for articles on the topic.
- ☑ Search the library catalog for books on the topic.

Outcome: 3.6.3 Skill Set: Selecting Finding Tools

233. You would like to evaluate the qualifications of an author of an article you have just read. Which of these strategies would be the most effective?

CHOOSE ALL THAT APPLY

- ☑ Search a biography database.
- ☑ Search by author for the author's name in the library catalog.
- ☑ Search for bibliographies of the author's work.
- ☑ Search for reviews of the author's work in a periodical index or research database.
- ☑ Search the Web for the author's name.

Objective: 3.2.1.2 Skill Set: Evaluating Sources

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

CHOOSE ALL THAT APPLY

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

Objective: 5.3.1.2 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

242. Select the set of search terms that best represents the main concepts in the following: What are the health risks associated with the use of drug therapy for hyperactive students?

CHOOSE ONE ANSWER

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

Objective: 1.2.2.3 Skill Set: Searching

245. How can you find good subject headings for articles on your topic in a research database?

CHOOSE ALL THAT APPLY

- ☑ Look at the subject headings in a relevant article.
- ☐ Use the index in a book.
- ☐ Use the subject categories from Yahoo!
- ☑ Use the thesaurus for the research database.

Objective: 2.2.3.4 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.2 Skill Set: Searching

251. You want to locate information on student plagiarism. If you type in the term "plagiarism" as a keyword search, what part of the record is being searched?

CHOOSE ALL THAT APPLY

- ☑ Abstract or contents field
- ☑ Author field
- ☑ Subject headings field
- ☑ Title field

Objective: 2.2.4.6 Skill Set: Searching

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

CHOOSE ALL THAT APPLY

- ☐ Examine
- ☐ Peruse
- ☑ Reader
- ☑ Reading
- ☑ Readmit

Objective: 2.2.4.7 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ALL THAT APPLY

- ☐ A fellow student in your class
- ☐ A person in the library who is shelving books
- ☐ A person in the library who is staffing the circulation desk
- ☑ A person in the library who is staffing the reference desk
- ☑ The course instructor

Objective: 1.1.4.6 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 2.3.1.5 Skill Set: Using Finding Tool Features

261. A search of "gophers" in a database has produced a list of over 150 articles with abstracts, and shows 20 results at a time. Since you are in a rush, what are the best and quickest ways to obtain the list for later review?

CHOOSE ALL THAT APPLY

- ☐ Copy the entire list by hand to your notebook.
- ☐ Cut and paste the list into a new document that you can save on your disk.
- ☑ E-mail the articles to yourself.
- ☑ Export the list to a new file that you can save on your disk.
- ☑ Print the list.

Objective: 2.1.4.2 Skill Set: Using Finding Tool Features

262. A search for HIV in a research database returns almost 140,000 results. How would you reduce your results to articles which were published from 2003 onwards in English?

CHOOSE ONE ANSWER

- ☐ Because the articles are presented chronologically, page through until the last 2002 article appears and then manually go through the rest to eliminate the foreign language ones.
- ☐ Repeat the search with the terms "HIV AND >=2003"
- ☐ Repeat the search with the terms "HIV AND 2003 AND 2004"
- ☐ There is no way to set these limits, so one must go through each retrieved record.
- ☑ Use the Limits option in the research database to set the publication dates and languages.

Objective: 2.2.5.3 Skill Set: Searching, Standard II

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

CHOOSE ONE ANSWER

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

Objective: 3.7.3.1 Skill Set: Searching, Standard III

265. Which of the following types of source often present a one-sided view and opinions rather than facts?

CHOOSE ALL THAT APPLY

- ☑ Blogs
- ☑ Newsgroups
- ☑ Newspaper editorials
- ☑ Personal or commercial web sites
- ☐ Scholarly journal articles

Objective: 3.2.3.2 Skill Set: Evaluating Sources

271. You are creating a Web page for a student education organization. Browsing the Internet, you find a useful photo from the U.S. Department of Education, which is a government agency. If you decide to use the graphic on your Web page, which of the following copyright choices is the proper action?

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

- ☑ Bias
- ☐ Fact
- ☐ Opinion

Objective: 3.2.3.2 Skill Set: Evaluating Sources

449. What is the "invisible college?"

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

- ☑ Primary source
- ☐ Secondary source
- ☐ Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- ☐ Primary source
- ☐ Secondary source
- ☑ Tertiary Source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

- ☐ Primary Source
- ☑ Secondary Source
- ☐ Tertiary Source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

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

CHOOSE ONE ANSWER

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

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

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

CHOOSE ONE ANSWER

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

Objective: 5.3.1.5 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

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

Objective: 2.2.4.7 Skill Set: Searching

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

CHOOSE ONE ANSWER

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

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

APPENDIX E

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

Skill Set: Developing a Research Strategy

26 items: 12, 50, 63, 67, 69, 76, 84, 95, 99, 101, 453, 147, 148, 198, 203, 210, 215, 237, 239, 449, 255, 256, 444, 451, 452, 511

Skill Set: Selecting Finding Tools

12 items: 3, 19, 22, 64, 139, 142, 209, 232, 141, 77, 257, 140

Skill Set: Searching

25 items: 14, 21, 24, 28, 39, 43, 53, 59, 73, 88, 90, 108, 196, 205, 218, 228, 230, 242, 245, 247, 251, 252, 262, 263, 515

Skill Set: Using Finding Tool Features

9 items: 42, 58, 62, 71, 224, 259, 260, 261, 204

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

16 items: 9, 20, 27, 83, 87, 91, 92, 124, 150, 206, 207, 213, 227, 233, 446, 265

Skill Set: Documenting Sources

14 items: 40, 44, 49, 60, 111, 123, 156, 193, 197, 199, 212, 220, 234, 512

Skill Set: Understanding Economic, Legal, and Social Issues

19 items: 112, 114, 117, 118, 119, 122, 132, 133, 134, 136, 152, 153, 200, 211, 221, 222, 120, 271, 516

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

33 items: 9, 20, 27, 30, 43, 50, 63, 64, 68, 69, 73, 76, 84, 93, 95, 99, 101, 104, 106, 147, 148, 198, 205, 210, 215, 242, 255, 256, 449, 451, 452, 453, 511

Standard 2: Accesses Needed Information Effectively and Efficiently

58 items: 3, 12, 14, 19, 21, 22, 24, 25, 29, 39, 40, 42, 44, 49, 53, 58, 59, 60, 62, 67, 71, 88, 90, 108, 139, 140, 141, 142, 150, 156, 192, 193, 194, 195, 196, 197, 199, 203, 204, 214, 216, 224, 228, 229, 230, 237, 239, 245, 247, 251, 252, 257, 259, 260, 261, 262, 444, 515

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

18 items: 28, 77, 83, 87, 91, 92, 124, 206, 207, 209, 213, 218, 227, 232, 233, 263, 265, 446

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

25 items: 111, 112, 114, 117, 118, 119, 120, 122, 123, 132, 133, 134, 136, 152, 153, 200, 211, 212, 220, 221, 222, 234, 271, 512, 516

APPENDIX F

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

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

Standard 1
The information literate student determines the nature and extent of the information needed.

Performance Indicators

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

Outcomes

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

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

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

Objectives

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

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

Items

64

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

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

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

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

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

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.
256

1.1.5 Identifies key concepts and terms that describe the information need

1.1.5.1 Lists terms that may be useful for locating information on a topic.
43

1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
205

1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
255

1.1.5.4 Identifies more specific concepts that comprise a research topic.

1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

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

1.2.1 Knows how information is formally and informally produced, organized, and disseminated

1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.

1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
449

1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed

1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
69, 76, 84, 210

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.
50

1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.

1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

1.2.4.1 Distinguishes characteristics of information provided for different audiences.
9, 20, 27

1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).

1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
99, 101

1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
147, 148, 451, 452, 453

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

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

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

1.3.1.1 Determines if material is available immediately.
104, 106

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

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

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

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

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

1.3.3.3 Acts appropriately to obtain information within the time frame required.
68

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

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

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

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

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

1.4.2 Describes criteria used to make information decisions and choices

1.4.2.1 Demonstrates how the intended audience influences information choices.

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

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

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).

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.
19

2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.
3

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

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

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

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).

2.1.3.10 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).
261

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.
67

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.

2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
237, 239, 444

2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source

2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.

2.2.3.2 Explains what controlled vocabulary is and why it is used.
14

2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.

2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
53, 245

2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
21

2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
24, 39, 247

2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
108

2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
59

2.2.4.5 Demonstrates and understanding of the concept of browsing and uses an index that allows it.

2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
251

2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
252, 515

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

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

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

2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
230, 262

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

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

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

2.2.6 Implements the search using investigative protocols appropriate to the discipline

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

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

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

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.

2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
156

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

2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
58, 260

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 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

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.)
40, 44, 49, 60

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

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

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

2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
12

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

2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
203

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

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

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

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

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

2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
88, 90

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

2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised

2.4.3 Repeats the search using the revised strategy as necessary

2.5 The information literate student extracts, records, and manages the information and its sources.

2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
204, 224

2.5.2 Creates a system for organizing the information

2.5.3 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

2.5.3.1 Identifies different types of information sources cited in a research tool.
193, 197

2.5.3.2 Determines whether or not a cited item is available locally and, if so, can locate it.

2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
199

2.5.4 Records all pertinent citation information for future reference

2.5.5 Uses various technologies to manage the information selected and organized

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.
213

3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
206, 233

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

3.2.1.4 Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources. (See also 3.4.5.)

3.2.1.5 Determines when the information was published (or knows where to look for a source's publication date).

3.2.1.6 Recognizes the importance of timeliness or date of publication to the value of the source.

3.2.1.7 Determines if the information retrieved is sufficiently current for the information need.

3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
124, 207

3.2.2 Analyzes the structure and logic of supporting arguments or methods

3.2.3 Recognizes prejudice, deception, or manipulation

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

3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
87, 446, 265

3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
91, 92

3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).

3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
83

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

3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.

3.2.4.2 Describes how the purpose for which information was created affects its usefulness.

3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.

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

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

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

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

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

3.4.1 Determines whether information satisfies the research or other information need

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.
77

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)
209, 232

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

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

3.7.2 Reviews search strategy and incorporates additional concepts as necessary

3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
218

3.7.3 Reviews information retrieval sources used and expands to include others as needed

3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.
263

3.7.3.2 Follows, retrieves and evaluates relevant online links to additional sources.

3.7.3.3 Incorporates new knowledge as elements of revised search strategy to gather additional information.

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

5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments
136

5.1.2 Identifies and discusses issues related to free vs. fee-based access to information

5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
200

5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
211

5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
222

5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).

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

122, 133, 134

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

117, 132, 152, 271, 516

5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

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

221

5.2.2 Uses approved passwords and other forms of ID for access to information resources

5.2.3 Complies with institutional policies on access to information resources

5.2.4 Preserves the integrity of information resources, equipment, systems and facilities

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

112, 114, 118

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

119, 153

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

120

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

5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources

5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.

5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
111, 212, 234

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

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.
220

5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
123

5.3.2 Posts permission granted notices, as needed, for copyrighted material

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