



## 2006-07 Academic Effectiveness Reports

**Unit: Core Curriculum**

**Division: N/A**

**By: Patricia McCarroll**

**Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: To foster and enhance the skills, knowledge, awareness and dispositions that lead to the development of competent, resourceful and imaginative leaders. To encourage an understanding of the social world and the natural environment and their relationships to communities. To encourage exposure to various creative experiences.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
1. To provide experiences that allow students to communicate effectively, both in writing and orally.	Students will be able to demonstrate a command of the English language (speak and write clearly and effectively).	Numerous written and oral assignments and projects. Evaluation: essays, quizzes, examinations and research papers	Outcomes from the Academic Profile Test (APT) in Writing given to the freshmen class in the fall of 2002 and the outcomes of the MAPP test given to 69 of same students who were graduating seniors in 2007 Fisk Freshmen Writing 112.86 and Fisk Seniors 113.27 with a change of 0.41 Change in National Average (from freshmen to seniors) +1.70  Grade Distribution for Core 110 during fall 2006 Passed -260/273; 87% with C or better Core 140 for spring 2007 Passed 237/260; 86% with C or better	After analysis and review of the Measure of Academic Progress and Proficiency (MAPP) Test results, the support staff in the writing lab and the living/ learning centers was increased; providing more hours and access for students to receive additional academic support and instruction.



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<p>2. To provide experiences that allow students to read in a way that leads to critical thinking.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>a. speak and write in a way that demonstrates critical and logical thinking.</li> <li>b. relate historical texts and social situations to their own lives and the present society.</li> <li>c. think logically and critically about global issues and world civilizations.</li> <li>d. critically read and evaluate sources.</li> <li>e. analyze and evaluate artistic expression in various disciplines relating to aesthetics in graphic, visual and performing arts.</li> </ul>	<p>Discussions on critical and logical thinking; practicing critical and logical thinking in numerous assignments; critically analyzing artistic expression; speaking and writing in ways that demonstrate critical thinking; analyzing data; and solving mathematical operations that utilize critical thinking skills</p> <p>Evaluations: Oral and Written Reports and Examinations</p>	<p>The results of our students on the MAPP test were indicative of the need to enhance the critical thinking skills of our students</p> <p>Outcomes from the APT in Critical Thinking for Freshmen in 2002 and 69 of the same group of students who were seniors in 2007 Freshmen-108.17 Seniors-108.91 Change +.74 Change in National Average ( from freshmen to seniors) +2.60</p>	<p>Due to the performance of our students on the MAPP test, the university has chosen to focus on critical thinking in our Quality Enhancement Plan.</p>
<p>3. To provide experiences that require students to locate, identify and use knowledge, learning and data resources.</p>	<p>Students should be able to locate, identify and use knowledge, learning and data resources.</p>	<p>Completion of research papers and projects; fieldtrips to the library; utilization of web sources</p> <p>Evaluations: Research Papers and Projects</p>	<p>Grade distribution in two Writing Intensive courses –Fall 06 Core 210- Varieties of Literature Passed 93/103; 82% with C or better Core 250- Humanities Passed 77/82 ;85% with C or better Spring 2007 Core 210 Passed 70/82; 71% with C or better Core 250 Passed 84/97; 82% with C or better</p>	<p>The availability of resources in our library and other university libraries in the city were revealed through research endeavors of our students. The library has improved holdings and research support/training to students.</p>



## 2006-07 Academic Effectiveness Reports

**Unit: Business Administration      Division: Business Administration      By: Stafford W. Cargill      Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: The mission of the Business Administration Department is to provide students with excellent education and training in the fundamental and cognate fields of business and to prepare students for leadership within a high quality liberal arts environment.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
1) The department of business administration will offer its students a high quality curriculum in the fundamental areas of business	All business majors must demonstrate competence in the areas of accounting, business law and ethics, economics, finance, information technology, management, marketing, and quantitative methods by (1) completing all the business core courses with a grade of C or better (2) showing capacity to apply technical skills learned in a professional working environment by completing an internship and receiving a satisfactory intern evaluation; (3) demonstrating how well they have retained major concepts by the end of their senior year by satisfactorily completing the business capstone course and taking a senior comprehensive exit exam; (4) a student concentrating in a particular business field must successfully complete 24 hours in a chosen business field with a grade of C or better.	1. Graduating seniors are required to take a comprehensive exit exam that covers all the key areas in the Common Professional Component (CPC). Summaries of the students' performance are prepared and used to assess the strengths of the students and to suggest improvements in content and teaching methodologies.  2. ETS Major Field Test  3. Capstone courses  4. Performance on Common Professional Component (CPC) courses.	Recent exit exam results indicate stronger performance in areas such as marketing and management than in other areas such as finance and economics.	Instructors have been providing tutorial sessions for student in many subject areas. In addition, <ol style="list-style-type: none"> <li>1. Establishing of student mentoring program</li> <li>2. Improving of tutorial sessions</li> <li>3. Revising of content and methodology in Accounting, "Finance and economics classes</li> <li>4. Revision of the CPC</li> <li>5. Reassessment of teaching methodology</li> <li>6. Provide preparation support external exam</li> <li>7. Provide more writing in curriculum to strengthen communication skills</li> <li>8. Benchmarking with sister institutions to identify best teaching practices and recent curriculum updates and the appropriateness of those updates.</li> </ol>



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<p><b>2)</b> The business administration department will continuously improve its academic program by strengthening teaching effectiveness by using benchmarking and curriculum updates</p>	<p>To improve the quality of teaching in the Department of Business. To provide timely feedback on faculty of faculty performance to allow department chair to counsel faculty with identified weaknesses; To identify areas of student dissatisfaction.</p>	<p>1) Students' evaluation of instructors will be completed by each class and used to assess and improve instructors' performance; 2) peer evaluation; 3) senior exit questionnaires; 4) faculty workshops and meetings including annual faculty retreat to assess and enhance the pedagogical techniques of the faculty; 5) curriculum review meetings and initiatives</p>	<ol style="list-style-type: none"> <li>1. Students expressed general satisfaction in quality of program and education received at Fisk.</li> <li>2. Students specified areas of weakness in the curriculum</li> <li>3. Students identified strengths and weaknesses in faculty</li> <li>4. Students provide suggestions for changes and improvements of the business program.</li> <li>5. Curriculum reviews have allowed the business department to incorporate new developments in various fields and more modern teaching techniques.</li> </ol>	<ol style="list-style-type: none"> <li>1. Business faculty is encouraged to apply best practices in their field and compare their work with peer institutions</li> <li>2. Course evaluations have been used to improve teaching method and the content of courses such as accounting;</li> <li>3. Replacing of weak faculty</li> </ol>
<p><b>3).</b> The Department of Business Administration will integrate and increase the use of modern classroom technologies assessment practices</p>	<p>Business majors should demonstrate competencies in the use of data management software, word processing programs, presentation software, and internet resources</p>	<p>(1) all business majors are required to complete a Business Information Systems class; 2) faculty members are encouraged to use internet resources in the classroom; 3) instructors are expected to use classroom management software such as Blackboard. 4) increase use of computer-based projects, internet</p>	<ol style="list-style-type: none"> <li>1) Students who matriculate with some computer skills from high school perform satisfactory in the use of technology</li> <li>2. Some teachers are yet to use classroom management tools such as Blackboard.</li> </ol>	<p>To provide access to in-service training for teachers in the use of technology.</p>



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		resources, and classroom presentation software.		
4) The Department of Business Administration will prepare students to become lifelong learners	To encourage students to matriculate in graduate and professional schools and to enhance the quality of life in their communities. To increase the number of students who apply and receive admission to graduate programs with sister institution.	1) annual alumni survey to identify the professional accomplishments of graduates; 2) surveys to identify alumni who entered graduate schools and other professional programs and accomplishments; 3) exit interviews with business seniors to identify future academic and professional plans	A significant percentage of business graduates (Approximately 60%) entered graduate or professional schools and programs, or indicate their interest to enter such programs.	Encouraging more students to participate in career fairs, honors program, internships and academic conferences, study abroad and domestic student exchange programs.
5). The Department of Business Administration will develop collaborations with area institutions, businesses and the local community	To expand program opportunities for students through cross registration with sister institutions and to strengthen ties with sister institutions.	1) establish joint programs with institutions of higher learning; (2) increase the number of course offerings available to students by permitting cross-registration; (3) increase the number of course offerings in sister institutions available to students to complement our programs.	Students have been registering at sister institutions in Accounting and language courses	Development of degree program in Music Business with Belmont University



## 2006-07 Academic Effectiveness Reports

**Unit: Division of Social Sciences**

**By: Reavis L. Mitchell**

**Year: 2006-2007**

Fisk Mission Statement: The mission of Fisk University is to provide a liberal arts education of the highest quality. The University's primary goal is to prepare students to be skilled, resourceful, and imaginative leaders who can effectively address the challenges of life in a technological society, and pluralistic nation and a multicultural world.

Unit Purpose: To facilitate the operations of the departments within the Division of Social Sciences in the delivery of excellent academic programs.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
<p>The Social Science Division endeavors to maintain administrative oversight for the discipline departments within the division.</p> <p>The division is the main record keeping area for the several disciplines.</p> <p>The division assist the discipline departments in any manner requested.</p>	<p>More efficiency for the operation of the disciplines.</p> <p>Cost effectiveness by eliminating duplications of services.</p> <p>Clerical assistance for the disciplines.</p>	<p>An informal survey of department heads, faculty and students. To ascertain their level of satisfaction with the operations of the divisional office and personnel.</p> <p>Survey of the successful interactions of the disciplines within the division.</p>	<p>Indicators of the effectiveness of the division in facilitating interaction between the disciplines, was provided through the number of collaborative activities.</p> <p>In 2006-2007 the Departments Sociology and Psychology collaborated on several grant applications to fund collaborative teaching and research between the two disciplines. Two of the grants were funded.</p>	<p>In response to challenges in higher education, more collaborative programs are planned within the division. Under the leadership of Sociology, distance learning offerings are proposed.</p>



## 2006-07 Academic Effectiveness Reports

**Unit: Psychology (BA/BS) Division: Social Sciences By: Sheila Peters**

**Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: To provide a solid foundation in psychological science through a comprehensive curriculum with a focus on critical thinking skills, research and inquiry, helping skills, service learning and scholarship. Students are prepared to enter the workforce as well as gain admission into graduate and professional school.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
Department provides a solid foundation in the schools of thought and systems of theory in the field of psychology	Able to define basic psychological concepts; Able to define systems of theory in the field of psychology;	Course examinations and assignments; Major Field Test (MFT) in psychology; research projects in capstone course (Psychology 481: Senior Seminar)	Opportunities available across required courses; however, the curriculum needs to be realigned to insure that students gain a sound understanding of psychological concepts in each course	Insured that course offerings are provided in an appropriate cycle so as for students to build and refine their psychological expertise; reviewed results of the Major Field Test in psychology
Students learn critical thinking skills in the development of research skills	Demonstrate the ability to analyze peer-reviewed research articles; ability to conduct a scholarly literature review	Course assignments; research projects and submission to student research day program	Students are given limited opportunities to participate in group research projects; Students are unprepared to complete an independent research investigation; few faculty have solid research programs as a result of heavy teaching and advisement loads	Reviewed application activities in research-related courses; Determined how students can successfully participate in the student research day program
Students are provided with multiple opportunities to apply psychological knowledge in research and practice opportunities	Demonstrate research design and implementation skills	Course assignments in Psychology 310: Quasi-experimental design	Students are able to engage in group research projects; however, students have limited opportunities to engage in independent research investigations	Reviewed the course requirements and design for Psychology 310; reviewed research opportunities in additional courses; identification of new assessment measures



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Students will develop strong oral communication skills.	Demonstrate the ability to communicate scholarly research in an oral and written format	Presentations in courses	Opportunities for presentations are provided; however, with large class sizes (minimum of 25), students have limited roles	Reviewed course requirements
Students will develop strong written communication skills with a requisite understanding of the application of APA style.	Demonstrate the apply to write scholarly about the field of psychology	Scholarly papers and related assignments	Students are able to develop research papers; however, they have limited opportunities to gain constructive feedback to facilitate improvement in written expression	Reviewed how APA style is reinforced in course assignments. Encouraged all Psychology to require students to use APA format for all papers



## 2006-07 Academic Effectiveness Reports

**Unit: Sociology    Division: Social Sciences    By: Dani Allred Smith    Year: 2006-07**

**Fisk Mission Statement:** Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

**Unit Purpose Statement:** The Department of Sociology is dedicated to continuing its legacy of excellence in teaching and research as exemplified through the contributions of early and significant sociologists such as W.E.B. Du Bois, George Edmund Haynes, and Charles S. Johnson. The department is committed to preparing its students for graduate or professional school and employment in a variety of professions. Thus, emphasis is placed on the understanding of sociological theory, competence in qualitative and quantitative research methods, and the application of sociological knowledge in real-world settings.

Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
1. Prepare majors for graduate and professional studies.	1.1 Students will demonstrate fundamental knowledge and understanding in: 1.1.1 Theory  1.1.2 Methods  1.1.3 Major substantive areas in sociology.	1.1.1.1 Evaluate theory scores on Major Field Test in Sociology. 1.1.1.2 Evaluate Survey of Graduating Seniors  1.1.2.1 Evaluate methods scores on Major Field Test in Sociology. 1.1.2.2 Evaluate Survey of Graduating Seniors.  1.1.3.1 Evaluate sub-area scores on Major Field Test in Sociology.	1.1.1.1 Mean percent correct: 46 percent (above 41.0 institutional mean). 1.1.1.2 50 percent (n=14) agreed outcome significantly attained; 29 percent agreed outcome attained somewhat. 1.1.2.1 Mean percent correct: 50 percent (above 45.1 institutional mean). 1.1.2.2 64 percent agreed outcome significantly attained; 29 percent agreed outcome somewhat attained. 1.1.3.1 Mean percent correct: low of 35 percent in social psychology to high of 53 percent for deviance and social problems; six areas above 50 percent	1.1.3 Offer all courses alternate years rather than third year.



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
	1.2 Three-quarters of the graduates will be accepted into graduate school within two years of graduation.	1.1.3.2 Identify the number of juniors and seniors inducted into Alpha Kappa Delta. 1.1.3.3 Identify the number of sociology graduates receiving departmental honors. 1.1.3.4 Identify the number of sociology majors graduating with honors. 1.1.3.5. Evaluate Survey of Graduating Seniors.  1.2.1 Identify the number of seniors admitted to graduate/professional school. 1.2.2 Evaluate Survey of Graduating Seniors.	correct; none above institutional mean. 1.1.3.2 Six seniors and one junior inducted (12 of 20 graduates AKD members). 1.1.3.3 Twelve of 20 students were eligible recipients of departmental honors (3.3 GPA or above). 1.1.3.4 Ten of 20 graduated with honors.  1.1.3.5 57 percent agreed outcome significantly attained; 29 percent agreed somewhat attained. 1.2.1 65 percent were admitted to graduate school in the designated time frame.  1.2.2 50 percent agreed outcome significantly attained; 43 percent agreed somewhat attained.	1.2 Students are choosing to work up to two years before choosing graduate school; extended time frame to three years.
2 Train students to conduct social research.	2.1 Students will design and conduct an empirical research study.	2.1.1 The number of student research presentations (Student Research Day, Honors research defenses,	2.1.1 Fourteen of the 20 seniors presented at Student Research Day; 15 at the Interuniversity Symposium; 10 at a	



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
		or at other research forums).	regional sociology conference; 2 at an Honors conference.	
		2.1.2 Evaluate senior portfolios containing research papers prepared for SOC 499.	2.1.2 Grade Distribution: A (12) ;B (6) ; C (2) .	2.1.2 Select more effective text with exercises.
		2.1.3 Evaluate Survey of Graduating Seniors.	2.1.3 57 percent agreed they were significantly trained to conduct social research; 29 percent agreed somewhat attained.	
	2.2 Students will gain proficiency in data analysis.		57 percent agreed they were significantly able to design and conduct an empirical research study; 21 percent agreed somewhat attained.	
		2.2.1 Number of quantitative senior research papers.	2.2.1 19 of the 20 were quantitative.	2.2.2 Add specific inferential statistics and SPSS assignments to SOC 499.
		2.2.2 Evaluation of syllabi to identify number of courses requiring data analysis.	2.2.2 The introductory, senior seminar and deviance courses require extensive data analysis as does the required methods and statistics cognate.	
		2.2.3 Evaluate Survey of Graduating Seniors	2.2.3 50 percent agreed outcome significantly attained; 29 percent agreed somewhat attained.	



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
3 Develop in students an awareness of the nexus between sociology and international and cross-national issues.	3.1 Students will understand the importance of diversity as an explanatory variable within and across societies.	3.1.1 Evaluate sub-area score on multiculturalism on Major Field Test in Sociology. 3.1.2 Evaluate sub-area score on globalism on Major Field Test in Sociology 3.1.3 Evaluate syllabi to ensure global and/or cross-cultural emphases in texts, data analysis exercises, or assignments. 3.1.4 Evaluate Survey of Graduating Seniors.	3.1.1 50 percent correct (below institutional average of 55.9 percent). 3.1.2 60 percent correct (above institutional average of 53.7 percent). 3.1.3 Not assessed. 3.1.4 50 percent agreed outcome significantly attained; 29 percent agreed somewhat attained.	3.1.1 Offer Race and Ethnicity more frequently than every third year.  3.1.3 Begin by ensuring introductory text, readings, data analysis assignments, etc. are global in focus.
4 Expose students to major sociological theorists.	4.1 Identify the major theorists in sociology and demonstrate knowledge of their major contributions to the discipline of sociology.	4.1.1 Evaluate theory scores on Major Field Test in Sociology. 4.1.2 Evaluate Survey of Graduating Seniors.	4.1.1 46 percent correct (above institutional mean of 41 percent). 4.1.2 50 percent agreed outcome significantly attained; 29 percent agreed somewhat attained.	
5 Promote sociological thinking and train students to apply sociological concepts to real-world solutions.	5.1 Students will be able to apply specific sociological concepts, theories, and principles to real-world solutions.	5.1.1 Evaluate Critical Thinking score on Major Field Test in Sociology. 5.1.2 Evaluate Survey of Graduating Seniors. 5.1.2 Number of students in practicum course.	5.1.1 Score of 46 (above African American mean of 41). 5.1.2. 43 percent agreed outcome significantly attained; 36 agreed somewhat attained. 5.1.2 36 percent enrolled in practicum course; 80 percent found course "very valuable."	



## 2006-07 Academic Effectiveness Reports

**Unit: Teacher Education**

**Division: Social Sciences**

**By: Richard Bowers**

**Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: Fisk University, through its philosophy and mission, contends that the best preparation for excellence in teaching is a sound education in the liberal arts, together with highly developed instructional skills and competency in pedagogically sound teacher education. The unit is committed to quality teacher preparation. Our goal is to prepare students to be skilled, resourceful, and imaginative leaders who can effectively address the challenges of life in a technological society, and pluralistic nation and a multicultural world. Through collaboration with other professionals, students will be empowered to become Urban Education Specialists, Educators for Social Justice, Change Agents, Learning Community Advocates, Critical thinkers, and Reflective Practitioners.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
<p><b><u>I. Conceptual Framework:</u></b> Students will be empowered to become Urban Education Specialists, Educators for Social Justice, Change Agents, Learning Community Advocates, Critical Thinkers, and Reflective Practitioners</p>	<p><b><u>I. Competencies:</u></b> 1. The students will develop knowledge, skills, and dispositions essential for teaching in urban schools.  2. The students will develop a pedagogically-sound knowledge base through successful completion of required Inquiry-based coursework in Elementary Education grades K-8 or Secondary Education grades 7-12. 3. The students will develop professional competencies by engaging in strategically progressive field experiences designed to promote advancement through rubric stages of Novice, Apprentice,</p>	<p><b><u>I. Methodologies:</u></b></p> <ul style="list-style-type: none"> <li>• Qualitative and Quantitative Methodologies for Program Assessment</li> </ul> <p><b>Assessment Rubric:</b> <i>Level I – Novice</i> <i>Level II – Apprentice</i>  <i>Level III – Proficient</i> <i>Level IV – Distinguished</i></p> <ul style="list-style-type: none"> <li>• Comprehensive Performance Portfolio</li> <li>• Capstone Experience: Action Research Project During Student Teaching</li> <li>• Inquiry Based Instruction</li> <li>• Problem Based</li> </ul>	<p>Identification of Effectiveness Methodologies</p> <p>Implementation of Effectiveness Methodologies (In Progress)</p> <p>Data Assessment, Re-evaluation, and Redesign Re-implementation, Continuation, and Maintenance</p>	<p>I. Ongoing Program development and evaluation to ensure “state-of-the-art” innovative teacher preparation.</p> <p>Also, to use in the creation of marketing documents, student recruitment materials, and website/online publications.</p>



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	<p>Proficient, and Distinguished.</p> <p>4. The students will develop proficiency in qualitative and quantitative methodologies for Action Research in Urban Schools.</p> <p>5. The students will develop competencies in the integration of technology to promote excellence in Urban Schools.</p> <p>6. The students will develop critical understandings of assessment methodologies employed in Urban School systems.</p> <p>7. The students will develop and maintain exceptional competencies in Multicultural Education and Education for Social Justice enabling them to promote Democracy, Inclusion, Valuing (rather than tolerating), Equity, Respect, Social reconstruction, and Empowerment (Acronym: DIVERSE) for learners in Urban Schools.</p> <p>8. The students will develop critical preparedness through engagements in Community based Service Learning experiences.</p> <p>9. The students will develop abilities to create and implement learning experiences, which promote academic excellence and high expectations for ALL learners in urban schools.</p>	<p>Learning</p> <ul style="list-style-type: none"> <li>• Active Learning</li> <li>• Cooperative Learning</li> <li>• Community Service Learning</li> <li>• <b>Additional Measures:</b></li> </ul> <p><b><u>Praxis I Entrance Examination</u></b> Administered to entering students as criterion for formal admission into program.</p> <p><b><u>Praxis II Examinations</u></b> designated by the state for certification and licensure as Elementary or Secondary Teachers</p>	<p>Data Submitted to TNDOE confirms 100% Passage rate of student program completers</p> <p>Candidates obtain passing scores on all Praxis. Examinations Then are advised to enroll in student teaching.</p> <p>Determines the students content knowledge, skills to become qualified 1<sup>st</sup> year teachers.</p>	<p>Title II Reporting information for TNDOE and U.S. Department of Education and Educational Testing Services</p> <p>The Teacher Education unit will ensure a 100% pass/fail rate</p>
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	10. The students will develop knowledge of resource (grant) procurement to support teaching and learning in Urban Schools.			
<p><b>II. Faculty</b> The Director of Teacher Education and Program Assistant will also serve as the Certification Officer . Field Experience Professors will serve as mentors.</p>	<p><b>II.</b> Engaged in Mentoring Process to ensure Retention and success, along with required Mentoring for Alternative Type I &amp; II Licensure Program</p>	<p><b>II.</b> Candidates assigned will be involved in a mentoring process. Mentors will include one District school staff and Institution of Higher Ed. Faculty</p>	<p><b>II.</b> Collaboratively the School District and the Institution of Higher Ed will develop a detail plan for pre-service and 1year teachers.</p>	<p><b>II.</b> University Faculty involved with placement will provide mentoring for candidates once monthly. Mentoring involves training of the mentor through the school District in partnership with the Institution of Higher Ed. Compliance with SACS and State accreditation standards To Ensure Highest Quality Curriculum &amp; Instruction</p>
<p><b><u>III. Curriculum Development:</u></b> The Departmental Curriculum will be redesigned and transformed to ensure compliance with state standards for accreditation</p> <p><b><u>IV. Licensure/Certification:</u></b> Student will be prepared in multiple ways for successful passage of all Praxis II licensure examinations.</p>	<p><b>III.</b> New Curriculum Advancement: Stage I: Syllabi Revisions Stage II: Field Experience Revisions Stage III: Professional Development School Initiation Stage IV: State &amp; Federal Alignment</p> <p><b>IV.</b></p> <ul style="list-style-type: none"> <li>• Praxis Prep Packets Provided</li> <li>• Monthly Praxis</li> </ul>	<p><b>III</b> Tennessee Department of Education Review and Assessment of Submission Documents</p> <p>Submission to Tennessee Department of Education (TNDOE) Review and Assessment by TNDOE Rendering of Decision by TNDOE</p> <p><b>IV.</b> Fisk University Department of Education, Tennessee State Department of Education, United</p>	<p><b>III.</b> Approval Granted From TNDOE For Elementary Education K-6 and Secondary Education Programs</p> <p>Approval Granted From TNDOE For Elementary Education K-8 and Secondary Education Programs.</p> <p><b>IV.</b> Cohort Data Submitted to TNDOE confirms 100% Passage rate of student program completers</p>	<p><b>III.</b> Submission of state and federal reporting</p> <p>To ensure pedagogically sound program offering for preparing highly qualified urban educators</p> <p>Submission of Title II Reporting information for TNDOE and U.S. Department of Education.</p> <p>To utilize in preparation for</p>



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<p><b><u>V. Grant Development:</u></b>          Department Faculty and Staff will actively engage in writing and submitting grant proposals to support and sustain the Departmental Programs.</p>	<p>Seminars Offered</p> <ul style="list-style-type: none"> <li>• ETS Study Guides Provided</li> </ul> <p>Praxis Course Proposed:          Praxis Seminar</p> <p><b>V. Research, Write, and Submit one or more grants in either of the following categories:</b>          State Organization          Regional Organization          National Organization          Corporate Organization          Develop Database of Grant Opportunities</p>	<p>States Department of Education, and the Education Testing Services review according to Title II standards.</p> <p><b>V. Submission of grant Grant Awarded or Not</b></p>	<p>Enhanced Program Entrance and Matriculation Requirements transitioned in and full implementation anticipated for Fall 2010</p> <p><b>V. Proposal will be submitted to TN DOE, Special Education Division for continued funding.</b></p>	<p>application for accreditation by National Council for the Accreditation of Teacher Education (NCATE)</p> <p><b>V. To offer additional scholarships to students interested in pursuing Special Education Licensure The Tennessee State Department of Education awarded the unit two grants one for undergraduate degreed students in Special Ed. And the other for Post-Bac students seeking licensure in Special Education.</b></p>
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## 2006-07 Academic Effectiveness Reports

**Unit: Biology (B.S.)**

**Division: Natural Sciences and Mathematics**

**By: Dr. Justus Ike**

**Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: The department aims to develop in its students a board understanding of the principles and values in the natural sciences.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
To better prepare students for pre-professional examinations: MCAT, DAT, GRE	Students should be able to master the following concepts in biology: a. Chemical basis of life b. Cell structure and function c. Bioenergetics d. Cell replication and regulation e. Mendelian and Molecular Genetics f. Interaction of life forms with the environment	Written & Practical Examinations, Oral Presentations and Written Reports	Senior Exit Examinations, Performance on Pre-Professional Examinations	The results will be used to review course content, course offerings and the hiring of prospective faculty.
To enhance the background of our students in environmental sciences	Students will be knowledge of basic and contemporary ecological concepts. a. Students will understand the impact of genetics on learned behavior b. Students will understand the dynamics of population growth	Class lectures, fieldtrips, laboratory exercise and guest speaker will be used to provide this information. Oral and Lab Reports and lecture examinations		The results will be used to justify the hiring of faculty in the area of environmental science. The results will be used to justify the hiring of faculty in the area of environmental science.
To require all majors to participate in either a summer research or semester research experience	Students will be able to transfer information and skills acquired in science courses to an inquiry base learning experience a. Students will be able to apply the scientific method to	Require students to present their original research in senior seminar courses b. Utilization of a rubric to evaluate their oral and written	Approximately 5% of our majors engaged in research during the summer and academic year.  Two students co-	The results would be used to identify funding for undergraduate and graduate research.  Identify more off campus sites for summer research



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	<p>solve a real life problem. b. Students will develop critical and analytical thinking skills as they develop protocols and analyze data c. Students will learn to Scientific Journals d. Students will develop strong communication skills as they share their results with others.</p>	<p>presentations</p>	<p>authored research paper  Students presented papers at National conferences</p>	
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## 2006-07 Academic Effectiveness Reports

**Unit: Chemistry, B.S./B.A Division: Natural Science and Mathematics By: Princilla Evans Morris, Ph.D. Year: 2006-07**

**Fisk Mission Statement:** Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

**Unit Purpose Statement:** 1. Provide a challenging and technically superior curriculum utilizing effective and varied methods of teaching.  
2. Prepare students for graduate study, professional training or careers in industry, education or government through a program of study and research.

Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
<p>1. Increase the number of undergraduate chemistry majors to average a minimum graduation rate of 8 grads/yr.</p> <p>With the new insistence on a minimum class size of 10 students, it was necessary to increase our graduation rate goal.</p>	<p>A core number of students will strengthen the program by increasing collegiate interactions between undergraduate students. There will be a sufficient number of students in upper level courses to promote positive competitive rivalry</p> <p>*Due to the decreased number of chemistry students in feeder courses, it is not likely that the average value of 8 will be obtained in the next year.</p>	<p>The number of graduates participating in the graduating ceremonies.</p> <ul style="list-style-type: none"> <li>• The number of chemistry majors enrolled in CHEM 206</li> <li>• Number and nature of programs or activities conducted to promote retention</li> <li>• Number and nature of programs or activities to recruit new chemistry majors</li> </ul>	<p>There were three graduates during 2007.</p> <p>There was a decrease of students enrolled in CHEM 206 (Spring 06) by 4 students</p> <p>Students participated in Environmental Project, including giving papers</p> <p>Participation in the Department Fairs for Freshman</p>	<p>Department committed to obtaining grants to support student scholarships for chemistry.</p>
<p><b>2. Prepare students for graduate school, professional schools and careers in chemistry by offering an ACS (American Chemical Society) accredited program</b></p>	<ul style="list-style-type: none"> <li>• Chemistry majors will be able to demonstrate an acceptable working knowledge of the basic areas of chemistry.</li> </ul> <p>Chemistry majors should be able to use this knowledge to solve real-world problems</p>	<ul style="list-style-type: none"> <li>• Chart and log where graduates go and what they do for a minimum of five years.</li> </ul> <p>Request information from graduates concerning their assessment of the chemistry education received from Fisk in the form of a short survey</p>	<p>Vanderbilt University, Ph.D. in Chemistry Prog.</p> <p>Wayne State University, Pharmacy Program</p> <p>Working until attend Pharmacy School</p>	
<p><b>2. Prepare students for graduate school, professional schools and careers in chemistry by offering an ACS (American</b></p>	<p>They shall master concepts in:</p> <ul style="list-style-type: none"> <li>• <b>Inorganic chemistry</b> including: atomic theory, bonding, stoichiometry</li> </ul>	<ul style="list-style-type: none"> <li>• Review chemistry exit examination scores</li> <li>• Annually review</li> </ul>	<p>Score Mean for group students was <math>143 \pm 4.7</math>. The range was 130-161. Highest possible score 200.</p>	<p>Need to incorporate an increased effort to review for the exit exam.</p> <p>Will incorporate the exit</p>



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
<b>Chemical Society) accredited program</b> (continued)	solution chemistry, gas laws, solids, liquids, acid-base chemistry and equilibria, elementary thermo- chemistry, kinetics, electrochemistry, coordination chemistry, organometallics, etc. <ul style="list-style-type: none"> <li>• <b>Organic chemistry</b> Including: bonding, stereochemistry, reactions, synthesis and characterization (using NMR, IR, MS, GC) of carbon compounds</li> <li>• <b>Physical chemistry</b> including: thermodynamics, phase changes, and chemical kinetic mechanisms</li> <li>• <b>Analytical chemistry</b> including quantitative analysis, advanced equilibria, and instrumental analysis (chromatography, electrochemistry, spectroscopy)</li> <li>• <b>Biochemistry</b> including the study of the characterization of protein, lipids, nucleic acids and carbohydrates</li> </ul>	course grades and other indicators or performance for chemistry majors  Annually use American Chemical Society course examinations to measure performance of Chemistry majors	This was not a significant change from the previous year (140).  Mean Scores of Areas  Physical Chemistry 44+ 7.6  Organic Chemistry 45+ 7.3  Inorganic Chemistry 47+ 8.3  Analytical Chemistry 41± 7.1  Did not use the ACS tests.	exam more significantly in the colloquium class. Required for graduation and incorporate the score into the grade of the class.
<b>3. Improve the quality of the program of instruction via improved teaching, improved facilities, and</b>	<ul style="list-style-type: none"> <li>• Chemistry majors will learn to use technology in seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Quality and use of advanced presentation techniques by students.</li> </ul>	Four students presented in Student Research Day which was one more than the previous year.	Freshmen benefited from the oral presentation projects. Will continue the



## 2006-07 Academic Effectiveness Reports

Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
improved infrastructure.	presentations, laboratory reports, and information retrieval	<ul style="list-style-type: none"> <li>• Efforts made to increase student use and exposure to technical literature.</li> </ul>	Freshmen assigned oral presentations in lecture and laboratory courses.	practice.
	. Faculty members will learn the new methodologies before requiring their use by students, thus instruction will be current and relevant to needs of today's student in today's society.	<ul style="list-style-type: none"> <li>• Faculty participation in workshops, courses, seminars etc., to keep abreast of needed new knowledge.</li> <li>• Faculty actively conducting laboratory and community research/training and involving students in their programs.</li> </ul>	<p>Faculty attended National ACS meeting.</p> <p>Invited children of the community to Fisk for summer environmental workshop.</p> <p>Our students went to local elementary and middle schools and provided environmental workshops</p>	Encourage Faculty to participate in teaching brown bag lunches with other faculty members
	Equipment and chemicals needed will be readily available. Laboratories and store rooms will be kept neat	<ul style="list-style-type: none"> <li>• Efforts made to improve tracking and storage of chemical inventory as well as disposal of waste chemicals.</li> </ul>	<p>New equipment ordered as a result of grant acquisitions.</p> <p>Improved tracking of chemicals yet to begin.</p>	Allot more space to research laboratory for use by faculty and students



## 2006-07 Academic Effectiveness Reports

**Unit: Computer Science    Division: Natural Sciences and Mathematics    By: Lei Qian    Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: The major in computer science is designed to prepare students either for immediate employment or for graduate study. A minor in computer science may be taken in combination with any major field.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
1. Prepare students for graduate and professional studies	1.1 Student will demonstrate fundamental knowledge and understanding in computer science theory and recent development of computer science.  1.2 Student will demonstrate the ability to Programming methods  1.3 Student will be prepared for graduate study	1.1.1 Evaluate scores on Major field Test in Computer Science 1.1.2 Evaluate methods and scores on Major Field Test in Computer Science  1.2.1 Evaluation the quality of projects in senior seminar of senior, independent study or other high level courses  1.2.2 Evaluate the performance of students in internship or outside investigation.  1.3.1 Identify the number of students admitted to graduate schools two years after graduate.	1.1.1 Score not available  1.1.2 Score not available  1.2.1 Unable to collect information due to faculty change.  1.2.2 Two students in Oak Ridge National Lab received very good evaluation.  1.3.1 Just one students graduated. She did not attend graduate school. The number of samples is	1.1a Unable to determine 1.1b Realign the curriculum to make it fit the requirements of MFT.  1.2.1 Increase the weight of programming projects in syllabi high level courses.  1.2.2 Evaluate the needs from potential employers and consolidate CS curriculum  1.3.1a Consolidate the curriculum to reflect the needs of graduate schools 1.3.1b Provide students more



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	1.4 Student will be prepared for employment	<p>1.4.1 Identify the percentage of students who get employed one year after graduate.</p> <p>1.4.2 Identify the number of students who get summer internship</p>	<p>too small to make any conclusion.</p> <p>1.4.1 One student graduated and she was hired. The rate is 100%. Also, the number is too small to any make conclusion.</p> <p>1.4.2 Two students get summer internships.</p>	<p>information of graduate schools.</p> <p>1.4.1a Enhance the curriculum to fits the needs of job markets.</p> <p>1.4.2 Help students to find more internship opportunities.</p>
2. Train students to conduct research in computer science or relevant areas	2.1 Student will perform research in computer science or relevant areas.	<p>2.1.1 The number of students who present posters, oral presentations or research papers in academic conference, research forums or at students research days.</p> <p>2.1.2 The number of students who perform academic research in summer internship.</p> <p>2.1.3 Identify the number of students who perform research under the support of external funding.</p>	<p>2.1.1 Five students gave presentations in CSEMS seminar.</p> <p>2.1.2 Two students performed research in summer internships.</p> <p>2.1.3 Two students were supported by a federal grant to perform research in academic semesters</p>	<p>2.1.1 Apply more grants to support students' travel and encourage them to attend more academic conference/forum.</p> <p>2.1.2 Continue and enhance relationship with federal agents (such as ORNL, NOAA, NASA) to seek more opportunity for students.</p> <p>2.1.3 Seek more grants to support student research.</p>
3. Expose students to actual working environments	3.1 Student will get experience in actual working environment	3.1.1 Identify the number of students who get the summer internship or part time job in academic semesters	3.1.1 Two students got internship and two got part time job in Fisk ITS	3.1.1a Continue and enhance relationship with federal agents (such as ORNL, NOAA, NASA) to seek more opportunity for students.



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				3.1.1b Consolidate the curriculum to help students prepared for internship and create projects in high level courses to simulate the actual working environments.
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## 2006-07 Academic Effectiveness Reports

**Unit: Mathematics Division: Natural Science and Mathematics By: Sanjukta Hota Year: 2006-07**

**Fisk Mission Statement:** The mission of Fisk University is to provide a liberal arts education of the highest quality. The University's primary goal is to prepare students to be skilled, resourceful, and imaginative leaders who can effectively address the challenges of life in a technological society, and pluralistic nation and a multicultural world.

**Unit Purpose Statement:** The goals of the Department are: 1) To provide proper and appropriate course of study for a mathematics major program 2) to provide a course of study for a mathematics joint program, 3) ) to provide a course of study that supports other disciplines and majors requiring mathematics beyond the requirements for general education and 4) to provide technological experiences in the learning of mathematics using the aids of technology.

Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
<p>1. To provide technology-aided quality instruction in Mathematics</p> <p>2. To prepare students for immediate employment or graduate/professional schools.</p> <p>3. To enhance the knowledge of mathematical usage in research, scholarly activity and practical experience.</p> <p>4. To house sufficient faculty in the department to cover major courses and support areas for non-majors.</p> <p>5. To increase the number of graduates in the major, joint major and joint programs with the goal of adding a masters degree program in mathematics in near future.</p>	<p>The students of mathematics will be able to</p> <p>1. Demonstrate competence in mathematics major</p> <p>2. Demonstrate proficiency in analytical and computational skills</p> <p>3. Successfully complete a research project in senior seminar.</p> <p>4. Demonstrate capabilities for applying mathematics in other disciplines.</p> <p>5. Demonstrate interest in pursuing research in mathematical topics</p> <p>6. Demonstrate the ability of using technology for detailed analysis and accurate computation.</p>	<p>Mathematics Placement Test, Class examinations, research projects and oral presentations.</p> <p>Grade distribution of A (90-100%), B(80-89%), C(70-79%) and D(60-69%)</p> <p>The number of graduates with mathematics major and joint programs</p> <p>The number of students to successfully complete an internship program.</p> <p>The number of students to successfully complete major and cognate courses with a grade of C or better.</p> <p>The number of students to successfully complete Senior Seminar, Independent Study Courses.</p> <p>The number of students enrolled in graduate and</p>	<p>The MapleSoft MAA placement test was found to be very efficient with its interactive instant feedback capability. The placement of students in right math classes were accurate and justified.</p> <p>The drawback of the MapleSoft test was regarding the computer. As a high volume of the students were tested at the same time, some computers ran very slow, as a result some students had trouble in finishing the test in time.</p> <p>EDUCO Learning system helped students of Math 100, 101 and 110 to learn the subject in their own pace. Web based and interactive ability of EDUCO helped students to do their practice work, homework and any assigned test on any computer with web access and EDUCO plugins. The instant feedback on the</p>	<p>MapleSoft MAA Placement test was re-examined and the students who could not finish the test because of the computer related problem, were given a second chance to take the test</p> <p>EDUCO system was re-examined and errors were notified to the company. The students having genuine problem with EDUCO, were given another chance to complete their assignment.</p> <p>Fifteen more computers and a projector were purchased for Math lab. Free tutorial service in mathematics was provided to any Fisk student requiring help in mathematics</p> <p>One survey for Math lab and another for EDUCO system were prepared for students to evaluate. The survey result was used for improving the efficiency of Math lab and EDUCO</p>



## 2006-07 Academic Effectiveness Reports

Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
6. To provide tutorial assistance in mathematics to enhance learning and understanding mathematics beyond the classroom.		<p>professional schools</p> <p>Departmental surveys to assess the strength and weaknesses of the program.</p> <p>Student evaluation of each course in each semester.</p> <p>Performance of students on exit exams.</p> <p>Number of math courses covered by full-time faculty based on CUPM Guidelines.</p>	<p>test performance helped students to go over their mistakes and learn the correct procedure right away.</p> <p>EDUCO system helped the faculty in creating the test, homework and practice problems and maintaining the grade book online.</p> <p>The drawbacks with EDUCO system were: (1) Some answers were marked wrong even when they were done correctly (2) Answers to some questions were missing (3) questions of all different test forms of a particular section were stereo typed</p> <p>Three students graduated with mathematics major. All three of them were accepted into the graduate program, one in mathematics, one in accounting and the third one in elementary teacher education.</p>	<p>A selected number of NSF/CSEMS scholarship holder students continued tutoring mathematics to needy students.</p>



## 2006-07 Academic Effectiveness Reports

**Unit: Physics (BA/BS)    Division: Natural Sciences and Mathematics    By: S. Morgan    Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: The Department of Physics seeks to provide the necessary physics experiences via formal coursework, laboratory training, and research to give students the requisite skills of a well-educated liberal arts major. The program articulates the mission of the University through emphasis on physics and related scientific areas.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
To provide activities and courses of instruction in physics and related areas to meet the mission and needs of the general university and the Division of Natural Science and Mathematics. (This primarily applies to University Physics courses and labs)	Students will be able to relate the importance of physics to other areas of knowledge; Students will be able to apply the knowledge gained to the solution of problems related to various disciplines.	Input from other departments served by introductory courses (Math, CS, Chem., Biol.)  Faculty judgment  Student performance on recognized physics diagnostic instruments, such as Force Concept Inventory (FCI).	Mathematics skills still need improvement. There is also concern over lack of science courses for non-science majors   We have not been consistent in administering FCI.	Continue incremental improvements in teaching of course.  Incrementally increase mathematical rigor of course. Begin development of course for non-science majors  Start administering FCI and other instruments (if any) in recitation sections.
To provide activities and courses of instruction in physics and related areas to meet the needs of undergraduate and graduate physics majors.	Students will be able to demonstrate scholarship by communicating basic knowledge in physics orally as well as in writing.	ETS Major Field Test scores;  Grad school acceptance and completion;  Input from recent graduates now in grad school or workforce;	ETS scores difficult to use since numbers of grads are small, grad school acceptance and completion rates are good.  Recent graduates and faculty perceptions point out need for better mathematical preparation for physics majors.	Gradually increase rigor and mathematical sophistication of upper division physics courses.



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		Faculty judgment		
To encourage the creation of new knowledge by performing outstanding research.	Students will be able to demonstrate scholarship by participating in department research programs.	<p>No. of students participating in research;</p> <p>No of papers coauthored by students;</p> <p>No of presentations at scientific meetings made by students;</p> <p>External recognition of student research</p>	<p>Approx. 15 Fisk undergrads participating in research.</p> <p>1 paper coauthored by students</p> <p>3 presentations at scientific meetings made by students</p>	<p>Opportunities and financial support for student research is dependent on continuation of department's externally funded research projects. A major priority is to seek external support specifically for student research stipends.</p>



## 2006-07 Academic Effectiveness Reports

**Unit: Physics (MA)      Division: Natural Sciences and Mathematics      By: S. Morgan      Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: The department of physics seeks to provide the necessary physics experiences via formal course work, laboratory training and research to give students the requisite skills to be successful in any area where the knowledge of advanced physics is a prerequisite.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
Students will demonstrate scholarship in the three fundamental areas of physics (classical mechanics, electrodynamics, and quantum mechanics) Students will be able to do independent research, and produce quality Master's thesis	Satisfactory performance in Physics 542, 542, 552.  Publications and/or presentations based on thesis.  Awards for research.	Grades in courses.  Faculty evaluation.  Performance of students on Graduate Record Exam (GRE)	Students are required to have "B" or better for credit. Approx. 20% of students repeat 1 or more courses.  GRE scores for most students are below national average.	Instituted GRE prep course as part of graduate seminar course.  Incrementally improve quality and rigor in graduate coursework.
Students will be able to produce research publications in refereed journals and present results at conferences Students will be accepted into a nationally recognized Ph.D. program or receive quality job offers after receipt of degree	Student presentations at national and regional meetings  Student publications  Most students will continue into Ph.D. or professional programs, or find satisfactory employment	No. of student presentations/publications.  No. of student coauthors.  No. of students continuing their graduate study.  No. of students finding employment	7 publications/presentations in 2006-07.  6 grad student coauthors  8 MA recipients in May 2007, 6 entering PhD programs	Continue to seek funding for student research and for faculty mentors. (NSF-IGERT, NSF-CREST funded in 04-05.  Continue to assist students with job searches, grad school admissions.



## 2006-07 Academic Effectiveness Reports

**Unit: Art**

**Division: Humanities and Fine Arts**

**By: Alicia Henry**

**Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: The Department of Art is dedicated to an enrichment of the human ideal in aesthetics, with emphasis on the visual arts. The department's curriculum is one that is in keeping with the mission of Fisk University as a liberal arts institution and thus is taught in the spirit of the traditional academy wherein solid foundational training and sound philosophical values are highly prized studies are designed to prepare majors for advanced study and professional careers.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
1. To create a safe working environment by introducing students to basic safety measures necessary in the visual arts	Beginning students will acquire the basic skill level necessary for general competency when handling tools, proper tool usage and proper disposal of supplies/chemicals	Measured by assessing students ability to comprehend training(oral and demonstrations) with proper use of materials and equipment, proper disposal of mediums/chemicals, observation of students willingness to follow safety instruction and appropriate use of safety equipment and tools	1.Students in studio courses tend to become lacks with protective devices and clothing as the semester progresses  2.Students in studio courses tend to forget safety instructions throughout the semester  3.There is often one or two students absent for training lectures/ demonstrations on the use of materials and equipment	1. As a result of the assessment the department will label and safely store hazardous chemicals and products  2.As a result of the assessment the department will institute written safety instruction  3.As a result of the assessment student s will not be allowed to advance in course work until they have completed the proper procedures
2.To familiarize students with the various art forms, artist's	Students will demonstrate a	Measured by assessing students skill and intellectual development	1. Students tend to have limited exposure to art galleries, art centers,	1. As a result of the assessment throughout the semester faculty increased students visits to Fisk University Art Galleries, local



## 2006-07 Academic Effectiveness Reports

<p>works, and artistic ideas</p>	<p>foundational knowledge of artists, art mediums, artistic periods, artistic style, and dates</p>	<p>based on pre-/post testing, assignments, quizzes, and oral and visual comprehension</p>	<p>museum, and contemporary artists</p> <p>2. During studio time and critiques students generally correctly analyzed their peers works in progress and actually enjoyed viewing works in progress and seeing the final product</p>	<p>galleries, art centers, and museums and Nashville, and department brought in two guest artists</p> <p>2. As a result of the assessment the department's foyer and lower level hallway will be used as ongoing exhibit area to display studio/class works in progress and finished projects/exercises from various courses</p>
<p>3.To familiarize students with "Old Masters' technique with traditional oils, as well as, develop students individual/independent creative concepts</p>	<p>Students will develop their problem solving skills, critical thinking skills, analytical skills, research skills, as it relate to the painting technique and to their own painting projects</p>	<p>Measured by assessing students skill and intellectual development based on their creation of traditional painting supports, support ground application and preparation, creating their own painting medium, and their own finished works</p>	<p>1. Of the sixty student works selected for the annual juried Fisk University Student Spring Arts Festival Exhibit the two highest honors went to students working in the "Old Masters" painting technique</p> <p>2. Four student's works were selected in an invitational exhibition at the Frist Center for the Visual Arts in Nashville. Five of the included works were paintings (winter-spring)</p>	<p>1.As a result of the assessment faculty will alternate teaching paintings courses in order to expose our students to various techniques and teaching styles</p>



## 2006-07 Academic Effectiveness Reports

**Unit: Dramatics, Speech & Dance    Division: Humanities and Fine Arts    By: Dr. Peter A. Fields    Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: The purpose of the department is two-fold, addressing both liberal arts education and technical proficiency. Through a well-planned Program, the department aims to develop among its students a broad understanding of the basic principles and values in the performing and speaking arts. The Program functions as a professional training ground within the educational framework of the university. GOALS: -Provide students with an understanding of the theoretical principles of the performing and speaking arts –Provide students with an understanding of the technical principles of the performing and speaking arts. –Provide students with an understanding of the application of the work experiences and operations of the performing and speaking arts. – Provide experience that enables the student to develop interpersonal skills necessary for proper functioning in a variety of societal settings. – Assist students in understanding the responsibility to the economic system and the political and social environment of the performing and speaking arts.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
<p>1. To develop and encourage creativity and self-expression.</p> <p>2. To develop among its students a broad understanding of the basic principles and values in the performing and speaking arts. *The program functions as a professional training ground within the educational framework of the university.</p> <p>3. To develop artists and speakers whose performance skills and creativity are supported by a sound background in the aesthetics</p>	<p>The student is prepared to pursue a variety of performance, production, or teaching careers</p> <ol style="list-style-type: none"> <li>1. Theatre</li> <li>2. Dance</li> <li>3. Communication</li> </ol> <p>The student will be able to demonstrate insight into the common understandings of a performing arts education, supported by skills and ability to use general and specialized knowledge competently</p> <ol style="list-style-type: none"> <li>1. Theatre</li> <li>2. Dance</li> </ol>	<p>Measured by: Written and practical assessment of the discipline</p> <p>Creative arts projects presentation</p> <p>Studio lecture demonstration * Dance</p> <p>Performance requirement: Theatre and Dance Auditions * Faculty assessment of auditions results</p>	<p>1-3.Fall and Spring Semester Theatre and Dance Audition Theatrical Production and Dance Lecture</p> <p>5.Two Graduates receiving the BA degree (Total of Three graduating Seniors)</p> <p>5. One student pursued graduate studies in the field of theatre</p> <p>5. One student respectfully gained employment in the communication industry</p>	<p>1-3. As a result of the assessment the department seeks approval for department audition for are entering freshman</p> <p>1-3. As a result of the assessment the department Dance Studio II now has a portable dance floor</p> <p>1-3. As a result of the assessment students will not be allowed to advance in course work until they have completed the department prerequisites</p>



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<p>of the department.</p> <p>4. Enhancement of the technical command of the instrument- (body).</p> <p>5. To develop among its students for graduate school, professional schools and careers in the performing and speaking arts.</p> <p>6. Develop information technology pertaining to the performing and speaking arts.</p>	<p>3. Communication</p> <p>The Dramatics and Speech/Dance major will be able to demonstrate an acceptable working knowledge of the basic information for the performing and speaking arts.</p> <ol style="list-style-type: none"> <li>1. Theatre</li> <li>2. Dance</li> <li>3. Communication</li> </ol> <p>The Dramatics and Speech/Dance major should be able to use this information to master:</p> <p>Techniques of play analysis  Theatre Auditions  Dance Auditions  Broadcasting  Dance Composition  Dance Techniques  *Ballet  *Modern Dance "Horton and Graham"  Jazz Dance  African Dance  Play Production  Play Directing</p> <p>The student is prepared to pursue grant writing for funding for graduate school and/or the speaking and performing arts industry</p>	<p>Practicum/Internship</p> <p>Oral Defense</p> <p>Examinations</p> <p>Artistic Portfolios</p> <ol style="list-style-type: none"> <li>1. Theatre</li> <li>2. Communication</li> </ol> <p>Play Directing</p> <p>Theory and Practice/ training ground</p> <ol style="list-style-type: none"> <li>1. Theatre</li> <li>2. Dance</li> <li>3. Communication</li> </ol>	<p>* One senior student work is still pending.</p> <p>Grade point average ranging from 2.00 to 4.00</p> <p>1-3. Performing for the Annual Spring Arts Festival</p> <p>6. Performance Requirements: the major will do a recital performance of typically one hour, with boundaries of 45 minutes to one hour. A compiled script must be used. Any combination of theatre, dance, and communication may be used. The performance must be tied together thematically. The performance must be videotaped.</p>	<p>4. As a result of ongoing assessment faculty would like to redevelop a public speaking course to improve public speaking skills "SPCH 200"</p> <p>* As a result of the assessment the department seeks to add the following courses:  Introduction of Acting III "Drama 311, Drama 312"  Introduction of Acting IV "Drama 413, Drama 414"</p> <p>*Modern Dance Level IV "HFAR 430A and HFAR 430B"</p> <p>* Introduction of Ballet Level II "HFAR 250A and HFAR 250B"</p> <p>* Ballet Level III "HFAR 350A and HFAR 350B"</p> <p>* Ballet Level IV :HFAR 450A and HFAR 450B"</p> <p>1-6. The Dramatics and Speech/Dance Department is a Performance base department. The program functions as a professional training ground within the educational framework of the university. The addition of the aforementioned courses will improve learning outcomes of the department.</p> <p>1-6. As a result of the assessment of the department, the Little Theatre and the Dance Studio II walls and hallways will be used as an ongoing exhibit of</p>
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## 2006-07 Academic Effectiveness Reports

				<p>posters displaying the department's Performances.</p> <p>1-6. As a result of the assessment the department faculty will continue to team teach Drama 200 and Drama 420 to increase expose the department majors to more than one technical style.</p> <ul style="list-style-type: none"><li>* Theatre</li><li>* Dance</li><li>* Communications</li></ul> <p>Senior Project Research Theses Portfolios are housed in:</p> <ol style="list-style-type: none"><li>1. Dramatics and Speech/Dance Department Library</li><li>2. Dramatics and Speech/Dance Department Head Office</li><li>3. Fisk University Library Special Collections<ul style="list-style-type: none"><li>• Theatre</li><li>• Dance</li><li>• Communication</li></ul></li></ol>
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## 2006-07 Academic Effectiveness Reports

**Unit: English**

**Division: Humanities and Fine Arts**

**By: Dr. Jill Clark, Chair**

**Year: 2006-2007**

Fisk Mission Statement: Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty, staff and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

Unit Purpose: Accredited College level English course instruction and advisement, support of the Fisk University mission goals and community support

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
1. Identify Major Writers of English and American Literature	Successful completion of courses by students; successful graduation of majors; increasing number of majors going into graduate school; increasing test scores on GRE	Evaluation by essay assignments/exams, homework and class projects (individual and collaborative), objective quizzes, and other testing methods	Majority of goals achieved, 15 of 18 courses; rhetorical courses exempt; 79% Effectiveness	Continued scheduling of successful classes in the program
2. Recognize African American literary traditions	Successful completion of courses by students; successful graduation of majors; increasing number of majors going into graduate school; increasing test scores on GRE	Evaluation by essay assignments/exams, homework and class projects (individual and collaborative), objective quizzes, and other testing methods	A little more than half of the goals achieved in 11 of 18 courses (component due to Standardized English courses exempt where not applicable), 65% Effectiveness	Continued scheduling of successful classes in the program
3. Write effectively	Successful completion of courses by students; successful graduation of majors; increasing number of majors going into graduate school; increasing test scores on GRE	Evaluation by essay assignments/exams, homework and class projects (individual and collaborative), objective quizzes, and other testing methods; completion of creative writing projects	All of goals achieved, 18 of 18 courses; 100% Effectiveness	Increasing focus on the values of rhetoric and participation in Core 110, 140, and 210 teaching; increasing focus on Writing Center as tutorial guide



## 2006-07 Academic Effectiveness Reports

4. Understand the relationship of literature and other Humanities disciplines	Successful completion of courses by students; successful graduation of majors; increasing number of majors going into graduate school; increasing test scores on GRE	Evaluation by essay assignments/exams, homework and class projects (individual and collaborative), objective quizzes, and other testing methods	Minority of goals achieved; 5 out of 18 courses; 28% Effectiveness	Continued scheduling of successful classes in the program; Increase focus on interdisciplinary in all classes; make sure that instructors make this goal part of their regular curriculum
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## 2006-07 Academic Effectiveness Reports

	<p>1.3 Students demonstrate competency in Music Theory, Composition, and Analysis</p>	<p>will earn the grade of C+ or above.</p> <p>1.2.2 Over 80% of graduating seniors will score a passing grade on the Music History portion of the Senior Exam</p> <p>1.3.1 Over 80% of the students enrolled in MUS 100, 101, 102, 201, 303, and 305 earned the grade of C+ or above</p> <p>1.3.2 Over 80% of the students in music degree programs will demonstrate the use of music technology</p>	<p>1.2.2 Graduating seniors take the Music History portion of the Senior Exam. Scores remain low.</p> <p>1.3.1 Over 80% of students enrolled in Music Theory courses passed.</p> <p>1.3.2 All music students in music theory courses are required to use notation software. Enrollment in MUS 120 (Music Technology) is low.</p>	<p>1.2.2 The new success rate in Music History coursework should be seen with graduates in Spring 2009.</p> <p>1.3.1 Students continue to be monitored during the freshman year. Two music majors were required to retake MUS 100.</p> <p>1.3.2 MUS 120 will not be taught in 2007, with the intent of attracting more students in 2008.</p>
<p>2. Prepare students for teaching music in the elementary and secondary schools</p>	<p>2. Music Education students will demonstrate competency in the Teacher Education Program, leading to the B.S. in Music Education and a teaching certificate</p>	<p>2.1 Over 80% of students in Music Education courses will earn the grade of C+ or above</p> <p>2.2 Students will take and pass the subject portion of the Praxis 2 exam before student teaching</p>	<p>2.1. One student was enrolled in Music Education courses in 2006–2007. She completed the requirement successfully.</p> <p>2.2 Music Education students prepared for the Praxis 2 exam with the intention of student teaching in Spring 2007. Two of the three students completed all the exam successfully.</p> <p>The student taking music education coursework is preparing to the Spring of 2008.</p>	<p>2.1 The current class of Music Education students is large enough for the courses to be taught in 2007–2008.</p> <p>2.2 Emphasis on content and quality teaching is expected by the Metro/Nashville Schools music coordinators. The <i>Bulletin</i> does not require certification for the B.S. degree, although the state will require the exam for licensure.</p>



## 2006-07 Academic Effectiveness Reports

**Unit: Spanish/Modern Foreign Languages Div: Humanities and Fine Arts By: Nancy Rasico Year: 2006-2007**

**Mission Statement:** Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

**Unit Purpose:** 1) To provide the highest quality instruction for students who major in Spanish and also for those who study French to fulfill the university's foreign language graduation requirement. 2) To enhance students' understanding and appreciation of languages, literatures and cultures different from their own. 3) To provide language training for those students majoring in areas where a practical working knowledge of a foreign language will be of great value and benefit in their respective professions.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluation	Actual Assessment	Use of results
<p>1. Provide superior instruction in Spanish and French.</p> <p>2. Prepare Spanish majors and joint majors to teach in K-12.</p> <p>3. Prepare Spanish majors for graduate school by enhancing the literature based classes above the 311-312 level.</p> <p>4. Offer regularly Spanish 380 (Special Topics) to afford students the opportunity to investigate specific topics/areas in depth.</p> <p>5. Prepare Spanish majors and joint majors for employment outside of academia by offering courses of a practical nature such as Spanish 300 (Spanish For The Health Care Professional), Spanish 310 (Language and Culture), Spanish 320 (Business Spanish)</p>	<p>1. Students will demonstrate proficiency in oral and written communication skills as well as listening and reading comprehension.</p> <p>2. Spanish majors will enroll in requisite courses and meet all requirements for the teacher certification program.</p> <p>3. Spanish majors will meet requirements for accredited graduate programs in Spanish literature.</p> <p>4. Spanish joint majors and other</p>	<p>1. Oral exams are administered and evaluated throughout the semester.</p> <p>2. Oral presentations are required and evaluated starting at the 311-312 level.</p> <p>3. Written chapter exams, Midterm and Final Exams are given and assessed.</p> <p>4. Mini-compositions and paragraphs are required at the 102-200 levels.</p> <p>5. Lengthy compositions are required starting at the 311-312 level.</p> <p>6. The Senior Exit Exam is given to all graduating seniors.</p>	<p>1. Students, with some exceptions, do well on oral exams and oral presentations. Nevertheless, grammar and Spanish pronunciation needs to be refined.</p> <p>2. Students need to improve their synthesis of grammatical points that have been initially taught and learned in isolation.</p> <p>3. Though students have assimilated literary concepts, they still need more instruction as to how to effectively approach literary analysis.</p> <p>4. The Senior Exit and its use needs to be re-evaluated.</p> <p>5. Students have been</p>	<p>1. In upper level courses (300 level) a rigorous review of grammar is undertaken at the beginning of the semester while simultaneously reading literature. In addition, phonetics is introduced to help improve students' Spanish pronunciation.</p> <p>2. Writing workshops during class have helped improve students' ease and facility of expression when writing compositions or doing literary analysis.</p> <p>3. Scores of Senior Exit Exams need to be returned to department chairmen consistently. This will allow faculty to make pertinent adjustments for future teaching strategies. In addition, students need to</p>



## 2006-07 Academic Effectiveness Reports

<p>6. Pique interest in international travel and encourage participation in Fisk's study abroad program in Salamanca, Spain or through other universities programs.</p>	<p>students (who have taken several Spanish classes) whose majors are something other than Spanish will develop and improve their language skills while engaged in their professional areas of expertise after graduation.</p> <p>5. All students will become more competitive in the job market.</p> <p>6. Students will acquire international experience and become more globally aware and engaged.</p>	<p>7. Acceptance into the teacher certification program.</p> <p>8. Acceptance into an accredited graduate program.</p> <p>9. Application to study abroad.</p> <p>10. (Practical Application): Students' supervisors have reported the successful use of Spanish by students volunteering in medical settings.</p> <p>11. (Practical Application): Students' supervisors have reported the successful use of Spanish by students in business setting when students are completing internships.</p>	<p>accepted into graduate programs, primarily in teacher education and Latin American Studies.</p> <p>6. Many graduates are teaching in middle and high school settings.</p> <p>7. There is a marked increase in the number of students participating in overseas programs.</p> <p>8. The number of Spanish and joint majors, in particular, continues to increase.</p>	<p>be held accountable for substandard performance in the S.E.E.</p> <p>4. Encourage more majors to identify prospective graduate programs in Spanish Literature and Linguistics and begin the application process.</p> <p>5. Make more readily available information about study abroad programs.</p>
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