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In this presentation, we will describe how linear Algebra students exhibited the Visual Literacy Competency Standards (VLCS) (ACRL, 2011). Particularly, we will focus our discussion on the following standard: Design and create meaningful images and visual media. To gain insight into the extent linear algebra students created a meaningful visualization of objects (creation standards), and explicated their mathematical knowledge, we employed a mixed method research design. The data were collected from fourteen linear algebra students at a southeastern university in the United States, via mathematical tasks that embodied rich visual content on a graded quiz, and through semi-structured interviews. The quantitative data, which were garnered from students' scores on the quiz, were analyzed using descriptive statistics. The qualitative data, which were garnered from the semi-structured interviews, were analyzed using a grounded theory approach. Preliminary findings indicate that linear algebra students experienced difficulty, and were generally not competent, in creating models to visualize objects. (Received September 26, 2017)