

Naugatuck Valley Community College Overview

Naugatuck Valley Community College in Waterbury, Connecticut, serves a population of approximately 7000 students coming from a 22-town service region and beyond. Founded in the 1960s as distinct colleges, Mattatuck Community College and Waterbury State Technical College, the two were merged to form NVCC in 1992. The college recently established a branch campus, serving our Danbury region students. Currently, the college has been designated a Hispanic Serving Institution, is preparing to host our 4th Fulbright Scholar-in-Residence, and has been selected as one of the top 150 community colleges in 2017 and invited to apply for the Aspen Prize. At NVCC, access to computers is open to the public, printing is free, and students receive a free bus pass when they register. Providing students with the tools they need to be successful is the focus of all that we do, as evidenced in our mission and vision statements:

The NVCC Mission: Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.

NVCC's Vision: At NVCC, the word "community" is central and our students are considered our most sacred trust and finest asset. Collaboration within and outside the confines of our immediate

surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students.



Shelly-Ann Minott, Work Study student, tries out one of the new guitars. Guitars can be borrowed for a week.

Max R. Taurig Library Overview

The Max R. Taurig Library, located on the Waterbury Campus, is staffed by 3 full time and 1 part time reference librarians, 1 full time systems librarian, 1 full time circulation supervisor, several part time circulation and technical services assistants, work-study students, and the Director of Library Services. The library staff work together as a team to plan events, find solutions to student and faculty needs, and create a warm and welcoming space for students to study and learn. Because our students don't live on campus, the library can be a home away from home for them. The library offers quiet and group study spaces, a children's collection, and a library classroom dedicated to information literacy instruction. The Max R. Taurig Library has never charged fines for late materials, and we give away free earbuds to any students who need them. In addition to all

this, the library is open 64.5 hours per week, including 4 nights and both weekend days- unique in our 12 community college system.

The Max R. Traurig Library strives to support students equitably in every facet of what we do. We take the vision of our students as our “most sacred trust and finest asset” very seriously and incorporate it into all of our goals and initiatives, most notably, the following initiatives:

Equitable Access to Course Materials

One of the most unique programs offered by the Max R. Traurig Library is the textbook loan program. Every semester, the library purchases at least one copy of every single textbook used on campus, including those used at the

Danbury Campus. Students can borrow textbooks for 4 hours and can use them anywhere on either campus, including in class and in the tutoring center. By far our most popular item, textbooks are borrowed over ____ times per year. Staff and librarians from all three departments- circulation, technical services, and reference- work together to review the list of courses, determine which books are already in the collection, and which need to be purchased. With the ever-changing course list and constantly updated information from the bookstore, this project is an “all hands on deck” task that requires communication, teamwork, and fortitude. No matter how challenging, every semester the textbooks are ready for students as they start their classes.

Students can also borrow laptops from the library for on campus use or home use. Home use laptops can be borrowed for 1 week. Students can also borrow atypical materials such as acoustic guitars, flash drives, graphing calculators, and art supplies. It is our goal to provide materials that students need at no cost, so that all students have an opportunity to be successful regardless of their financial status.

ACRL Assessment in Action Program

The Max R. Traurig Library has been a leader in developing a strong relationship and information literacy curriculum embedded within the college’s First Year Experience (FYE) Program. Through support from the president of the college, Dr. Daisy Cocco DeFilippis, all sections of FYE are required to visit the library for information literacy instruction. This program has evolved since FYE courses were first offered, most notably through the library’s participation in the ACRL Assessment in Action program in 2014-2015.

During the Assessment in Action program, pre and post tests were used to assess information literacy. Student data was collected and the results were divided into 4 groups:



The Child Development Center Poetry Jam brings families to the Library- and families are encouraged to become patrons!

OVERALL SCORING

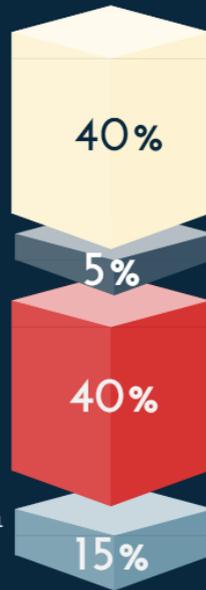
(563 students)

Cohort 1: Scored high on both assessments (225 students)

Cohort 2: Scored high on A1 and low on A2 (27 students)

Cohort 3: Scored low on A1 and high on A2 (227 students)

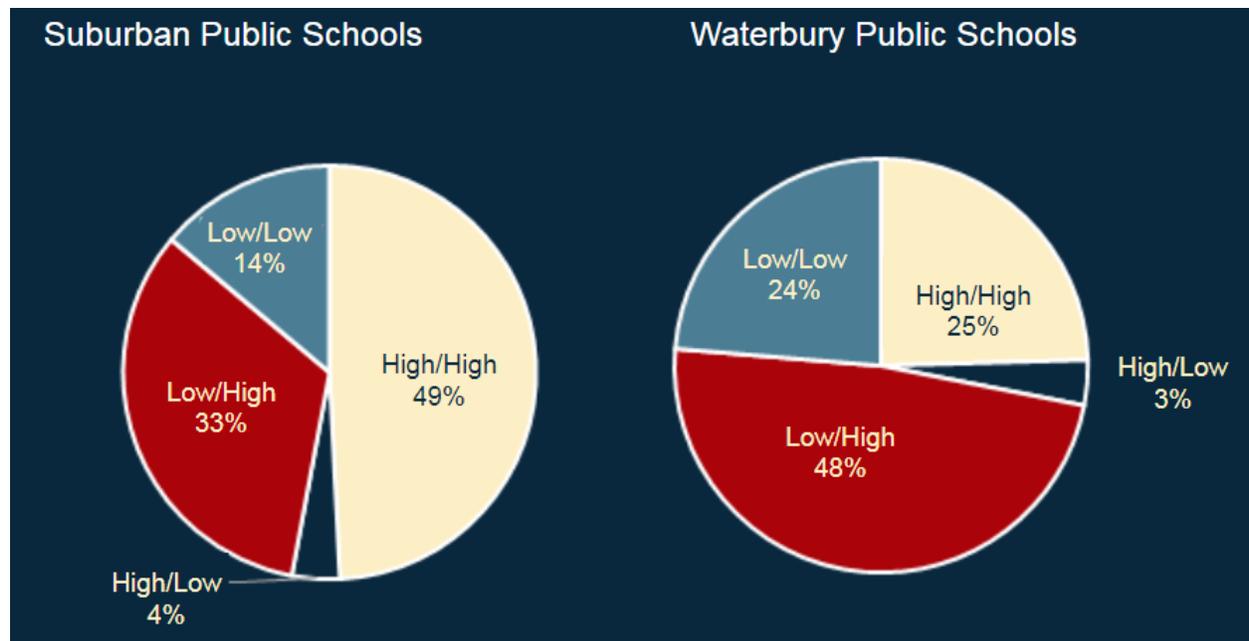
Cohort 4: Scored low on both assessments (84 students)



- Students with high test scores before and after the session (Cohort 1)
- Students with high test scores before the session, and low scores after (Cohort 2)
- Students with low test scores before the session, and high scores after (Cohort 3)
- Students with low test scores before and after the session (Cohort 4)

As evidenced in the diagram at left, the majority of students fell into Cohorts 1 and 3, meaning that they either entered college with basic information literacy skills, or they improved their information literacy knowledge after attending the library session.

However, when the librarians drilled down into the demographic information of the students in each cohort, it became clear that the students coming from the Waterbury Public High Schools did not possess the knowledge of information literacy that their suburban classmates did:



Overall, 45% of entering students had a strong Information Literacy background, and yet only 28% of students from Waterbury's three public high schools entered their first year with a strong understanding of IL, compared to 53% of students from suburban public schools.

Outreach to Area High Schools

As a result of these findings, the librarians partnered with the college's GEAR UP grant, which was working with the same 3 Waterbury public high schools. After meeting with the Library Media Specialists from each school, the NVCC librarians partnered with the school librarians to develop an information literacy instruction program for the high school students. They developed the following goals:

1. All 3 schools should have access to the ResearchITCT resources for High Schools (free through the State Library, but needed to be configured at the high schools)
2. If needed, support professional development opportunities for Library Media Specialists (LMS)
3. Identify classes and teachers who are interested in collaboration
4. Establish learning outcomes for the sessions in collaboration with Library Media Specialists and teachers
5. NVCC Librarians and Waterbury Gear Up Library Media Specialists collaborate to deliver information & training, and assess students' progress, according to those Learning Outcomes

As a result of the partnership:

- Four 9th and 10th Grade Social Studies classes visited NVCC in November 2015, accompanied by teachers, LMS, and GEAR UP site directors
- Librarians visited their respective partner high schools to teach collaborative lessons with LMS in Spring 2016
- In February & March, students returned to NVCC for research sessions in the library
- An additional four 9th grade classes joined the pilot program in Spring 2016, and each class attended a research lesson & library session at NVCC
- LMS and teachers visited NVCC twice for professional development sessions with the Connecticut State Library on ResearchITCT
- Student groups continue to visit NVCC for research sessions with librarians
- Librarians continue to visit their respective partner high schools to teach collaborative lessons with LMS
- More teachers have asked to join the program
- NVCC librarians look forward to welcoming these students back in the next few years as college students!

Public High School Outreach - Outcomes

- Increased awareness about access to Connecticut's free digital library collections at school and home
- Helped facilitate LMS / Faculty collaboration
- Students reported increased confidence in researching
- Spring research papers demonstrate improved ability to integrate sources into text, through direct quotations and paraphrasing

“Students gained a greater idea of how to research and incorporate that information...[They] gained a greater understanding of what is going to be expected as they move towards college and the resources that are available to them.” -10th Grade Honors Social Studies teacher

Library Instruction Program

In Spring 2015, after the conclusion of the Assessment in Action study, librarians began to look for new ways to collect data from students to assess what they learned during the Library sessions. For Fall 2015 sessions, librarians employed the same lesson plan as was used for the AIA sessions with the pre-test and clicker quiz, but began to notice some interesting observations. When librarians taught FYE sessions at NVCC’s Danbury Campus, they were often in regular classrooms rather than computer labs. Since the students could not do the hands-on searching for sources, the librarian teaching the session would bring pre-selected materials including printouts of articles & websites, descriptions of audio/visual sources, and a stack of books. The students were still required to select the best source for the mock assignment, but spent less time focusing on the mechanics of the search and more time evaluating what was in front of them. This led to some great conversations within the groups about what makes one source more credible or appropriate than another, and required students to use critical thinking skills beyond navigating through a series of clicks on the Library’s website or database. As a result of these observations, librarians revised the FYE lesson plan for the Spring 2016 semester to focus more on the evaluation of sources.

The NVCC librarians developed a new set of outcomes based on the *ACRL Framework for Information Literacy for Higher Education* and the AAC&U VALUE Rubric. Librarians identified the following Frames, along with their knowledge practices and dispositions, as guiding ideas for FYE Library instruction:

Searching as Strategic Exploration

Information Has Value

and developed the following outcomes:

1. Identify key topics and keywords that can be used to perform an effective search
2. Explain why a particular resource (NV-Search, Catalog, Web) was chosen to perform the search
3. Select a source that is relevant to the given topic and is appropriate for use on a college research assignment
4. Correctly identify information that requires attribution, and distinguish that information from common knowledge

Using these outcomes, a new session format, activities, and assessment tools were developed.

The pre-library activity was reinstated. Students were asked to view a brief video tutorial of NV-Search and its limiters. They then completed a practice search and, using different limiters, recorded the number of results after each step. The exercise was accessed and submitted through the “FYE-Library Connection” course shell in Blackboard. 189 students completed the pre-class exercise, either through Blackboard or on the assignment printout. An additional 66 students accessed the exercise and video in Blackboard, but did not input any answers.

During the class session, students were shown an overview of NV-Search and its limiters, followed by a discussion of source type characteristics and evaluation. They were then given the majority of class time to work with their groups on creating a Wiki that could be used to answer a research question from a list

of questions developed by librarians. Each group chose a research topic and developed keywords and a search strategy and found book, article, website, and audiovisual resources that would be appropriate for the research topic.

138 wikis were created in the FYE classes. The librarians worked in groups to evaluate the wikis using a rubric. After a norming session, each wiki was graded on a scale of 0-3 by 2 librarians. The librarians then met to review any wiki grades that were different by more than 1 point. Some trends emerged:

- Students did not differentiate between articles from the library databases and articles available through the internet.
- Students identified the need for reliable sources, but the criteria used for this evaluation was problematic (for example, a student chose an blog post as a reliable resource because it was hosted on a .edu website, but did not evaluate the author's credentials).
- Some students struggled with currency in relation to content- for example, seeking books published in 2017 when the topic did not require a source that current.

Overall, students demonstrated a good understanding of information literacy through their wikis. The average rating for keywords was 2.05 out of 3 and the average rating for search strategies was 1.6 out of 3. The highest rating for a resource type was for articles (1.95 out of 3) and the lowest was for websites (1.33 out of 3).

At the end of the class session, students then took individual quizzes to test their knowledge of the outcomes taught in the class. 507 students completed the Wrap-Up quiz. The quiz was scored on a possible 50 points. Here is a summary of scores:

Mean	37.65
Median	40
Mode	50

Students scored the highest (92% correct) on a question about finding current information on the internet. Students scored the lowest (55% correct) on a question about citing information paraphrased from an article.

Beyond FYE

The NVCC reference librarians completed the same process to choose Frames and develop outcomes for 100 course level instruction. The following Frames were chosen:

Searching as Strategic Exploration

Research As Inquiry

Authority is Constructed and Contextual

Information Creation as a Process

Information Has Value

though not all knowledge practices and dispositions were included in the development of the outcomes, which are:

1. Determine key concepts for searching and select appropriate tools or sources
2. Identify popular sources as separate from scholarly sources and be able to define credibility
3. Select a variety of sources that can help answer the research question and are appropriate for college-level work
4. Correctly identify information that requires attribution, and distinguish that information from common knowledge

The librarians are currently working on pedagogy and assessment methods for these outcomes at the 100 level.

In order to determine the best Frames and outcomes for 200 level classes, one of the reference librarians developed a study on student research methods in those classes as part of the Institute for Research Design in Librarianship (IRDL) program. That data is currently being evaluated and will be used to develop outcomes for 200 level information literacy instruction.

One Book, One College

One of the most impactful projects started by the library is the One Book, One College program. Originally a library initiative, the program was formally folded into the First Year Experience Program in 2015. The Library Director serves as co-chair of the One Book committee, which chooses the book and develops programming for students. While One Book, One College/Common Read programs are not uncommon, the library was the impetus for starting one and is a strong partner in its ongoing success.

Summer Bridge

Another fun example of how the library works in collaboration with other campus departments is the Summer Bridge program. At NVCC, if a student tests into a developmental English or math course, but is within a few points of a 100 level, credit-bearing course, they are invited to take a free “Summer Bridge” refresher program. Students review math and/or English skills and re-take the placement test in the hopes of placing into the 100 level courses for fall.

NVCC librarians meet with each of the summer bridge groups for an orientation to the library, but for this lesson, the students have found themselves in a post-apocalyptic world, where they need to use library resources to find fresh water, figure out what plants are safe to eat, and survive if they are injured. Students spend the session racing around the library as they search for helpful information in books, articles, and reliable websites.

New Student Registration Sessions

At NVCC, new student registration is another “all hands on deck” endeavor. NVCC library staff help to welcome the new students by working with Admissions, the Counseling office, Records, and Financial Aid as part of the team. After admissions and testing, students meet with library staff members for an informational presentation on the college, and instruction on how to log into student portals, access student email, and get on the college WiFi. Students get to know library staff members on their first day

at the college, and that relationship persists as students visit the library for help, often stating, “I remember that you said I could come here if I had a question!”

“Our most sacred trust and finest asset”

At the Max R. Taurig Library at Naugatuck Valley Community College, it is the students that drive our decisions, our energy, and our passion. We know that every one of our students is not just succeeding for themselves, they are succeeding on behalf of their families. We take this into consideration when making decisions about services, hours, and priorities. They truly are our most sacred trust.

