

Learning Outcome:

LLR PSLO:

Students demonstrate information competency and critical thinking skills through their ability to effectively acquire, interpret, critically evaluate and use information in a variety of media for oral and written purposes, with some understanding of its ethical and legal ramifications.

Library Exhibition Program SLO:

1. Build on students' ability to evaluate and use visual information in a variety of media

Assessment Method:

Students in the LERN 50 class in the College Success Department completed an assignment, on the library exhibition *What Cannot be taken away*, which investigated the effects of incarceration on family relationships. The assessment tool, an assignment created by a librarian in collaboration with their LERN 50 instructor, Amber Straus, focused on visual literacy. The assignment included an innovative section, designed by the instructor, which asks students to draw something that they see in the exhibition and to describe their drawing.

The assessment tool asked students to interpret information presented visually without written explanation as well as visual information that was accompanied by explanatory text.

Students had previously visited the exhibition and completed an assignment on the content of the exhibition and on selecting library resources for further investigation.

Seventy-two students in three sections of LERN 50 completed the assignment.

The assessment work group includes one librarian and one College Success Department instructor in consultation with two other librarians.

Describe the tool or strategy

As the first step in assessing the Library Exhibition Program as a tool for teaching and gauging visual literacy, an assignment was created that asked students about the meaning of the images within the exhibition and how to use the kinds of imagery on display. A grading scale was designed to assess students' visual literacy. The exhibition on which the assessment was conducted was primarily visual and included five kinds of imagery: life-size painted portraits, diagrams that explained elements of the portraits, a timeline with associated imagery, book covers from books on incarceration in the library's collection and a DVD which explains the development of the exhibition. The next step in an ongoing assessment will be to develop a rubric based on visual literacy.

When Will you Assess and How Often?

First assessment conducted Fall 2012. Second assessment will be Fall 2013.

Resources needed (staff, equipment, materials)

None

What is the criterion for success?

- 1.) 70% of the students who completed the assignment receive proficiency level or higher on the grading scale.
45 % of students achieved received a proficiency level or higher in this grading scale.
- 2.) New information is gained that can be used to change future exhibition design.
Analysis of the assessment produced concrete information on how to improve future exhibitions.

Assessment Results

Overall rating: Students' overall visual literacy rating in response to this exhibition was squarely in the middle between beginning and proficient at 2.49, with 3 being proficient and 2 beginning.

1. The first question asked students to recognize and interpret visual information that is widely seen in the media but not explained in text, the average response was 2.80, close to proficient.
2. The second question asked students to review a diagram that described elements within the portrait, ideally a tool for making the portrait more accessible. On this question the average score was beginning visual literacy proficiency at 1.91, the lowest score in the assessment.
3. Next students were asked to respond to the timeline, which was a combination of text and imagery. The average score was 2.84, the highest score in the assessment.
4. Students were then asked to identify which kinds of visual information they would use to tell the story of families and incarceration and how they would use that information. The average response was beginning, 2.43, approximately the same as the overall visual literacy rating. Responses showed that this should be broken into two separate questions with an example given in future assessments.
5. The final question asked students to draw and describe something that interested them in the exhibition. The average rating was 2.41. What stood out in student responses was that many students who had not clearly interpreted the visual information in other questions were able to clearly describe the information conveyed visually after they had drawn it.

Additional assessment of exhibition:

Psychology of Race & Ethnic Relations (Psych 22): 17 students in this class completed a librarian-generated assignment (other than the assessment tool) as an extra credit assignment for their unit on institutionalized racism. The instructor reported that the students found the timeline to be most useful since it put their subject in historical perspective.

Political Science 1: 350 students completed an assignment created by the instructor. The assessment librarian worked closely with students as they completed this assignment and found that the imagery was engaging to students who then turned to the timeline for answers to their questions about incarceration and to see the relationship between their classroom learning and the information on display.

Exhibition Comment Book:

Spontaneous anonymous responses praised the exhibition and fell into two categories: those who appreciated their own or family members experience of incarceration being explored in the public forum of the library and those who were moved by and felt compassion for the incarcerated men and families whose experience was on display. These same responses were expressed in the Spring semester 2012 by students in the Community Health class: Health and Incarceration, which visited the exhibition and discussed incarceration from their own experience.

Assessment results

1) What student needs and issues were revealed;

- Visual information needs to be explained in accompanying text within the exhibition.
- All materials need to be large enough for all viewers to see easily.

2) Were there any areas that were deemed outstanding?

- Students responded strongly and positively to the content of the exhibition and specifically to the imagery on display.
- Some students whose response to visual information, was not very clear were able to interpret visual information much more clearly after drawing what they were looking at, after they were able to concentrate and think about the material at hand.
- Copies of book covers on subjects related to incarceration attracted interest from students.

3) List areas that need improvement.

- Explanations of the content of the exhibition need to be spelled out in labels and exhibition text.
- Assessment questions need to be revised—no compound questions and when necessary, questions should include an example.
- Library exhibitions need to supply more of a context for subjects on display—history of issues displayed—this hypothesis will be tested in Spring 2013.

Next Steps to be taken within the Department to Improve Student Learning and/or services

- New exhibition assignments will include modeling of example responses when needed.
- Exhibition design will be modified to include more contextual information and increased labeling to describe images and objects on display. Accompanying text will be researched and written by a librarian. The effects of including more thorough text will be assessed before being implemented as an ongoing strategy
- Future exhibitions will be selected for their promise and manageability for creating contextualizing information within the constraints of workload.
- Development of a visual literacy rubric for assessment to be administered in Fall of 2013.
- Consider the possibility of offering visual literacy training by an embedded librarian and in the future, the possibility of creating a workshop on visual literacy into library's information competency program

Implementation

- Beginning immediately 3 new library exhibitions are being designed to include more contextualizing information such as interpretation of visual elements and historical information on the subjects displayed. For example: Exhibition text for the exhibition *Cuba: Two Views* is being re-written to include a history of Cuba and a description of the cultural history of the community where the photographs were shot. More visual information is being added: maps that locate the island in relationship to the U.S. This additional information will be added upon installation and with more information coming in the Spring of 2013 for the remaining dates of exhibition.
- Exhibitions model MLA citation format with citations for sources and images clearly displayed.
- Focus on CCSF library resources for contextualizing information.

Timeline for Implementation

Fall 2012: Contextualizing text, as much as time allows to be researched and written, has been added to ongoing exhibitions to explain imagery.

Spring 2013: Completion of a visual literacy rubric, possible additional assessment, beginning discussions of visual literacy embedded librarianship.

Fall 2013: Second assessment of the Library Exhibition Program using the new visual literacy rubric
Proposed trail for embedded librarianship with LERN 50, pending discussions with the College Success Department.

Library Exhibition Program SLO:

Build on students' ability to evaluate and use visual information in a variety of media

Question/Criteria	Accomplished 4	Proficiency 3	Developing 2	Beginning 1
1. In the portraits on the long wall, what does the clothing tell you about the people in the portraits?	Recognizes that there are two groups of people, one group are people that were incarcerated when their portrait was painted.	Recognizes that there are portraits of people in orange jumpsuits in the cases and that those people are incarcerated.	Recognizes something about the subject other than that they are incarcerated.	Does not recognize that orange jumpsuits mean the some of the portraits are of people in prison.
2. What does the diagram next to the portrait tell you about the person in the portrait?	Describes more than one new thing learned from the diagram about the portrait.	Describes one new thing learned about the portrait from the diagram.	Responds to the portrait but not based on the diagram (might provide a response based on personal experience)	Can't find the diagram or it doesn't tell them anything.
3. What are three subjects the timeline talks about?	?	Names 3 subjects— general or events with dates	Names fewer than 3 subjects	Can't name a specific subject
4. If you were telling the story of incarceration in the U.S.-either from a personal perspective about one person or giving an overview, what visual information would you use? Paintings? Diagrams? Timelines? A DVD? How would you use them?	Uses more than one of the suggested materials or new materials not suggested and gives effective reasons for their use.	Uses one of the suggested materials and gives an effective reason for using it.	Uses suggested materials but does not tell how or why	Doesn't use any of the suggested materials or any other materials
5. Pick something in the display that really interests you. Draw the piece and describe what you drew. What did you think or feel about this	Describes more than one visual element verbally or by drawing and analyzes the meaning of the elements within	Describes one visual element verbally or by drawing and analyzes the meaning of the element within	Explains what they think about an image or visual element.	Describes a visual element or makes an observation related to the overall exhibition.

part of the display?	the context of the exhibition. (Can also be more than 1 interpretation for a single image)	the context of the exhibition.		
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Library Exhibition Assignment

Class: LERN 50

Instructor: Amber Straus

Student	Question 1	Question 2	Question 3	Question 4	Question 5
1	3	3	3	3	2
2	3	2	1	2	2
3	4	3	3	2	3
4	3	3	3	3	3
5	3	3	3	2	2
6	1	3	3	1	2
7	3	3	3	3	4
8	3	3	3	3	2
9	1	2	2	0	2
10	3	2	1	2	3
11	1	3	3	2	2
12	3	3	3	3	2
13	3	3	3	3	3
14	3	3	3	3	3
15	3	3	3	3	2
16	2	3	3	3	3
17	3	3	3	3	2
18	3	3	3	2	2
19	3	3	3	2	2
20	3	2	3	2	3
21	3	3	3	1	2
22	3	3	3	3	1
23	2	3	3	2	2
24	3	2	3	2	3
25	3	3	3	3	3
26	3	3	4	4	3
27	3	3	3	4	3
28	3	3	3	2	2
29	3	2	3	3	2
30	3	3	3	3	2
31	3	3	3	3	3
32	3	3	3	2	2
33	3	3	3	3	4
34	2	3	3	2	2
35	3	3	3	3	3
36	3	3	3	2	2

37	3	3	3	3	4
38	2	2	2	2	0
39	1	2	3	2	2
40	3	3	3	3	4
41	3	3	2	2	2
42	3	3	3	3	3
43	2	3	3	2	1
44	3	3	3	2	3
45	3	4	3	2	3
46	3	3	3	3	3
47	3	2	3	3	3
48	4	3	3	2	2
49	3	2	3	2	3
50	3	3	2	2	1
51	3	3	3	2	2
52	3	3	3	3	2
53	3	3	3	2	2
54	3	3	3	2	3
55	3	3	3	3	2
56	3	2	3	2	2
57	1	3	3	2	3
58	3	2	3	2	3
59	3	2	3	2	3
60	3	3	3	2	3
61	3	3	3	2	2
62	3	3	3	2	3
63	2	3	2	2	2
64	3	3	3	3	2
65	3	3	2	2	2
66	3	2	3	3	2
67	3	3	3	3	2
68	3	2	3	3	2
69	3	3	2	2	2
70	3	3	3	4	3
71	3	3	2	2	3
72	3	3	3	3	2
Total	202	138	205	175	174
Average	2.80	1.91	2.84	2.43	2.41