

Library Exhibition Program Assessment

2013-2014

LLR PSLO (Library Department Student Learning Outcome):

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 (Student Learning Outcome):

1. **Students locate, evaluate and use visual information displayed within library exhibitions and representing a variety of media.**

(This SLO has been updated, please see complete list of Library Exhibition SLOs with mapping in Appendix 1)

Overview:

Students in an academic literacy class spent two class meetings working with their instructor and the exhibitions librarian looking at, drawing from, carefully observing, and contextualizing the *Finding Home, Artwork by Veterans* exhibition. The exhibitions/art reference librarian introduced the exhibition, explained the specific media included in the exhibition and taught students to use library resources on the subject of art, war and war veterans. The librarian taught students to use the online catalog, periodical and imaged databases and other online resources, as well as the use of MLA citation format. Students completed a culminating writing assignment which was specific to the City College of San Francisco community; students located, read, and cited an article about a City College Veteran student as a way of engaging more closely with the exhibit.

Data for this assessment was collected in 2013 and analyzed in 2014.

Assessment Method:

Students in 3 sections of the College Success class Learn 50 were tested for visual literacy in responding to images in the library exhibition: *Finding Home, Artwork by Veterans* in the Fall semester, 2013. This was the second annual assessment of SLOs for the Library Exhibition Program. In order to test new tools for assessment, to evaluate changes made to the exhibitions and to assess the efficacy of a 2-module embedded librarianship pilot program, a portfolio method of assessment was selected. The Portfolio assessment includes 3 rubrics, rubrics 1 and 2 evaluate visual literacy skills of students who completed 2 assignments after attending two workshops by a librarian. Rubric 3 assesses students success in applying newly learned visual literacy skills working independently in writing an essay.

Each of the three rubrics proved successful in evaluating aspects of students' visual literacy.

Assessment Results

Comparison to the previous year's assessment:

Rubric #1 of this year's assessment is most parallel to last year's grading rubric. Average final results for student visual literacy comparing these two assessment results show students in the 2013 final assessment averaging 3.62 for evaluating images, a high proficient score (with proficient ranging from 3.1 to 3.9). **This is an increase of 28.25% from the previous year's assessment for a general visual literacy rating.** Increased text, embedded librarianship, a more fully developed collaboration with classroom faculty and other improvements to exhibitions are credited with the improved rating.

1.) Were there any areas that were deemed outstanding?

a.) Students' visual literacy rating increased by 9.5% over the course of the semester.

b.) Students' skill in evaluating visual images within an exhibition rose by 9.5% after attending two workshops and completing 3 assignments on visual literacy.

c.) The final assignment, an essay completed independently. In the essay, students were able to provide more abstract and complex analyses of the images than in the earlier assignments. Many students, whose English language skills were limited conveyed profound ideas about art and war.

d.) Students were especially thoughtful and perceptive in responding to the question:

"How was learning about war from artwork different from reading about the experience or seeing a movie about it." The majority of students described art and images as better media for representing the emotions related to war than books or movies.

f. On questions where students were able to choose an image to draw or to evaluate, they provided deeper and more complex evaluations than when they were directed to an image to evaluate. This tendency is consistent with the 2012 assessment.

g.) Students described how they learned from visual media:

1.) "Learning about war from artwork [rather than books or movies] requires me to use more of my own creativity, imagination and interpretation in order to figure out what the artist is trying to say through his or her artwork."

2.) [Learning about war from artwork] is really different because you get to see actual evidence from people's memories..."

3) List areas that need improvement.

a.) Students need visual more visual literacy training and this training is appropriate not only for visual arts classes, but for a wide range of academic subject areas, from biology to political science.

b.) Students need more practice citing visual and written information.

Next Steps

SLOs

1. All Exhibition Program SLOs will be mapped to the visual literacy standards of the Association of College and Research Library standards.
2. Library Exhibition SLOs have been updated and the next assessment will test for a component of information competency that maps to the institution's communication ILO. The recently updated Library Exhibition visual literacy SLO has been updated. The sentence in bold below shows language adopted from the College's ILO II. Communication.

Students locate, evaluate and use visual information, in a variety of media, displayed within library exhibitions.
Students recognize and interpret creative expression in visual imagery.

The Assessment rubric and assignment will be modified:

3. The next assessment, slated for November of 2014, will use a single rubric, a modification of rubric 1. The new rubric will assess assignments as well as a new exhibition component, a student led docent tour of the library exhibition and library resources.
4. The beginning level of skill will be valued at 0 instead of 1 and all numbers will shift down by 1 number.
5. The new assessment will include a pre-test, including a question asking if this is the first exhibition that students have seen.
6. Samples will be at least 50 students.
7. Further attention will be devoted to language on the next assessment, and some questions will specifically ask "how." In order to assess the visual literacy of English language speakers of different levels, queries will be structured carefully to avoid language that is confusing to beginning speakers of English.
8. Consultation with faculty in the art department moved us toward deciding to specifically test on locating visual imagery within an exhibition, in other words, learning to "read" an exhibition.

Embedded Librarianship:

9. The first meeting will again tour the exhibition and discuss the principle ideas under investigation. More time will be spent on comparing images, discussing media and will emphasize how to create a visual expression of one's own.
10. During the second meeting students will complete a pre and post assessment.

Rubrics and Data

Rubric 1: Assessment of locating, evaluating, interpreting and using images

Sample: 50 Students

Skill	Accomplished 4	Proficient 3	Developing 2	Beginning 1
Locate: 1. Images, 2. explanatory text 3. library resources displayed in the exhibition	Through full documentation demonstrates accurately locating images and image information, as well as library resources within the exhibition.	Documents most images, image information and library resources within the exhibition.	Documents some images, image information and library resources found within the exhibition.	Unable to locate image or image information or library resources within the exhibition.
Evaluate: Interpret meaning Describe efficacy of image Such as comparing, contrasting, giving opinion and analyzing.	In comparing images clearly articulates at least 2 points of sameness or departure. Comparisons offer abstract concepts. Gives 1 or more reason for analysis.	May give interpretation of images clearly but not necessarily articulately. May attempt to express abstract interpretation. May give clear opinion without analysis. Compares images based on 1 point of sameness or departure.	Interprets image clearly but comparison and analysis is incomplete. Comparisons are literal and simple. May be able to suggest meaning of image.	Interpretation of images is unclear. May be able to describe concrete elements and observe details of images accurately. Difficulty summarizing meaning.
Use: Students are able to apply visual information found in the exhibition through creating visuals. Uses text to summarize the theme of an exhibition.	Clearly describes two or more images and explains meaning of imagery used. Writes thoughtful summary.	Describes one or more images, may include meaning or partial meaning. Writes clear summary.	Describes one or more images. Does not give explanation for use. Summary may not be clear.	Concrete description of one or more images. Does not summarize theme or does not use own words to summarize theme.

Rubric 1: Average Rating and Conclusions

Locate Information within Exhibition	Evaluate	Use Visual Information
2.79 Developing (High)	3.24 Proficient (Low)	2.68 Developing (High)
Many students are viewing exhibitions for the first time and learning how to "read" them.	The tour and discussion of the exhibition helped students evaluate and interpret images. Students excel at evaluating when they select images.	Explanation of images needs to include an exploration of how to use images.

Rubric 2: Assessment locating and ethical use of images**Sample: 5 students**

Skill	Accomplished 4	Proficient 3	Developing 2	Beginning 1
Locate within exhibition and online: 1. Images 2. Text	Through full documentation demonstrates accurately locating images and image information.	Documents most (at least 70%) images and image information.	Documents some (at least 30%) images and image information.	Unable to locate image or image information.
Ethical Use 1. Cite resources using MLA format	Correct and complete citation for all information sources	Most (at least 70%) citations are correct and complete	Some citations (at least 30%) are correct and complete	Citations are not complete and some may be incorrect.

Rubric 2: Average Rating and Conclusions

Locate within exhibition and online	Ethical Use of information
3.75 Average Level: Proficient (High)	3.37 Average level: Proficient (Low)
Students are possibly more familiar with locating visual information online than within and exhibition.	Citing is difficult to learn and needs to be practiced repeatedly.

Rubric 3: Final assignment, student essays written independently, completed after 2 initial assignments

Sample: 8 Students

Skill	Accomplished 4	Proficient 3	Developing 2	Beginning 1
Locate in exhibition and online: 1. Images 2. Text	Through full documentation demonstrates accurately locating images and image information.	Documents most (at least 70%) images and image information.	Documents some (at least 30%) images and image information.	Unable to locate image or image information.
Evaluate: Interpret meaning Describe efficacy of image giving opinion and analyzing.	Clearly describes art work, offers interpretation and includes analysis with abstract concepts.	Describes art work, offers interpretation and includes analysis with abstract concepts.	Interprets image clearly, analysis is incomplete. May be able to suggest meaning of image or only relate personal experience.	Interpretation of images is unclear or not present. May be able to describe concrete elements and observe details of images accurately.
Ethical Use 1. Cite resources using MLA format	Correct and complete citation for all information sources	Most (at least 70%) citations are correct and complete	Some citations (at least 30%) are correct and complete	Citations are not complete or are not included.

Rubric 3: Average Rating and Conclusions

Locate within exhibition and online	Evaluate	Ethical Use
3.5 Proficient	3.62 Proficient (High)	2 Developing
This solidly proficient rating shows that students were able to locate visual information both online and in the exhibition. It is an increase on the rating in rubric 1, 2.79, but a decrease from rubric 2 which is primarily rating skills at finding information online. (An average of the first two results is 3.25, indicating some improvement over the semester.	Even working independently, students' visual literacy rate improved by 9.5% over the course of the semester Starting rating was 3.24.	Students need practice citing, including learning in-text citation format.

Appendix 1

Library Exhibition Program

Student Learning Outcomes – Revised for Assessment in 2014

August 19, 2014

1. Students locate, evaluate and use visual information displayed within library exhibitions and representing a variety of media. Students recognize and interpret creative expression in visual imagery.

Maps to Library PLO

I. Critical Thinking and Information Competency:

- Apply critical and creative reasoning, including diverse perspectives, to address complex problems.
- Locate, evaluate, synthesize, and appropriately use multiple forms of information.

Maps to Institutional SLOs:

I. Critical Thinking and Information Competency

- Apply critical and creative reasoning, including diverse perspectives, to address complex problems.
- Locate, evaluate, synthesize, and appropriately use multiple forms of information.

II. Communication

- Communicate effectively
- Demonstrate respectful interpersonal and intercultural communication
- Recognize and interpret creative expression

2. Students use library exhibitions to gain knowledge, understanding of, appreciation for, and sensitivity to diverse peoples and cultures. Students use library exhibitions to gain an understanding of their own responsibility as global citizens and an awareness of the environment in which they live.

Maps to Library Departmental SLO:

Students build understanding of, appreciation for, and sensitivity to diverse peoples and cultures through the practice of using Library & Learning Resources services, facilities, and collections.

Maps to CCSF ILO:

III. Cultural, Social, and Environmental Awareness

- Demonstrate an understanding of the history and values of other people and cultures
- Demonstrate an understanding of civic, social, and environmental responsibility
- Demonstrate civic, social, and environmental responsibility
- Collaborate effectively in diverse social, cultural, and global settings

3. Students identify library exhibitions as a resource for acquiring academic and practical knowledge.

Maps to Library Departmental SLO:

Students recognize the benefit of and use the Library & Learning Resources for study, learn by engaging in exhibits, programs and displays and build on technology skills by using computer labs, software programs and electronic media and software.

Maps to CCSF ILO

IV. Personal and Career Development

- Identify and develop helpful resources and opportunities
- Demonstrate self-reflection and confidence
- Maintain or improve health
- Value lifelong learning