

# → **Fast** Facts

## → **Online information evaluation**

Students in one study did not always consider the most relevant clues to determine the credibility of online content. When viewing Web sites, the least common actions among students were “checking if contact information is provided” and “checking the qualifications or credentials of the author.” On the other hand, when deciding to visit a Web site, the most important factor for students was “being able to identify easily the sources of information on the site.” Students rely on search engine brands to guide them to what they perceive as credible material.

E. Hargittai, L. Fullerton, E. Menchen-Trevino, and K. Thomas, April 22, 2010, “Trust Online: Young Adults’ Evaluation of Web Content,” *International Journal of Communication [Online]* 4 (2010), 468–494, [ijoc.org/ojs/index.php/ijoc/article/view/636/423](http://ijoc.org/ojs/index.php/ijoc/article/view/636/423) Retrieved July 30, 2010.

## → **“Ad-ucating” tweens**

With American youth exposed to more advertising than ever before, the Federal Trade Commission is kicking off a new advertising literacy campaign to help older children understand the ads they see. The resources at [Admongo.gov](http://Admongo.gov) help kids apply critical thinking skills to figure out who’s responsible for ads, what ads are saying, and what they are trying to persuade their target audiences to do. The site also includes lesson plans and sample ads.

[Admongo.gov](http://Admongo.gov), [www.admongo.gov](http://www.admongo.gov). Retrieved May 29, 2010.

## → **Graduation rate gaps**

Fifty-seven percent of all students who enroll in colleges and universities earn diplomas within six years, but graduation rates for different groups of students differ significantly on the national scale. Nationally, 60 percent of whites but only 49 percent of Latinos and 40 percent of African Americans who start college earn degrees within six years. There is wide variation, however, among individual institutions. At the University of California-Riverside, graduation rates for Latino and African-American students surpass that for white students. The University of North Carolina-Greensboro boasts similar results. College graduation data, including race, ethnicity, and gender for four-year institutions, are available from the College Results Online database.

“Reports Reveal Colleges with the Biggest, Smallest Gaps in Minority Graduation Rates in the U.S.,” Education Trust, August 9, 2010, [www.edtrust.org/dc/press-room/press-release/reports-reveal-colleges-with-the-biggest-smallest-gaps-in-minority-gradu](http://www.edtrust.org/dc/press-room/press-release/reports-reveal-colleges-with-the-biggest-smallest-gaps-in-minority-gradu). Retrieved August 10, 2010.

## → **Cell phone distractions**

Adults are just as likely as teens to have texted while driving and are substantially more likely to have talked on the phone while driving. Twenty-seven percent of American adults say they have texted while driving. That represents the same proportion as the number of driving-age teenagers who say they have texted while driving (twenty-six percent). Sixty-one percent of adults say they have talked on their cell phones while they were behind the wheel. That is considerably greater than the number of 16- and 17-year-olds (forty-three percent) who have talked on their cell phones while driving. Fourteen percent of all American adults have bumped into someone or something while using their mobile phones.

Mary Madden, “Adults and Cell Phone Distractions,” June 18, 2010, Pew Internet and American Life Project, [www.pewinternet.org/~media/Files/Reports/2010/PIP\\_Cell\\_Distractions.pdp](http://www.pewinternet.org/~media/Files/Reports/2010/PIP_Cell_Distractions.pdp). Retrieved August 2, 2010.

*Gary Pattillo is reference librarian at the University of North Carolina-Chapel Hill, e-mail: [pattillo@email.unc.edu](mailto:pattillo@email.unc.edu)*