The Creighton Libraries have introduced a new library search engine called JaySearch, which launched in May. This new system from ExLibris replaces the catalog (CLIC) and our previous one-search tool (Summon). Besides streamlining staff workflows on the back end, JaySearch provides faculty and students with expansive, interdisciplinary search results in multiple formats, plus easier and better options for managing your account.

**What is Included?**

JaySearch will find books, journal articles, news articles, audiovisuals, and other types of content in both hard copy and online formats. It is also highly interdisciplinary, returning search results from across the spectrum of arts and sciences and business. JaySearch includes:

- All books and local holdings in all three Creighton Libraries;
- Most collections and resources licensed by the Creighton Libraries;
- A wide range of open access resources.

JaySearch also offers a new "virtual browse" feature to view books shelved adjacent to one another.

**Why Sign In?**

The new system provides improved management of JaySearch items and your personal library account. Sign in with your Creighton credentials to:

- View your library account;
- Place holds and renew books and DVDs;
- Create a list of favorites for future use (My Shelf);
- Save, organize, e-mail, or print selected items;
- Export selected items to RefWorks.

**What's Next?**

To borrow a page from the Google playbook, think of JaySearch as being in “permanent beta.” It is a work in progress. In the short term, we are cleaning up anomalies that occurred with the migration and launch. In the future, we will implement enhancements such as the ability to request interlibrary loans from within the system, and the ability to filter search results by discipline.

JaySearch is the single best option to identify books and other hard copy items held at Creighton. Faculty can still tap into their favorite research databases, however, for the unique subject focus and search functionality that these alternative tools afford.

We welcome your questions and comments regarding JaySearch. Contact us at askus@creighton.edu or x2227. Faculty are also invited to indicate interest in participating in a focus group about JaySearch next spring.

*With contributions from the Creighton Libraries’ User Experience Team.*
New Formula Developed to Allocate Library Funds
By Mike Poma

In recent months the Library has been working toward a more equitable way to allocate increasingly tighter funds to departments in the College of Arts & Sciences and the Heider College of Business. For many years, allocations carried over from year to year, with only occasional changes. This no longer meets current needs.

Creighton is not alone in experiencing significant budgetary and academic changes in recent years. Electronic resources and journals consume an increasing percentage of the materials budget, with inflation rates that greatly exceed consumer price increases. At the same time, library budgets remain stagnant. In addition, academic departments have been combined or eliminated, and new interdisciplinary concentrations and degree programs created, including advanced degrees. These changes call for a new allocation model that can support them in a fiscally responsible way.

A review of the library literature reveals that budget allocation formulas are used widely in academic libraries large and small. The overall goal is the equitable distribution of limited funds. A number of factors are often used, including: numbers of students, FTE faculty, course credits by department, graduate versus undergraduate courses, average book price, and circulation. Additional factors are sometimes used by large research libraries with considerable funds to work with.

Since funds are reduced this year, we have chosen a formula that includes three basic, key factors:

- FTE faculty in each department, as a percentage of the total;
- Course credits generated by each department, as a percentage of the total, with advanced courses receiving more weight (data from the Registrar);
- Average price of hardcover books and trade paperbacks in the subjects taught by each department, according to industry figures.

Before implementing the new model this fall, we will make any necessary adjustments that cannot be factored into the formula. Faculty may submit library orders as usual in the meantime. As before, department allocations do not affect standing orders or journals. Please contact Mike Poma, Collections Management Librarian, at mapoma@creighton.edu or x2298 with any questions or concerns.

Library Joins Open Access Initiative
By Mary Nash

Faculty at Creighton are now entitled to free ebook downloads and discounted prices from Open Book Publishers (OBP), thanks to a library-sponsored membership. Based in the United Kingdom, OBP is a non-profit that promotes open access for peer-reviewed, academic monographs, critical editions, and textbooks in the humanities, social sciences, science, and mathematics. Full access to OBP is available through the library website.
The library of the future fosters creative inquiry in a technology-rich environment. Toward that end, faculty and students now have easy access to a portable 3D scanner from the Library. We add a laptop with the necessary software and it goes out for three days. Also available are a portable green screen with lights, an HD video camera, a conference phone set, a group webcam and group microphone. Students can use our Raspberry Pi kits to create whatever!

Are you traveling on business? We now have laptops to loan specifically for faculty, so you can leave your personal laptop safely at home when you’re on the road.

The Creighton Advanced Visualization Environment (The CAVE) is ready for your use. This room has unlimited possibilities for your teaching needs and presentations, with a 180-degree screen, three projectors, and a sound system. For more information or to reserve the room, email ralcirc@creighton.edu or call us at x2260.

Our 3D printing service has been very popular, and we have added an additional 3D printer to handle the increase in requested print jobs. Examples of uses for 3D printing are: molecules, parts unavailable for purchase, cases and covers, models and prototypes.

In addition to these new offerings, we still provide many other types of equipment for you to check out: data projectors and screens, tripods, digital cameras, a podium, Watt Detectors, a flash drive containing SAS software, and button makers in two sizes. There are adapters and cords of all types. Students appreciate the phone chargers and Mac laptop chargers we circulate for in-library use.

We will continue to evaluate new technologies that will stir your intellectual curiosity in coming semesters! “Tech it out” at: www.creighton.edu/reinert/services/technology/

New Databases

**Education Source** is a scholarly research database covering education and related fields, complementing ERIC’s trade focus, with 1,500 full-text journals and indexing for many more.

**NAXOS Music Library** offers streaming access to a growing collection of more than 124,000 CDs, including classical, folk, jazz, pop, rock, and other musical genres.
Last spring, the Library completed a project to assess the information literacy capabilities of first year students in cooperation with Dr. Marty Birkholtz (in Communications) and Dr. Max Engel (in Education). We wanted to examine what first year students knew at the outset of their second semester, and what they had learned by the end of that semester.

We specifically focused on students enrolled in a pair of courses which included both online and in-person information literacy instruction. The courses in question also had multiple assignments which required students to perform basic academic research. The instrument we used to assess student abilities used both multiple choice and “fill in the blank” questions. We asked substantially similar questions at the beginning and the end of the semester.

Even at the beginning of the semester, before online or in-person library instruction, students performed fairly well on nearly all the multiple choice questions. For example, about 70% could readily distinguish whether an excerpted passage came from a journal article or a magazine.

However, the “fill in the blank” questions, which prompted students to articulate how they would do basic academic research, revealed significant knowledge gaps which were only partially filled by the end of their second semester. We assigned responses to these questions to four categories, based on whether or not the technique described by the student would actually work. For example, we prompted students to explain how they would find...
two books on the subject of anthropogenic climate change. The responses “I would Google that” and “I would use JSTOR” were both assigned to the category “Would probably not work,” as neither Google nor JSTOR will locate many full text books on this subject. In the pretest, taken before students had any information literacy instruction, only about a third of students could articulate a technique for finding a book which would actually work. Students performed about as poorly when prompted to locate an electronic journal article on the same subject, or when prompted to locate a specific electronic journal article when given the title and author.

We saw modest improvements on the post-test, which assessed student abilities after online and in-person information literacy instruction. We believe using “fill in the blank” rather than “multiple choice” questions allowed us to gather more honest responses from students about what tools they would actually use to tackle a research question. Our most dramatic result is displayed in the graph on the facing page at left. We looked at answers to all three “fill in the blank” questions which contained the word “Google.”

Our results suggest (unsurprisingly) that students use Google to answer a wide variety of research questions; it is interesting to note, however, that the number of responses that mentioned Google declined dramatically on the post-test, and were replaced by mentions of other, more efficient tools such as Academic Search Premier or JSTOR.

We believe our project demonstrates the need for dedicated information literacy sessions in a student’s first year at Creighton. Our data suggest that the students we assessed began their second semester with minimal exposure to very basic academic research tools. We believe that in the absence of knowledge about these tools, they will simply employ Google to answer academic research questions. If you would like to see the full results of our project, you can download the data in Excel from: culibraries.creighton.edu/id.php?content_id=25591190.

And the Award Goes To ...

We are pleased to present the 2015-16 Undergraduate Research Award to Anthony Rauschenbach, BA’16, for his outstanding paper on “Universal Healthcare: A Fundamental Human Right,” for HAP 457. For more information, visit: www.creighton.edu/reinert/newsandnotes/undergraduateawards/
Dates to Remember

October 26   Terry Wilwerding, D.D.S., M.S.Ed., M.S., Counseling, "Those Daring Young Men in Their Flying Machines: WWI Aviation, Coming of Age," 11 a.m.-12 p.m., Skutt Student Center Room 104

Library of Congress, “War in the Air Over the Battling Fronts in France” [Detail]

On Demand   Library “Prep Talks” cover RefWorks, 3D printing and scanning, copyright basics, open access publishing and more, at your convenience: www.creighton.edu/reinert/facultyservices/preptalks/

Library Hosts Practicum Student

Meet Laura Wittwer, a graduate student at the University of Missouri’s School of Information Science & Learning Technologies. Laura is currently working part-time at the Omaha Public Library. She joins us this fall for an academic library practicum in fulfillment of her master’s degree. Welcome, Laura!

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