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USFT Services Assessment Instruction Powers College of Arts 2016-2019

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Assessments

2016-2017, 2017-2018, 2018-2019

► Accreditations: College of The Arts

Assessment

Assessed library resources and services for all Schools in the College of The Arts that were going through the accreditation process. I wrote library reports according to the standards of the accrediting body and met with the visiting accrediting teams to explain all the library resources and services available to students in the degree programs in each of the Schools and the instructors. The following accreditations took place:

School	Accrediting Body	Report	Visit
Architecture	NAAB	2016	Feb. 2017
Art & Art History	NASAD	2014	Oct. 2014
Dance	NASD	2013 & 2019	Feb. 2014 & Oct. 2019
Music	NASM	2015	Mar. 2016
Theatre	NAST	2017	Feb. 2018

NAAB	National Architectural Accrediting Board
NASAD	National Association of Schools of Art & Design
NASD	National Association of Schools of Dance
NASM	National Association of Schools of Music
NAST	National Association of Schools of Theatre

Outcome

The NASD in 2014 was a successful initial accreditation and in 2019 there will be a reaccreditation. All the Schools were reaccredited without exception.

Impact of effort

All discipline accreditations and reaccreditations have been successful and are crucial to the University of South Florida and the College of The Arts.

► Art History: Dr. Brekka, History of Visual Arts I and II

Assessment

Chronologically, the following ongoing learning activities developed over time as follows.

Learning activities:

1. Conducted student consultations >
2. Developed a libguide on conducting research in Art History >
3. Added a course guide quiz >
4. Added four online learning modules and corresponding quizzes >
5. Developed two additional modules based on results of research papers

After collating the results of the outcomes of the learning activities, I developed a rubric to assess student research papers.

Outcome:

Spring 2016 (learning activity 1; students received extra credit for Having a consultation)

Students who participated in the consultation process did 10% better on their research papers than students who did not have consultations.

Fall 2017 (learning activities 1 – 4; the learning activities were optional)

Students that completed learning activities 1 – 4 received the highest grades on their research papers and the highest final grades. Students who completed fewer or no learning activities received the lowest grades on their research papers and final grades. There is a direct correlation between the number of learning activities completed and the final grades. The fewer learning activities completed, the lower the grades.

Fall 2018 HVA I (learning activities 2 – 5 were mandatory for HVA I)

Non--Majors scored higher on the learning activities and on the preliminary bibliographies, but scored lower on the research papers. The final grades of majors and non-majors were comparable this semester. In the fall 2018 grades for the research papers and final grades improved dramatically because the learning activities were mandatory.

Impact of effort

The results indicate that students do better on their research papers and final grades when they complete all of the learning activities. This convinced the professor to require all History of Visual Arts I students to complete all of the learning activities; whereas, before it was optional. Students in HVA II (majors and non-majors) were not required to do any of the learning activities. The research papers have yet to be assessed.

► Art History: Seminar classes in Art History (Dr. Marchi, Dr. Fraser, Dr. Akin-Kivanc)

Assessment

Collectively Dr. Marchi, and I determined he would administer a pre-assessment questionnaire at the beginning of each semester to assess student knowledge of the art history research process. This pre-assessment data enabled him to determine which students needed additional research assistance and on what research topics. This facilitated the development of a library instructional plan. Subsequently, other art history professors incorporated this process into their own classes.

Outcome

No library assessment has been conducted; however, the professor has the pre-assessment data and results of the research papers. Anecdotally, I received this about the research papers:

Great research! You did a great job! Thanks again.

Impact of effort

Professors teaching advanced Art History classes believe students need to demonstrate basic research skills prior to enrolling in their classes. The combination of these two approaches; HVA I and II (basic) and seminar classes (advanced) has been effective in teaching research skills to students taking art history classes.

► Art History: Art and the Senses, Seminar class, Dr. Szepe

Assessment

I developed an instructional session that taught students how to read bibliographic citations when doing research in order to identify needed materials (books, chapters in books, journal articles) and determine where to obtain the needed information (USF Libraries Catalog, E-Journals, ILL or UBorrow).

Outcome

I queried students at the onset of class to determine if they were able to identify types of citations. All the students were unable to do so. My presentation included the types of citations they would find in their research and clues to reading citations and identifying types of resources needed. I used PollEverywhere to query students in class about types of citations. 100% of the students answered all the questions correctly.

Impact of effort

This library class addressed a critical component in the research process. All of these efforts with the Art Historians has enabled me to embed my expertise in their teaching.

▶ **Music: History of Jazz**

Assessment

Revised [MUH 3016: Survey of Jazz](#) libguide to include a new research assignment, the *Global Citizen Assignment*, that Dr. Wilkins' and I created. The assignment was to locate a group or artist that combines international music with Jazz. I assisted Dr. Wilkins' in clarifying the assignment statement, identifying location of information about artists' or groups, finding music at the USF Libraries, and finding articles and reviews about music and artists.

Outcome

1030 student were enrolled in this online class during the winter and spring sessions of 2019 and completed the assignment with an average score of 85%.

Impact of effort

Students were able to understand, follow, and complete the assignment Dr. Wilkins and I created. The course guide directed them to the appropriate resources to use to complete the assignment.

▶ **Dissertation Forum: Conducting a Literature Review**

Assessment

Many doctoral students are not familiar with the resources and services available to them during the research process. The literature review is a critical component of articles and grants they will be expected to write as well as their dissertations.

Outcome

A Quatrics survey disseminated to attendees after the Dissertation Forum received a 45% response rate. 80% of those who attended the workshop *Conducting a Literature Review* responded it was the most helpful workshop for them.

Impact of effort

This workshop has consistently been a well-attended and well-received workshop for dissertating students.