

Information Problem

BGI's students have the ability to search for resources in the library's Resource Database. However, lists are sometimes difficult to navigate, especially when students are unsure as to which resource to use on a project. It becomes even more confusing if interdisciplinary elements are present. Some students run into difficulty finding and assessing appropriate resources. The library needs to present available resources in a way that students can quickly access information that is relevant to the specific courses. This also presents the opportunity to inform and guide students to new resources that are highly valuable for their interest areas.

Planned Intervention

Why Research Guides?

Research guides organize high quality information resources into one spot that students can access online around a specific subject. The guides expose students to current topics in their course area, as well as new resources that they can use going forward professionally.

Do Students Use Research Guides?

Course specific guides see highest usage as opposed to general subject guides.^{1,2}

Three reasons students use guides:³

- Feel stuck
- Find information on new discipline
- When instructors suggest using the guide

Solution

- 8 course guides completed
- Created template for future guides
- Updated BGI's Resource Database with new tools
- High satisfaction from faculty and staff

In Two Steps

First evaluate coverage in BGI's Resource Database.

Then discover new resources by searching key concepts.

Starting Points

- Bibliographic databases
- Professional associations
- Business blogs
- Other business schools
- Trade journals

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References

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2. Gonzalez, A. C., & Westbrook, T. (2010). Reaching Out with LibGuides: Establishing a Working Set of Best Practices. Part of a Special Issue The Fourteenth Off-Campus Library Services Conference Proceedings: Part 1, 50(5/6), 638–656. doi:10.1080/01930826.2010.488941
3. Ouellette, D. (2011). Subject Guides in Academic Libraries: A User-Centred Study of Uses and Perceptions. *Les Guides Par Sujets Dans Les Bibliothèques Académiques : Une Étude Des Utilisations et Des Perceptions Centrée Sur L'utilisateur*, 35(4), 436–451.
4. Reeb, B., & Gibbons, S. (2004). Students, Librarians, and Subject Guides: Improving a Poor Rate of Return. *Portal: Libraries and the Academy*, 4(1), 123–130. doi:10.1353/pla.2004.0020

Step 1.

Gain Faculty Interest

Step 2.

Determine Information Needs

Questions creep up during resource discovery

Step 3.

Find Resources

Step 4. Review & Approve with Faculty

Step 5.

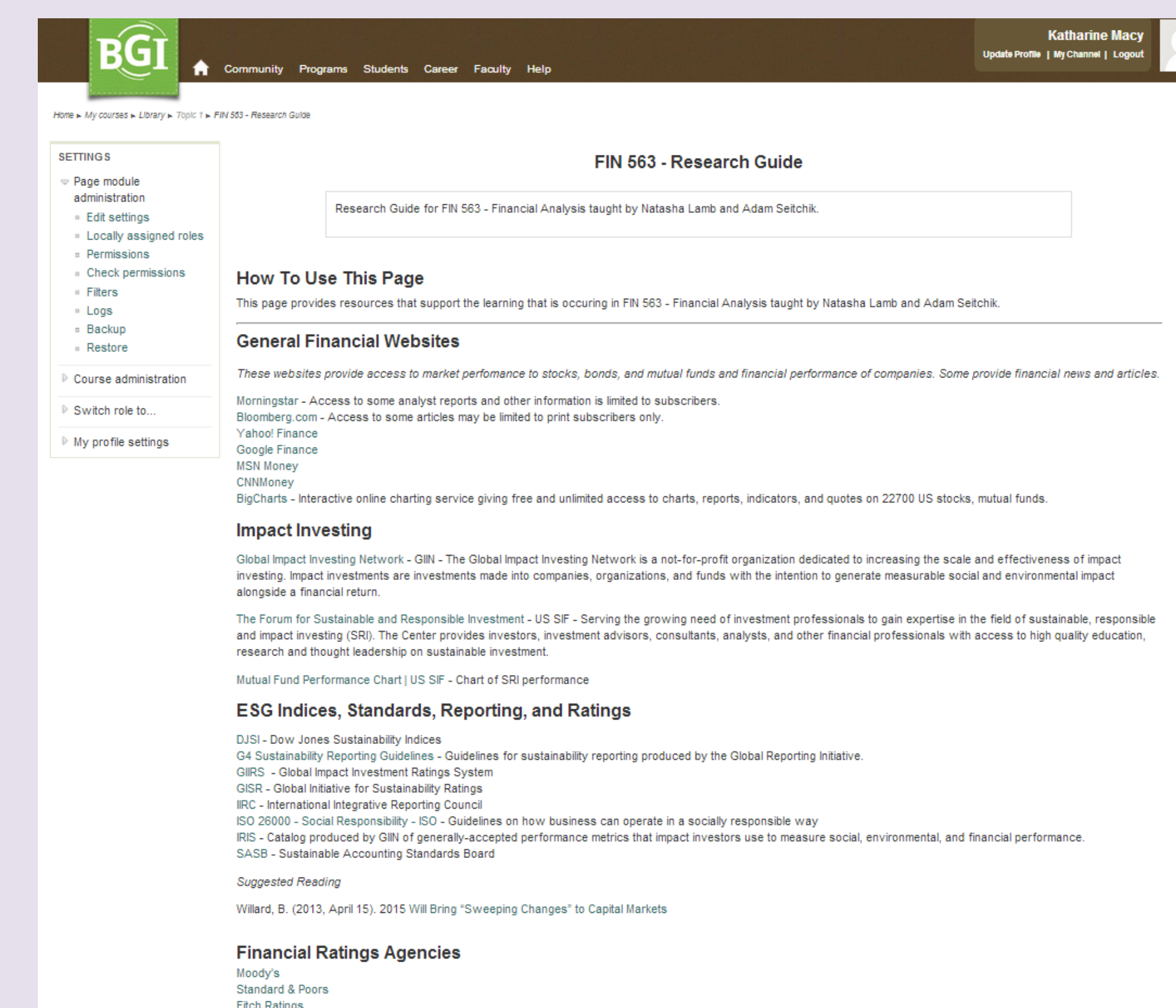
Build & Publish Guide

Information Needs Direct Resources Needed

Information Need	Research Guide Direction
Assignment Support	Provide bibliographic databases, other databases to assist in financial analysis and/or market research.
Filling a Gap	Assist faculty in creating a mini-collection for a topic in the course for which they have struggled to cover.
Different Learning Styles	Find audio, video, blogs, and other non-traditional resources.
Additional Materials of Interest	Bring topics covered in the course to the next level.

Research Guide Design Best Practices

- Create a clean, simple guide with few tabs and limited scrolling³
- Limit guides to top resources rather than being comprehensive to prevent overwhelming the students³
- Use language that resonates with the student^{3,4}



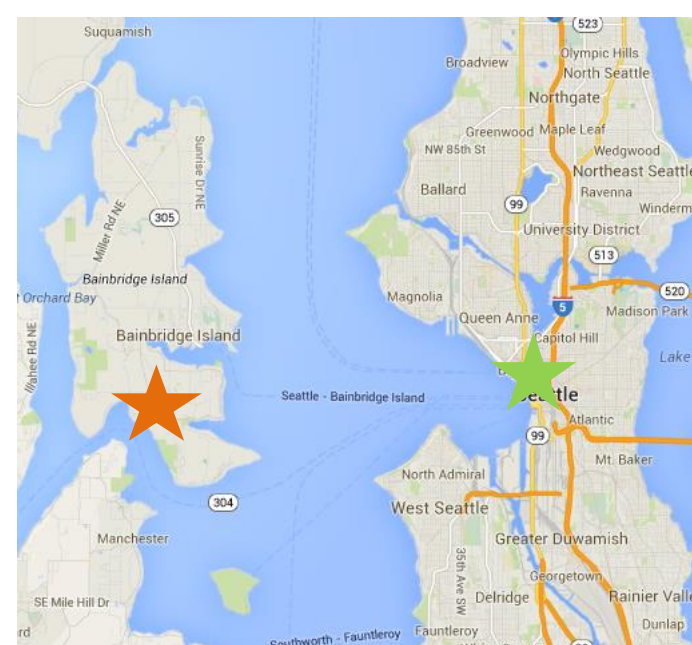
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