TRUTH AND ASSUMPTIONS:
In an effort to better understand the state of information literacy in higher education, Credo Reference surveyed students and faculty on background research methods, research instruction, resource navigation, and what strategies most impact student grades.

Are better grades earned with the help of background research? Are students actually performing background research? Where do students look for background research? How do students describe scholarly resources? What motivates students to choose their background information sources? And what is the faculty perception? What types of background research do faculty members encourage? What factors motivate students to choose background research entries? Are students being encouraged to be more information literate?

- **Google search:** 35%
- **Research databases:** Credo, GVRL, Oxford, Other
- **No background, straight to journals and primary sources:** 22%
- **Print encyclopedias:** 17%
- **Useful:** 9%
- **Reliable:** 9%
- **Trustworthy:** 9%
- **Helpful:** 9%
- **When using library resources, half of students search 2-3 databases.**
- **19% of freshmen don’t use any library databases.**
- **Students are more likely to start their search with the open web, but faculty overestimate just how much.**
- **Students are 13% less likely to start background research with resources like Wikipedia in 2016 than they were in 2014.**

**The goal of background research?**
- **78%** say background research helps them understand their topic better before searching journal articles.
- **57%** report that it helps them narrow their topic to a more manageable scope.

**Written by scholars:** 96%
- **Keyword relevance:** 96%
- **Current Publication date:** 96%
- **In-depth/lengthy articles:** 96%

**Selected by librarians:** 98%
- **Full-text:** 98%
- **Type of search result (biography, video, quotation, chronology):** 98%
- **Written by the faculty of the school:** 98%
- **Good reviews:** 98%

**Number of words:** 96%
- **In-depth/lengthy articles:** 96%
- **Good reviews:** 96%
- **Number of words:** 96%

- **Only 61% of faculty regularly encourage conducting background research in the classroom.**
- **Less than half, 49% of students, regularly perform background research.**
- **63% of students report their instructors do not emphasize the importance of background information to support research.**
- **In 2016, 74% of students said that they received instruction on how to use their library’s resources, which is a 51% increase over 2014 reports.**
- **Still, 34% of faculty are not aware of formal instruction being offered in the library.**
- **Less than 25% of students are attending courses at their library to learn how to use resources for research, but 41% of faculty believe students are receiving training.**
- **96% of faculty & 98% of students do not know that courses exist online to teach students how to use library resources.**

**Views on the Student Research Process 2016 Survey Findings**
- **83% of students believe so.**
- **87% of faculty agree.**
- **28% **OF RESPONDENTS**
- **60% OF RESPONDENTS**
- **ARE FRESHMEN**
- **HAVE TAUGHT FOR MORE THAN 10 YEARS**

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