

Required Business Information Literacy (BIL) For Graduate Business Students

Carol Simon, M.L.S., M.A., Assistant Professor, Business Reference Librarian, Hofstra University * Carol.Simon@hofstra.edu

Phase I- First Step
Problem Identified Through Stakeholders Input
Problem: Unanimous dissatisfaction with the BIL competency of Zarb School of Business students and graduates

Stakeholders
 Zarb Students
 Zarb Alumni
 Zarb Faculty
 Employers

Institutional Input
 Library participates in discussions.

Phase I – Second Step
 Library agreement to develop and teach workshop incorporating:

A. Outside Standards
 1. ACRL
 2. AACSB
 3. MSCHE

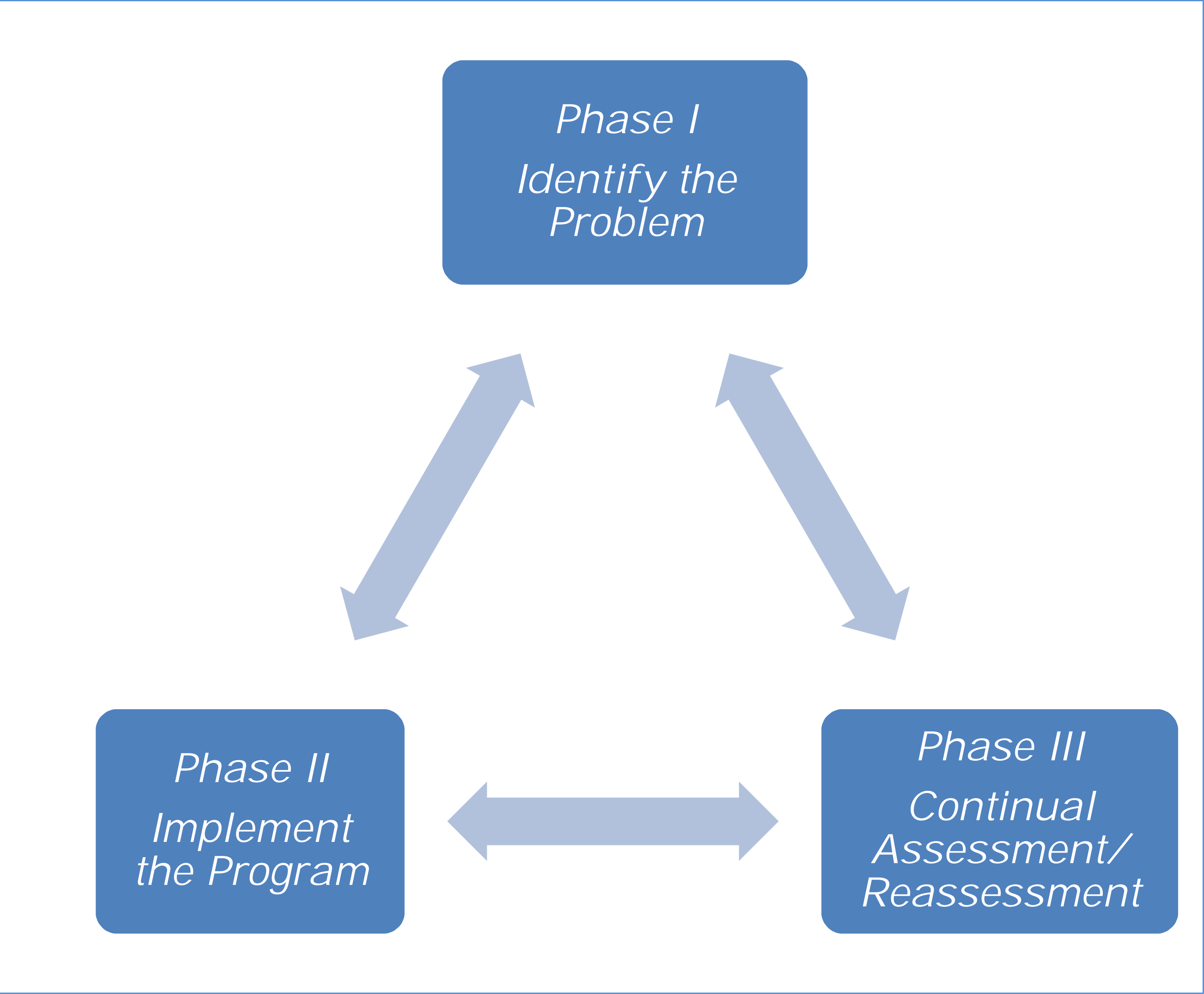
B. Results of BIL Literature Review Indicating Business Students
 1. are task oriented
 2. overestimate their knowledge of business resources
 3. are reluctant to ask for assistance.

Phase I
Outcome of Library Analysis
 Workshop Proposal

Phase II
Statement of Workshop's Goals
 Upon completion of the workshop each student will have:
 1. a basic knowledge of the business resources available through the University Library
 2. the ability to incorporate these resources into coursework.

Phase II
Program Implementation
 1. Launched classroom program in Fall 1996
 2. Transitioned to Blackboard® distance education in Fall 2004
 3. Includes pre- and post-test, company assignment and business focused library assignment
 4. Program enrollment Academic Years Fall 1996 – Spring 2009 = 2,640 students

Phase III
 Close the Loop Through
Continual Assessment/Reassessment



Narrative

In the mid 1990's, the results of a periodic Frank G. Zarb School of Business (Zarb) assessment indicated that the stakeholders (students, alumni, faculty and employers) were dissatisfied with the business information literacy (BIL) competency of students and graduates.

Hofstra University's Zarb School of Business' response was to bring the University Library into the discussion with the various stakeholders. The outcome was an agreement that a required graduate level workshop would be developed that would meet the BIL needs of current and future Zarb graduate students.

The library faculty charged in the development of the workshop reviewed the library literature and incorporated relevant standards of the accreditation bodies, The Association to Advance Collegiate Schools of Business (AACSB) and The Middle States Commission on Higher Education (MSCHE) and information literacy standards as articulated by ACRL (Association of College & Research Libraries, a division of ALA (American Library Association)).

The goal of the workshop was clear: ensure that all graduate Zarb students have a basic knowledge of the business resources available through the University Library, how to use these resources in their coursework and in their careers.

The classroom workshop was rolled out in 1996. As a result of stakeholder input, in 2004 the traditional classroom workshop transitioned to one delivered through Blackboard® in a distance education environment.

Continual institutional reassessment of the workshop means continual change for the workshop.

Further details about Hofstra University's experience are in the forthcoming article. Simon, C. (2009). Graduate business students and business information literacy: a novel approach. *Journal of Business & Finance Librarianship*, 4:1-20, 2009.