

# Library Exhibitions Teach Visual Literacy: Assessment #3

Fall 2015

**Originator:** Kate Connell

**Outcome Assessment Type:** Instructional Outcome Assessment

**Service Unit:** Library

This assessment report is written in response to questions posed by CCSF's CurricUNET Assessment Form

## **Outcome:**

Students who receive library instruction demonstrate information competency through effectively acquiring, interpreting, critically evaluating and ethically applying information for academic and personal enrichment goals.

## **Assessment and Analysis**

### **Assessment Methods Used:**

Students' visual literacy in reading the Rosenberg Library exhibition Project Survive 1995-2015 was assessed with a written assignment (Attachment 1). Questions asked students to locate, evaluate and interpret and to ethically use visual and written information. They responded to information displayed in a library exhibition, explained in a guided exhibition tour and found on the library's bookshelves. The assignment asked for pictorial responses and written text. The assignment was distributed to 4 classes (2 College Success/LERN 50 classes and 2 Womens Studies classes (WOMN 54 & 55). All 4 classes were taught by Womens Studies instructor Amber Straus. Guided tours conducted students through the exhibition and into the library to 2 subject areas where books relevant to the exhibition were located. Tours were led by the exhibitions librarian (3/4) and the student exhibition assistant (1/4), trained by the librarian. The rubric used to assess the assignment was developed by the exhibitions librarian in collaboration with an Assessment Consultant for the California State Department of Education--Adult Education Division. Data was gathered in the Fall semester of 2014 and assessed in Fall 2015.

### **What criteria were used to determine whether or not this outcome was met?**

A new rubric based on those used for 2 previous visual literacy assessments (2012 and 2013/2014) was developed in order to assess new questions and the efficacy of the tour. All visual literacy rubrics developed for use with CCSF library exhibitions have been informed by information competency rubrics used by the CCSF Library and by the visual literacy rubric developed by the Association of California Research Libraries (ACRL). The rubric articulated 4 levels of competency for 3 skills: locating visual and written information, evaluating and interpreting information and ethically using information by creating an MLA citation for books on exhibition related content.

See Attachment 2 for updated Visual Literacy Rubric, 2015

### **Improvements made since last assessment?**

A guided tour for participating classes that clearly explained the exhibition and tied the library's print collection directly to the exhibition was instituted for the first time. A focused assignment that invited students to demonstrate their understanding of the exhibition by developing questions for further research also tied the library's collection to the exhibition. A newly updated rubric drafted prior to circulating the assignment and

refined once responses were received made it possible to assess students' visual literacy skills more thoroughly. Exhibition text, quotes from peer educators in the Project Survive program, was integrated into the architecture of the library, on a four floor stairway, and was explained as part of the tour. Students who used the library regularly had seen these quotes regularly were familiar with this aspect of the exhibition before the tour.

### **Summary of data, analysis, and discussion:**

**Locating information:** The assessment yielded a score of 3.65, a high proficient rating. Students were asked to locate visual information within the exhibition and to locate books related to exhibition content on the shelves of the Rosenberg Library.

**Evaluating and interpreting information:** 3.25 proficient rating for students in Womens Studies classes and 3.13 proficient rating for students in the College Success classes. Average rating for all 61 students was 3.19, a solidly proficient rating.

In order to understand the importance of a curriculum that might improve students understanding of an exhibition, Womens Studies and College Success students' skill at evaluating was rated separately. The higher rating for students in Womens Studies classes demonstrates that when class curriculum closely mirrors the exhibition content, students' visual literacy rates are higher because they have a contextual understanding of the exhibition content. In this case the visual literacy of Womens Studies students rated higher than students in the College Success classes. All classes were taught by the same Womens Studies instructor, so her expertise in that area was shared with students in College Success making the scores for evaluation only slightly different.

**Ethical Use of Information:** Students scored 2.9, a high developing score, with 3 being proficient. Students were rated on the accuracy of their MLA citation of a book they selected from the shelf. They selected in a subject area related to the exhibition.

**Discussion:** In order to increase students' ability to express their visual literacy, three questions on the assignment need to be stated differently in the future, changes shown in red:

1. What do you think and feel about this piece? **Why?**
2. What story does the piece that you selected show? **How does it visually tell this story—what do you actually see in the image?**
3. After looking at the Project Survive exhibition what do you want to know more about? (What question do you have?).  
After looking at the Project Survive exhibition what **question would you ask to understand this issued more deeply?**

Future instruction on library exhibitions should model how to read and compare two different images.

### **Next Steps**

**What future improvements, if applicable do you plan to implement based on your assessment data?**

**When are you planning to implement these changes?**

**How will you tell if these are successful?**

This is the third visual literacy assessment following librarian instruction on a library exhibition. The second assessment included not just ethical use of information but also creative use of information. Creative use was not requested for this assessment, but in retrospect seems like a useful standard. A discussion with CCSF librarians regarding adding creative use of information (in addition to ethical) could be productive and will be

suggested in early 2016. This issue is closely tied to the introduction of threshold concepts into the teaching of information competency—threshold concepts call upon students to use their creativity in locating, evaluating and certainly in applying information. If creative use of information is added to the Library’s information competency SLO, an updated rubric that includes creative use of visual information could assess students’ skill in this area. It may be possible to assess students’ drawings, many of the drawings created for the assignment showed an exceptional grasp of visual information.

Once the ACRL releases new visual literacy standards that incorporate threshold concepts, the library exhibition SLOs will be tied to those standards.

**What are the resources you will be requesting?**

Additional time for librarians devoted to enhancing library exhibitions for visual literacy and time for assessing visual literacy.

**Share your highlights.**

**Tell us about positive outcomes that have come to you, your students, your department, or the college as a whole from this outcome assessment.**

Students’ responses to the library exhibitions have consistently shown that they are deeply engaged by exhibition content whether they have previous knowledge of the subjects on display or not. The Library’s exhibition selection process is successful in its goal to use the Library Exhibition Program to explore subjects of interest to the City College community. For this most recent assessment, students frequently expressed the hope that students in other classes would see the exhibition.

Students viewing the exhibition independent of a class assignment, responded in a comment book. Most were strongly positive, though some took the time to carefully critique the exhibition, again demonstrating engagement.

Each of the CCSF Library’s visual literacy assessments has offered students different resources--the second incorporated 2 sessions of embedded librarianship and the third offered students a tour of both the exhibition and the library. Continuing to experiment with the best way for librarians to teach visual literacy using library exhibitions is exciting and makes it possible to understand how effective the program is as an instructional tool.

Students’ drawings are always wonderful to see (following page). The third image is an index of the variety of visual imagery found in the exhibition Project Survive: 1994-2014.



El Futuro.

# PROJECT SURVIVE



JUANA ALICIA

NO ONE MORE



Las mujeres de Ciudad Juárez!!



what do you think!?

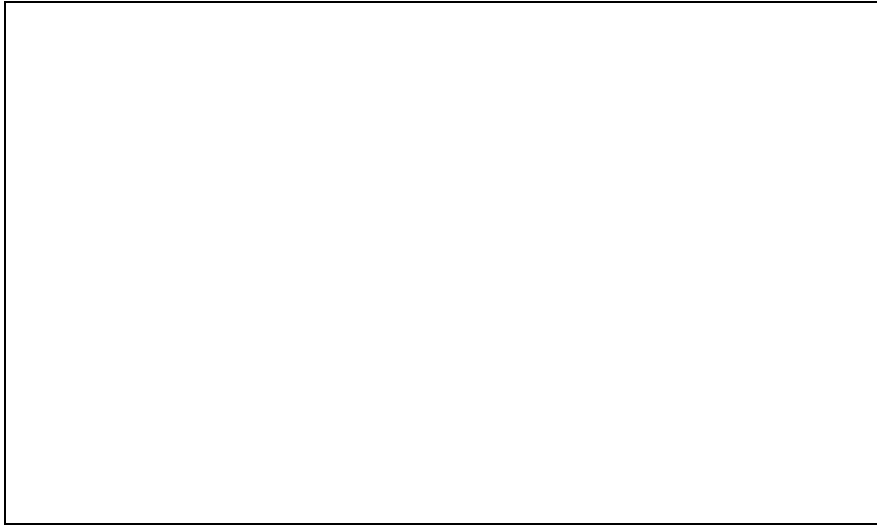
✓ x

**Attachment 1: Assignment for Assessment**

Your Name: \_\_\_\_\_

**Project SURVIVE: 1994-2014  
Rosenberg Library, 2<sup>nd</sup> Floor Atrium**

1. Pick something in the display that really interests you.
2. Draw it below, don't worry about how you draw – simple shapes and stick figures are fine!



3. What did you think/feel about this piece?

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4. Choose one of the dresses in the case. What is the title? What is the name of the artist?

Title: \_\_\_\_\_ Artist: \_\_\_\_\_

5. Read one of the testimonials by Project SURVIVE Peer Educators. They are in the center case on green paper below the artwork. In the testimonials, find the phrase in **bold type**. This same phrase appears in the type on the main stairs where it's white on black. 1. Write down the **bold** phrase in the testimonial. 2. Write down the name of the person (author) who wrote the testimonial. 3. Find the phrase on the stairs.

**Phrase:** \_\_\_\_\_ **Author:** \_\_\_\_\_

6. Juana Alicia is the artist who made the drawings and silkscreens. Choose one of her drawings or paintings and explain it -- what story does show?

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7. Look at the book covers in the display case and the list of books on the back of this assignment. What is the name of a book that **needs to be written** about about having healthy, violence free relationships?

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## Attachment 2: Visual Literacy Rubric, Update #2, November 2015

**Assesses student learning for the CCSF Library SLO:** Students who receive library instruction demonstrate information competency through effectively acquiring, interpreting, critically evaluating and ethically applying information for academic and personal enrichment goals.

Skill	Accomplished 4	Proficient 3	Developing 2	Beginning 1
<b>Locates</b> visual information and related text: Within the exhibition Online or On library shelves	Through complete (90-100%) documentation demonstrates accurately locating images and exhibition-related information.	Documents most (at least 70%) images and exhibition-related information.	Documents most (at least 30%) images and exhibition-related information.	Unable to locate images or exhibition-related information.
<b>Evaluates</b> visual information: Interprets meaning, analyzing and giving opinion.	Clearly describes artwork, offers interpretation and/or includes analysis with abstract concepts.	Clearly describes artwork, and/or may offer interpretation and include analysis, reaching for abstract concepts. Inference may be needed. In understanding abstract concepts.	Describes image. Analysis is incomplete or missing. May be able to suggest meaning of image or only relate personal experience. Inference may be needed to interpret concrete description.	Interpretation of images is unclear or not present. May be able to describe concrete elements and observe details of images accurately.
When the evaluative assignment asks students to develop a question, use these criteria. Questions require deeper thinking than summaries.	Creates clearly stated, thought-provoking questions that may include abstract concepts. May suggest new, related subject matter.	Question clearly relates directly to exhibition content. May be thought-provoking but needs inference. May reach for abstract concepts.	Question has some relationship to exhibition content. Not completely clear but understandable using inference.	Meaning of question is unclear or relationship of question to exhibition content is not clear (may or may not relate to exhibition content.)
When the evaluative assignment asks students to compare and contrast two images, use these criteria.	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 accurately. May give clear opinion without analysis. May include abstract interpretation. Compares images based on 1 point of sameness or departure.	Describes images. Analysis is incomplete or missing. May be able to suggest meaning of image or only relate personal experience. Inference may be needed to interpret concrete description.	Interpretation of images is unclear or not present. May be able to describe concrete elements and observe details of images accurately.
<b>Ethical use:</b> creates an MLA citation for exhibition related information, visual or textual.	Correct and complete (90-100%) citation for information source.	Citation is mostly correct (70%).	Citation is partially correct (30%).	Citations are less than 30% correct or complete. A citation may not be provided.