General Library Evaluation
AY 2007-2008
Comprehensive Report

Prepared By:
Dr. Bridgette Everhart Hardin
Assistant Director for Assessment

On Behalf Of:
The Office of Planning and Institutional Effectiveness
General Library Evaluations AY-07/08
Detailed Report

Executive Summary/ Key Findings
The following list identifies the key finding for the library instruction administered during the academic year 2007-2008:

Demographic Information
- 1,794 students participated in the General Library Evaluation; fall had far greater response than spring, n= 1,226.
- 41 known college course groups participated in the evaluation.
- Freshmen comprised of the largest responding class level group, n= 777 (43.3%).
- Science & Technology was the largest responding group, n= 521 (29.0%).

Frequency Information
- Denise Landry-Hyde received the largest number of responses, n= 415 (23.1%).
- Nearly 58% percent of responding students indicated their never participating in a Library instruction course.
- Overall, Library Instructors, collectively, received a 96% satisfaction (positive result) for their ability to explain the purpose of the course session, and through their presentation of the material.
- All instructor/course related questions received satisfaction (positive result) ratings well above 75% (See chart on next page).

Findings of Statistical Significance
- Response to questions pertaining to pre and post session Library knowledge was statistically significant. Participating students believed to have acquired additional Library knowledge as a result of attending the presentation (p<.001).
- Statistical significance set at an alpha .01 level was found among the fall 07 and spring 08 groups regarding the acquisition of Library knowledge post course instruction. The spring 2008 group indicated grasping a higher level of knowledge as a result of attending the course (p <.01).
- Statistical significance set at an alpha .05 level was found among the fall 2007 and spring 2008 groups regarding the perceptions each group had towards the instructors clearly explaining the purpose of the Library session. The spring 2008 group identified their instructors as more clearly explaining the purpose of the Library session (p<.05).

Additional Information
Feel free to contact the Office of Planning and Institutional Effectiveness, at 825-5989, for additional information, or to discuss the contents of this report.
Purpose and Methodology of Evaluation

To evaluate the current Library Instruction program an online evaluation of 15 questions was designed on Inquisite software by the Office of Planning and Institutional Effectiveness and deployed on their web server. Course enrolled students were encouraged to participate in the online evaluation upon completion of the Library course they took part in. Student responses remained anonymous, with the only demographic data coming from the enrolled course, major, class level, instructor, and survey administration date questions. The online evaluation was open for student response during the fall 2007 and spring 2008.

The comprehensive report contains “cleaned data”, meaning that only applicable response data has been included for analysis. “Non Applicable” response options have been removed to allow for “purer” statistical analysis.

Reporting Format of the Evaluation

For ease of report navigation the results of the Library evaluation have been separated into three sections:
1. Overall Library Results Comparison by Semester
2. Comparison by Instructor
3. Comparison by Major
4. Comparison by Class Level
5. Library Instructor Commentary (response to two open-ended questions).
6. Individualized Instructor Reports- for distribution to instructors.

Results of the Evaluation

The results have been broken down and listed in easy-to-read tables, structured to identify the item assessed and percentage ratings received for each Likert-type option available. Items of statistical significance have been identified in the Executive Summary of this report.
Frequency Data
General Library Instructor Evaluations  
AY 2007-2008

Overall Results

**What is your level?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>777</td>
<td>43.3</td>
<td>43.3</td>
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<tr>
<td>Sophomore</td>
<td>184</td>
<td>10.3</td>
<td>53.6</td>
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<tr>
<td>Junior</td>
<td>312</td>
<td>17.4</td>
<td>71.0</td>
</tr>
<tr>
<td>Senior</td>
<td>247</td>
<td>13.8</td>
<td>84.8</td>
</tr>
<tr>
<td>Graduate</td>
<td>245</td>
<td>13.7</td>
<td>98.4</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>1.6</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,793</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td><strong>1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,794</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What is the college of your major?**

<table>
<thead>
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<tbody>
<tr>
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<td>Nursing &amp; Health Sciences</td>
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<tr>
<td>Science &amp; Technology</td>
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**Instructor:**

<table>
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<tr>
<td>Jennifer Anderson</td>
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<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Sally Bickley</td>
<td>289</td>
<td>16.1</td>
<td>21.6</td>
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<tr>
<td>Kristen Davis</td>
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<td>11.9</td>
<td>33.5</td>
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<tr>
<td>Edward Kownslar</td>
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<tr>
<td>Denise Landry-Hyde</td>
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<tr>
<td>Laura Martinez</td>
<td>88</td>
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<td>76.1</td>
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<tr>
<td>Mark Pfeifer</td>
<td>379</td>
<td>21.1</td>
<td>97</td>
</tr>
<tr>
<td>Sarah Sutton</td>
<td>50</td>
<td>3</td>
<td>100</td>
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## Course Number of your registered class:

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<td>0.3</td>
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<tr>
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<td>0.3</td>
<td>0.6</td>
</tr>
<tr>
<td>ARTS 4352</td>
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<td>0.6</td>
<td>1.2</td>
</tr>
<tr>
<td>ARTS 4390/5393</td>
<td>16</td>
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<td>133</td>
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<td>9.5</td>
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<tr>
<td>BIOL 2200</td>
<td>72</td>
<td>4.0</td>
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<tr>
<td>BIOL 4428</td>
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<td>0.6</td>
<td>14.1</td>
</tr>
<tr>
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<td>14.4</td>
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<tr>
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<td>0.6</td>
<td>15.0</td>
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<td>15.8</td>
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<td>16.6</td>
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<td>0.6</td>
<td>17.1</td>
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<td>35.5</td>
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<td>7.5</td>
<td>70.5</td>
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<tr>
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<td>1.1</td>
<td>71.6</td>
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<td>ENGL 5346</td>
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<td>72.5</td>
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<td>ENTC 1303</td>
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<td>73.4</td>
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<td>74.1</td>
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<td>75.5</td>
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<tr>
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<td>0.4</td>
<td>75.9</td>
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<tr>
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<td>0.3</td>
<td>76.2</td>
</tr>
<tr>
<td>MUSI 1307</td>
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<td>76.8</td>
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<tr>
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<td>0.4</td>
<td>80.5</td>
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<td>81.3</td>
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<td>82.6</td>
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<td>86.6</td>
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<tr>
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<td>0.3</td>
<td>86.9</td>
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<tr>
<td>READ 3320</td>
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<td>89.6</td>
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<tr>
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<td>96.0</td>
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<tr>
<td>UCCP 1102</td>
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<td>3.6</td>
<td>99.6</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>0.4</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,794</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Have you ever attended a Library instruction session before this one during your academic career at TAMU-CC?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>733</td>
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<td>41.0</td>
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<tr>
<td>No</td>
<td>1,029</td>
<td>57.6</td>
<td>98.7</td>
</tr>
<tr>
<td>Not Sure</td>
<td>24</td>
<td>1.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1,786</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Before this session, how would you rate your knowledge of Bell Library resources?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>303</td>
<td>17.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Good</td>
<td>607</td>
<td>34.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Only Fair</td>
<td>518</td>
<td>29.1</td>
<td>80.1</td>
</tr>
<tr>
<td>Poor</td>
<td>355</td>
<td>19.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1,783</td>
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<tr>
<td>Missing</td>
<td>11</td>
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</table>

### Did the Library Instructor clearly explain the purpose of this session?

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, it was explained clearly</td>
<td>1,722</td>
<td>96.3</td>
<td>96.3</td>
</tr>
<tr>
<td>No, it was not explained clearly</td>
<td>19</td>
<td>1.1</td>
<td>97.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>48</td>
<td>2.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1,789</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### How do you rate the Library Instructor's presentation of the material today?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>1,036</td>
<td>58.1</td>
<td>58.1</td>
</tr>
<tr>
<td>Good</td>
<td>680</td>
<td>38.2</td>
<td>96.3</td>
</tr>
<tr>
<td>Only Fair</td>
<td>59</td>
<td>3.3</td>
<td>99.6</td>
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<tr>
<td>Poor</td>
<td>7</td>
<td>0.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1,782</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
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<td></td>
<td></td>
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</table>

1,794
# How was the pace of the instruction?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too fast</td>
<td>152</td>
<td>8.5</td>
</tr>
<tr>
<td>Just right</td>
<td>1,505</td>
<td>84.3</td>
</tr>
<tr>
<td>Too slow</td>
<td>128</td>
<td>7.2</td>
</tr>
<tr>
<td>Total</td>
<td>1,785</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>1,794</td>
</tr>
</tbody>
</table>

# Did the Instructor use relevant examples to illustrate different points?

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<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
<td>Yes, they were relevant</td>
<td>1,699</td>
<td>95.2</td>
</tr>
<tr>
<td>No, they were not relevant</td>
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<td>1.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>62</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>1,785</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>1,794</td>
</tr>
</tbody>
</table>

# How do you rate the usefulness of this session to you in your academic career?

<table>
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<tr>
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<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>956</td>
<td>53.7</td>
</tr>
<tr>
<td>Useful</td>
<td>746</td>
<td>41.9</td>
</tr>
<tr>
<td>Not Very Useful</td>
<td>67</td>
<td>3.8</td>
</tr>
<tr>
<td>Not at all Useful</td>
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<td>0.7</td>
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<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>13</td>
<td>1,794</td>
</tr>
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</table>

# Now that the presentation is over, how do you rate your knowledge of Bell Library resources?

<table>
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<tr>
<th>Frequency</th>
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</thead>
<tbody>
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<td>732</td>
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<tr>
<td>Good</td>
<td>930</td>
<td>52.1</td>
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<tr>
<td>Only Fair</td>
<td>114</td>
<td>6.4</td>
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<tr>
<td>Poor</td>
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<td>0.6</td>
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<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>8</td>
<td>1,794</td>
</tr>
</tbody>
</table>

# Overall, how do you rate the quality of the Instruction you received in this session today?

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<tr>
<th>Frequency</th>
<th>Valid Percent</th>
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<tbody>
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<td>933</td>
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<tr>
<td>Good</td>
<td>773</td>
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<tr>
<td>Only Fair</td>
<td>69</td>
<td>3.9</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>0.3</td>
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<tr>
<td>Total</td>
<td>1,781</td>
<td>100.0</td>
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<tr>
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</table>
## Crosstab by Semester

**What is your level?**

<table>
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<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
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<td>150</td>
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<tr>
<td>Sophomore</td>
<td>116</td>
<td>68</td>
</tr>
<tr>
<td>Junior</td>
<td>190</td>
<td>122</td>
</tr>
<tr>
<td>Senior</td>
<td>136</td>
<td>111</td>
</tr>
<tr>
<td>Graduate</td>
<td>138</td>
<td>107</td>
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**Course Number of your registered class:**

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</table>
Have you ever attended a Library instruction session before this one during your academic career at TAMU-CC?

<table>
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<td>56.6%</td>
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<tr>
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Before this session, how would you rate your knowledge of Bell Library resources?

<table>
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<td>Good</td>
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<tr>
<td>Only Fair</td>
<td>68.5%</td>
<td>31.5%</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>79.2%</td>
<td>20.8%</td>
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Did the Library Instructor clearly explain the purpose of this session?

<table>
<thead>
<tr>
<th></th>
<th>Current semester:</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>fall 2007</td>
<td>spring 2008</td>
<td></td>
</tr>
<tr>
<td>Yes, it was explained clearly</td>
<td>67.8%</td>
<td>32.2%</td>
<td></td>
</tr>
<tr>
<td>No, it was not explained clearly</td>
<td>78.9%</td>
<td>21.1%</td>
<td></td>
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<tr>
<td>Not sure</td>
<td>79.2%</td>
<td>20.8%</td>
<td></td>
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</table>

How do you rate the Library Instructor's presentation of the material today?

<table>
<thead>
<tr>
<th></th>
<th>Current semester:</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fall 2007</td>
<td>spring 2008</td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>66.4%</td>
<td>33.6%</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>71.9%</td>
<td>28.1%</td>
<td></td>
</tr>
<tr>
<td>Only Fair</td>
<td>64.4%</td>
<td>35.6%</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>42.9%</td>
<td>57.1%</td>
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</table>
How was the pace of the instruction?

<table>
<thead>
<tr>
<th>Current semester:</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
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</thead>
<tbody>
<tr>
<td>Too fast</td>
<td>65.8%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Just right</td>
<td>68.2%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Too slow</td>
<td>70.3%</td>
<td>29.7%</td>
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</table>

Did the Instructor use relevant examples to illustrate different points?

<table>
<thead>
<tr>
<th>Current semester:</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, they were relevant</td>
<td>67.7%</td>
<td>32.3%</td>
</tr>
<tr>
<td>No, they were not relevant</td>
<td>75.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Not sure</td>
<td>77.4%</td>
<td>22.6%</td>
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</table>

How do you rate the usefulness of this session to you in your academic career?

<table>
<thead>
<tr>
<th>Current semester:</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>67.3%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Useful</td>
<td>71.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Not Very Useful</td>
<td>53.7%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Not at all Useful</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

Now that the presentation is over, how do you rate your knowledge of Bell Library resources?

<table>
<thead>
<tr>
<th>Current semester:</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>63.1%</td>
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<tr>
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<tr>
<td>Only Fair</td>
<td>72.8%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Poor</td>
<td>60.0%</td>
<td>40.0%</td>
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</table>

Overall, how do you rate the quality of the Instruction you received in this session today?

<table>
<thead>
<tr>
<th>Current semester:</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>67.3%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Good</td>
<td>69.5%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Only Fair</td>
<td>69.6%</td>
<td>30.4%</td>
</tr>
<tr>
<td>Poor</td>
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<td>50.0%</td>
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### Crosstab by College of Major

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</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
</tr>
<tr>
<td>Undecided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before this session, how would you rate your knowledge of Bell Library resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Good</strong></td>
</tr>
<tr>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Education</td>
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<tr>
<td>Nursing &amp; Health Sciences</td>
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<tr>
<td>Science &amp; Technology</td>
</tr>
<tr>
<td>Undecided</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Did the Library Instructor clearly explain the purpose of this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong>, it was explained clear, it was not explained clear</td>
</tr>
<tr>
<td>Liberal Arts</td>
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<tr>
<td>Business</td>
</tr>
<tr>
<td>Education</td>
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<tr>
<td>Nursing &amp; Health Sciences</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
</tr>
<tr>
<td>Undecided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you rate the Library Instructor's presentation of the material today?</th>
</tr>
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<tbody>
<tr>
<td><strong>Very Good</strong></td>
</tr>
<tr>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Education</td>
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<tr>
<td>Nursing &amp; Health Sciences</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
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<tr>
<td>Undecided</td>
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</table>
### How was the pace of the instruction?

<table>
<thead>
<tr>
<th></th>
<th>Too fast</th>
<th>Just right</th>
<th>Too slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
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<td>81.8%</td>
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<tr>
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### Did the Instructor use relevant examples to illustrate different points?

<table>
<thead>
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<th>No, they were not relevant</th>
<th>Not sure</th>
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<td>3.1%</td>
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### How do you rate the usefulness of this session to you in your academic career?

<table>
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<td>1.0%</td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
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<td>2.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
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<td>0.4%</td>
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<tr>
<td>Undecided</td>
<td>50.8%</td>
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<td>4.8%</td>
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</table>

### Now that the presentation is over, how do you rate your knowledge of Bell Library resources?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Only Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Business</td>
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<td>6.3%</td>
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</tr>
<tr>
<td>Education</td>
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<td>1.2%</td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
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<td>0.4%</td>
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<tr>
<td>Undecided</td>
<td>39.1%</td>
<td>53.1%</td>
<td>7.8%</td>
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</table>
## Overall, how do you rate the quality of the Instruction you received in this session today?

<table>
<thead>
<tr>
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<th>Good</th>
<th>Only Fair</th>
<th>Poor</th>
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</thead>
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</tr>
<tr>
<td>Education</td>
<td>54.2%</td>
<td>41.5%</td>
<td>3.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
<td>52.4%</td>
<td>46.6%</td>
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<td>0.5%</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
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<td>0.2%</td>
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<tr>
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## Crosstab by Class Level

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<td>1.4%</td>
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<tr>
<td><strong>Sophomore</strong></td>
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<td>55.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
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<td>45.8%</td>
<td></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>56.0%</td>
<td>41.6%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
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<td>2.5%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>57.1%</td>
<td>42.9%</td>
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</table>

### Have you ever attended a Library instruction session before this one during your academic career at TAMU-CC?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Only Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>13.2%</td>
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<td>30.7%</td>
<td>26.9%</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>18.0%</td>
<td>35.0%</td>
<td>28.4%</td>
<td>18.6%</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>17.5%</td>
<td>37.7%</td>
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<td>15.6%</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
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<td>42.1%</td>
<td>25.5%</td>
<td>9.7%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>20.6%</td>
<td>35.0%</td>
<td>29.2%</td>
<td>15.2%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>29.6%</td>
<td>40.7%</td>
<td>14.8%</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

### Before this session, how would you rate your knowledge of Bell Library resources?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Only Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>95.5%</td>
<td>0.8%</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>97.8%</td>
<td>1.6%</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>97.1%</td>
<td>1.0%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>97.2%</td>
<td>1.6%</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>95.5%</td>
<td>0.8%</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>96.3%</td>
<td>3.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Did the Library Instructor clearly explain the purpose of this session?

<table>
<thead>
<tr>
<th></th>
<th>Yes, it was explained clear; it was not explained cle:</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>95.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>97.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>97.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>97.2%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>95.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>96.3%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

### How do you rate the Library Instructor's presentation of the material today?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Only Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>53.6%</td>
<td>42.5%</td>
<td>3.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>66.5%</td>
<td>30.8%</td>
<td>2.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>60.8%</td>
<td>35.3%</td>
<td>3.2%</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>57.4%</td>
<td>39.3%</td>
<td>2.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>63.9%</td>
<td>32.0%</td>
<td>3.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>57.1%</td>
<td>39.3%</td>
<td>3.6%</td>
<td></td>
</tr>
</tbody>
</table>
### How was the pace of the instruction?

<table>
<thead>
<tr>
<th></th>
<th>Too fast</th>
<th>Just right</th>
<th>Too slow</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6.7%</td>
<td>85.7%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6.0%</td>
<td>88.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Junior</td>
<td>8.8%</td>
<td>84.0%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Senior</td>
<td>8.1%</td>
<td>82.9%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Graduate</td>
<td>15.5%</td>
<td>79.2%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Other</td>
<td>14.3%</td>
<td>82.1%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

### Did the Instructor use relevant examples to illustrate different points?

<table>
<thead>
<tr>
<th></th>
<th>Yes, they were relevant</th>
<th>No, they were not relevant</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>94.2%</td>
<td>1.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>95.1%</td>
<td>3.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Junior</td>
<td>96.1%</td>
<td>0.6%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Senior</td>
<td>94.7%</td>
<td>1.2%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Graduate</td>
<td>97.5%</td>
<td>0.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other</td>
<td>96.4%</td>
<td>3.6%</td>
<td></td>
</tr>
</tbody>
</table>

### How do you rate the usefulness of this session to you in your academic career?

<table>
<thead>
<tr>
<th></th>
<th>Very Useful</th>
<th>Useful</th>
<th>Not Very Useful</th>
<th>Not at all Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
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<td>45.0%</td>
<td>2.5%</td>
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</tr>
<tr>
<td>Sophomore</td>
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<td>4.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Junior</td>
<td>53.1%</td>
<td>41.1%</td>
<td>4.5%</td>
<td>1.3%</td>
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<tr>
<td>Senior</td>
<td>51.0%</td>
<td>42.4%</td>
<td>4.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Graduate</td>
<td>60.1%</td>
<td>33.7%</td>
<td>5.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other</td>
<td>60.7%</td>
<td>39.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Now that the presentation is over, how do you rate your knowledge of Bell Library resources?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Only Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>38.5%</td>
<td>55.4%</td>
<td>5.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>42.1%</td>
<td>49.2%</td>
<td>8.7%</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>43.4%</td>
<td>48.6%</td>
<td>7.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Senior</td>
<td>41.0%</td>
<td>53.7%</td>
<td>4.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Graduate</td>
<td>44.7%</td>
<td>47.1%</td>
<td>7.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other</td>
<td>46.4%</td>
<td>46.4%</td>
<td>7.1%</td>
<td></td>
</tr>
</tbody>
</table>
### Overall, how do you rate the quality of the Instruction you received in this session today?

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Only Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>47.9%</td>
<td>47.7%</td>
<td>4.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>58.7%</td>
<td>37.5%</td>
<td>2.7%</td>
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<tr>
<td>Junior</td>
<td>55.2%</td>
<td>41.3%</td>
<td>3.2%</td>
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<td>42.1%</td>
<td>3.7%</td>
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<tr>
<td>Graduate</td>
<td>56.3%</td>
<td>38.8%</td>
<td>4.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other</td>
<td>59.3%</td>
<td>37.0%</td>
<td>3.7%</td>
<td></td>
</tr>
</tbody>
</table>