**Plugging into the process: Enhancing campus partnerships to provide robust student research support**

**Introduction**
The focus of this research evolved from targeting research support for online courses to more broadly understanding research skills of first-year students. Faculty who taught research-based First Year Seminars in the 2013–2014 academic year were interviewed in Spring 2014 about their expectations and perceptions of student research skills.

**Methodology**
Survey of faculty, Pre- and post-course self-evaluation by students, Interviews of faculty.

**Findings/Conclusions**
Faculty identified gaps in students' research skills, which are not supported by current services. This research has identified strategic opportunities for which are not supported by current services. This project is part of the program “Assessment in Action: Academic Libraries and Student Success” which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities.

**Themes**
| First-year students are not well prepared to think critically, communicate, and manage information and time at a university level. |

**Opportunities**
| Conduct focus groups and other activities with students early in the academic year to identify their perception of their own research skills. Reach out to freshman advisors and work with First Year Seminar faculty. Use the Personal Librarian Program to increase awareness of services and support. |

**Students need support in understanding the craft of research. While some of this instruction must come from faculty, additional support is needed.**

**Develop workshops that help students define their research topics, develop a research strategy, and successfully engage in the scholarly research process.**

**Students need more solid grounding with issues of academic integrity.**

**Enhance our citation workshop series to include not only citation management tools, but plagiarism and basic citations as well.**

**Provide students with engaging learning environments for them to engage with library research.**

**Students need more support with research skills for their course-related and independent research.**

**Explore ideas for programmatic and disciplinary research support, including training graduate students as research fellows with guidance from across campus.**

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"I wonder if the LibGuides can be a collaboration with the writing fellows. The goals for my course are to introduce new content to the students, to improve their reading and encourage the development of strong research skills. The partnership of the librarian and writing fellow would help achieve those goals." — Assistant Dean of Medicine (Advising)

"More students are less prepared than they used to be. Students don’t understand how research works. We have a problem in that we continue to pretend that the students are more prepared than they need to be.” — Senior Lecturer, Education

"Students need to be exposed to formal research skills training. They don’t know how to evaluate resources — what is valued, why one resource over another, they don’t know how or why to reference sources, how to read a literature review. " — Senior Lecturer, International Studies

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