• Just over half (52%) of students are unsure of or have difficulty determining WHEN to document a source and 10% don’t think you need a citation if you paraphrase. This lack of understanding could result in unintentional plagiarism if they aren’t given more guidance.

• Even more (58%) have difficulty knowing HOW to document a source. Clear directions from you and referrals to librarians and the library citation guide (go/citations) may help.

• Nearly 25% believe a scholarly article is any that is reputable / trustworthy, such as Time or Newsweek and another 18% simply don’t know. In addition, 52% don’t know the meaning of “peer-reviewed”. Give them guidance when you ask them to use scholarly, peer-reviewed sources for a paper and point out examples from your syllabus.

• Nearly 25% of our incoming students have never consulted a librarian in high school. Refer students to librarians early on so students will make a habit of it.

• Only 40% understood how using AND versus OR affects searching, despite the fact that most students don’t think it’s difficult to revise searches to get better results. Knowing how to surf the web doesn’t mean they know how to search library databases – FYSE library classes can help.

• 28% of students do not back up their work. Encourage them to use middfiles (back-ups are automatic). Refer them to the helpdesk or digital media lab if they need tech help.

• Students use a variety of technologies – 88% have collaborated on writing a paper, 94% have created a presentation, 48% have at least posted to or commented on a blog, 42% have created or edited a video. Consider using technology in your courses – your students are used to it.