



2007-08 Academic Effectiveness Reports

Unit: Core Curriculum

Division: N/A

By: Patricia McCarroll

Year: 2007-2008

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 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 encourage logical application of quantitative and qualitative values.	Student should be able to interpret, understand and communicate quantitative information. Students should be able to perform basic mathematical and computational operations.	Analyzing data from laboratory experiments, analyzing tables and graphs; mastery of computational operations (solving equations) Evaluations: Quizzes, Homework, and Examinations	Outcomes of the APT test in Mathematics given to Freshmen in 2002 and the MAPP test given to 69 of those students who were graduating seniors in 2007 Freshmen 111.6 Seniors 110.25 Change -.91 Change in national average (from –freshmen to seniors) +1.30 Grade Distribution for Mathematics for Fall 07 Passed 26/42; 35 % with C or better	As result of the difficulty that students have with mathematics, the mathematics lab has become fully functional over the pasts two years with a director, tutors, and tutorial software.



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<p>2. To provide experiences that encourage civic engagement in political and social issues that impact global and local communities.</p>	<p>There should be an increase number of students who engage in service learning. There should also be an increase in the number of student who chose to participate study abroad programs.</p>	<p>Providing more opportunities for students to participate in service learning initiatives on campus and in national and global communities.</p>	<p>Since the fall of 2005, freshmen students have been encourage and later required to participate in serve learning. In 2005, fifty students participated in service learning, now all freshmen participate in service learning. There has also been a steady increase in the number of students who are studying abroad in such counties as Spain and Brazil.</p>	<p>The University is seeking additional opportunities and funding for both faculty and students to study abroad. A committee has been formed to insure that our curriculum has a strong global component. The freshmen class has been required to read a text that provides a contemporary perspective of world events.</p>
<p>3. To provide experiences that encourage and promote creativity and appreciation for the arts.</p>	<p>Students should be able to understand the interdisciplinary relationship of the arts and be able to contrast and compare styles, ideas and philosophies about the arts.</p>	<p>Students are required to attend art exhibits, plays, concerts, the Parthenon, and the Fisk galleries. Evaluation: Written critiques of plays, concerts, and exhibits; essays about particular aspects of the arts; and examinations</p>	<p>Grade Distribution in Core 220 Creative Arts Fall 2007 Passed 97/103; 96% with grades of C or better</p>	<p>The overall performance of students in this area is excellent, however, we would encourage our students to travel to other countries to embrace the antiquity of numerous art forms.</p>



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Unit/Division: Business Administration **By:** Stafford W. Cargill **Year:** 2007-2008

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 getting a score of 50 percent or higher on the senior exit exam; (2) the student must also show capacity to apply technical skills learned in a professional working environment by completing an internship and receiving a satisfactory intern evaluation; (3) the students must show how well they have retained major concepts by the end of their senior year by satisfactorily completing a 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.	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	Recent exit exam results indicate stronger performance in areas such as marketing and management than in other areas such as fiancé and economics.	Instructors have been providing tutorial sessions for student in many subject areas. In addition, 1. Establishing of student mentoring program 2. Improving of tutorial sessions 3. Revising of content and methodology in Accounting, "Finance and economics classes 4. Revision of the CPC 5. Reassessment of teaching methodology 6. Provide preparation support external exam 7. Provide more writing in curriculum to strengthen communication skills 8. Benchmarking with sister institutions to identify best teaching practices and recent curriculum updates and the appropriateness of those updates.



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<p>2) 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 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;</p>	<p>1. Students expressed general satisfaction in quality of program and education received at Fisk. 2. Students specified areas of weakness in the curriculum 3. Students identified strengths and weaknesses in faculty 4. Students provide suggestions for changes and improvements of the business program.</p>	<p>1. Business faculty is encouraged to apply best practices in their field and compare their work with peer institutions 2. Course evaluations have been used to improve teaching method and the content of courses such as accounting; 3. Replacing of weak faculty</p>
<p>3). 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.</p>	<p>1) Students who matriculate with some computer skills from high school perform satisfactory in the use of technology 2. Most teachers are using some form of classroom management tool such as grade book or Excel programs.</p>	<p>Encouraging teachers to do the training provided by the Fisk University ITS Department in the use of technology in the classroom.</p>



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<p>4) The Department of Business Administration will prepare students to become lifelong learners</p>	<p>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.</p>	<p>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</p>	<p>A significant percentage of business graduates (Approximately 70%) entered graduate or professional schools and programs, or indicate their interest to enter such programs.</p>	<p>Encouraging more students to participate in career fairs, honors program, internships and academic conferences, study abroad and domestic student exchange programs.</p>
<p>5). The Department of Business Administration will develop collaborations with area institutions, businesses and the local community</p>	<p>To expand program opportunities for students through cross registration with sister institutions and to strengthen ties with sister institutions.</p>	<p>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.</p>	<p>Students have been registering at sister institutions in Accounting and language courses</p>	<p>Developing of Articulation Agreement with Tennessee State University to offer major in Health-Care Administration</p>



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Unit: History

Division: Social Sciences

By: Reavis L. Mitchell

Year: 2007-2008

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 foster the skills of analysis, critical thinking, evaluation, and synthesis; to provide students the necessary prerequisites for coherent decision-making in international relations, public and corporate administration, and law; to develop in students a greater appreciation for a "multicultural world, a pluralistic nation, and a technological society."

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
<p>The history department endeavors to provide a quality curriculum whereby students:</p> <p>Develop the skills of analysis, critical thinking, evaluation, and synthesis;</p> <p>Obtain the necessary pre-requisites for coherent decision-making in international relations, public and corporate administration and law;</p> <p>Be admitted to graduate and professional schools in larger percentages.</p> <p>Gain a greater appreciation for a "multicultural world, a</p>	<p>The ability to research historical problems;</p> <p>The ability to analyze the elements of historical problems;</p> <p>To develop interpretive theses and to explain and synthesize evidence;</p> <p>To analyze the impact of changes over time;</p> <p>To effectively communicate his/her conclusions to a general audience.</p> <p>To obtain post-baccalaureate degrees.</p>	<p>The Department of History utilizes a variety of testing instruments to assess the progress of its students (i.e., pretests, short quizzes, essay examinations, comprehensive examinations). Additionally, information is gathered on students who score at admissible levels on the Graduate Record exam, the Law School Aptitude Test, and other professional examinations (i.e., National Teachers Exam and other exams for professional employment) are used to evaluate the</p>	<p>Indicators of the effectiveness of the curriculum are the number of graduates and their admission to graduate and professional schools as well as the awards of scholarships and fellowships for graduate study.</p> <p>In 2007 history had nine graduates and five were admitted to graduate school.</p> <p>In 2008 history had four graduates and two have been admitted to graduate school.</p>	<p>In response to changing opportunities for history majors, archival studies with a focus on Public History will be included in some history courses beginning in the Fall 2004 Academic Year. Courses in historiography will be emphasized and required of all majors, and World History at the introductory and seminar level will be introduced.</p> <p>Additionally, to continue the focus of the past Academic Year, efforts will be made to insure that history majors be published during undergraduate matriculation.</p> <p>Summer internships and pre-professional opportunities will be encouraged of all majors.</p>



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pluralistic nation, and a technological society.”		appropriateness of the curriculum.	.	The Department of History will begin to require the Social Science Statistics Course of all history majors by the 2009-2010 academic year.
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Unit: Political Science

Division: Social Science By: Dr. J. W. Adebajo

Year:2007-2008

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: The Political Science Department seeks to develop graduates who are well-prepared to proceed to the next level of academic training or employment.

Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
1) To provide a quality education in Political Science 2) To enhance the knowledge of political phenomena through scholarly activity and experience 3) To help prepare students for graduate and professional schools	Departmental students will be able to: 1) Demonstrate competence in their major 2) Demonstrate proficiency in analytical reasoning and computational skills 3) Demonstrate capabilities for applied discipline knowledge and skills 4) Successfully complete regular research in lower level courses and a major research project in senior seminar (projects emphasizing written, oral and analytical and quantitative skills, 5) Demonstrate interest in relevant and ongoing	Course examinations, essays, research projects, oral presentations, and critical thinking exercises Senior Exit Examinations The number of graduates, the number of graduates with departmental honors The number of students to successfully complete the Internship program, Independent Study courses, and Senior Seminar Instructor and Peer evaluations and feedback The number of inducted into National Honor Society The number of student who	In the senior capstone course, 86% successfully completed research projects. These projects require research, writing, oral, and critical thinking skills. In the introductory courses, 75%of students successfully completed course work. Likewise, the reading and writing skills in the introductory course indicated an improvement over last year. Some of this is more than likely associated with the preparation of incoming freshmen.	In response to the continued demonstrated weakness in students' oral, reading, writing and critical thinking skills, the department will continue to: 1)Emphasize the aforementioned skills in its classes, particularly the introductory classes. Handouts will be continuously circulated detailing the mechanics and expectations of good oral and written presentation. Students will be offered feedback from instructors as well as peers in the classroom setting. Students will also be more actively advised to utilize tutorial services as well as use the summer to sharpen their reading and writing



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	<p>projects</p>	<p>participate in Honor Society lecture series Political Science club activities</p> <p>The number of students who apply and are admitted into graduate and professional schools</p> <p>Departmental surveys to assess the strengths and weaknesses of the program</p>	<p>9 departmental majors graduated, 5 with departmental honors. 4 of the graduating seniors were inducted into the discipline's National Honor Society</p> <p>2of the graduating seniors successfully completed the internship program</p> <p>The department is still limited in its ability to help secure placement for its Plan II students.</p> <p>At the time of graduation, approximately 1 of this year's graduating class had applied and had been admitted into law school.</p> <p>Departmental surveys continue to indicate that the greatest weakness of the program is the lack of professors, which translates into the number and</p>	<p>skills. Power Point presentation will continuously be required of students in the Senior Seminar Class as well as some of the lower class levels.</p> <p>2) Continue to Incorporate more reading and critical thinking activities in its courses, particularly in the Introductory courses so that students will be acclimated at the beginning of their college career as to what is expected of them.</p> <p>3) Faculty will continued to require more of the varied types of scholarly research papers in the lower level classes as well as in the senior seminar capstone course.</p> <p>4) Faculty will continue to emphasize more empirical research among its students. (term papers, homework assignments, etc...)</p> <p>Due to faculty judgment, students will continuously be required(in the introductory courses and selected upper level courses) to participate</p>
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			frequency of course offerings.	in learning teams so as to provide a supplemental learning environment for mastery of course content and to provide students with an opportunity to develop and refine teamwork skills.
				The department will continuously request for an additional faculty member who will among other things take on the major responsibility of securing internship placement for departmental students.
				Students will be encouraged to seek out internships through the university's placement office.



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Unit: Psychology (BA) Division: Social Sciences By: Sheila Peters Year: 2007-2008

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)	Students need to complete core psychology courses prior to taking the MFT; MFT results are needed at the end of first semester for effective program planning	Insure that course offerings are provided in an appropriate cycle so as for students to build and refine their psychological expertise; review the Major Field Test in psychology; consider additional assessment measures
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	Two joint majors in psychology/sociology presented within student research day program; faculty need to develop ongoing research programs	Increase the number of psychology majors who participate in student research day
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	Provide additional research opportunities in all 300 and 400 level courses



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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	Students demonstrate inconsistency in their preparation for oral presentations	Review course requirements and design presentation rubrics
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 need additional written assignments instead of primarily multiple choice exams	Review APA computer software for use by students



2007-08 Academic Effectiveness Reports

Unit: Psychology (MA) Division: Social Sciences By: Sheila Peters Year: 2007-2008

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 insure that students successfully master graduate level coursework for preparation for the professional workforce or admission to doctoral level programs

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
Department offers a quality graduate program	Able to define psychological concepts and emerging literature; Identify and describe major historical and contemporary theories of psychology	Course examinations and assignments; thesis proposal	Students who are enrolled part-time experience difficulty in securing the appropriate course offerings	Develop academic plan for part-time and non-traditional students; Revise timing of course offerings to accommodate nontraditional students
Department prepares students for success in the professional workforce	Students will be ably prepared for job searches including interviewing for professional jobs in psychology and related fields	Placement record of recent graduates	Reporting is haphazard with successful students reporting at a higher rate	Review possible improvements in reporting mechanisms; determine co-curricular activities to prepare students for professional work culture; develop a graduate survey
Students will design and implement a scholarly research investigation	Demonstrate ability to analyze and interpret data gathered using various research methods; Able to evaluate the research design and analysis of research studies in psychology	Course examinations; thesis proposal and thesis oral defense	Student progress has been limited as student balance coursework and non-program related work; Seventy-five percent of students completed coursework with the completion of thesis outstanding	Review timeline for completion of thesis and identify intermediate goals to assure timely submission of thesis and strictly enforce timeline



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Clinical students will be prepared for application for licensure	Master the requisite coursework to meet the requirements of State of Tennessee Board of Psychology; successfully complete practicum	Evaluation of student record upon graduation	Tennessee requirements have changed with an increase in coursework and practicum hours	Provide additional coursework and increase practicum requirements from 300 to 500 hours to meet minimal licensure requirements in Tennessee
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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
2 Train students to conduct social research.	<p>2.1 Students will design and conduct an empirical research study.</p> <p>2.2 Students will gain proficiency in data analysis.</p>	<p>2.1.1 The number of student research presentations (Student Research Day, Honors research defenses, or at other research forums).</p> <p>2.1.2 Evaluate senior portfolios containing research papers prepared for SOC 499.</p> <p>2.1.3 Evaluate Survey of Graduating Seniors.</p> <p>2.2.1 Number of quantitative senior research papers.</p> <p>2.2.2 Evaluation of syllabi to identify number of courses requiring data analysis.</p>	<p>2.1.1 9 of the 12 seniors presented at Student Research Day; 8 at the Interuniversity Symposium; 5 at an undergraduate symposium (2 competed).</p> <p>2.1.2 Grade Distribution: A (5) ;B (3) ; C (4) .</p> <p>2.1.3 58 percent agreed they were significantly trained to conduct social research; 42 percent agreed somewhat attained. 42 percent agreed they were significantly able to design and conduct an empirical research study; 50 percent agreed somewhat attained.</p> <p>2.2.1 11 of the 12 were quantitative.</p> <p>2.2.2 The introductory, senior seminar and deviance courses require extensive data analysis as does the required methods and</p>	<p>2.1.1 Encourage seniors to participate in competitive aspect of SEUSS.</p> <p>2.1.2 Develop specific grading rubric for paper to distribute with syllabus.</p> <p>2.2.2. Develop mechanism for evaluating proportion of curriculum devoted to data analysis.</p>



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
		2.2.3 Evaluate Survey of Graduating Seniors	2.2.3 statistics cognate. 17 percent agreed outcome significantly attained; 75 percent agreed somewhat attained.	2.2.3 Require individual completion of data analysis assignments in SOC 499 rather than group assignment.
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 44 percent correct (below institutional average of 55.9 percent). 3.1.2 38 percent correct (below institutional average of 53.7 percent). 3.1.3 Text, readings, data analysis and application assignments in introductory course are global/cross-cultural in focus. 3.1.4 50 percent agreed outcome significantly attained; 17 percent agreed somewhat attained.	3.1.1 Offer Race and Ethnicity more frequently than every third year. 3.1.3 Develop mechanism for evaluating proportion of the curriculum which is global or cross-cultural in focus.



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
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 33 percent correct (below institutional mean of 41 percent). 4.1.2 25 percent agreed outcome significantly attained; 42 percent agreed somewhat attained.	4.1.1 New faculty hired is qualified to teach social theory; more thorough review of social theory in SOC 499.
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 38 (below African American mean of 41). 5.1.2. 60 percent agreed outcome significantly attained; 42 agreed they had significantly developed sociological thinking and somewhat attained the ability to apply sociological concepts to real-world 5.1.2 Only 1 senior had enrolled in the practicum course; found course "very valuable."	5.1.1 Develop mechanism for evaluating proportion of curriculum devoted explicitly to critical thinking and to application of concepts. 5.1.2 Consider requiring the practicum course of all majors.



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Unit: Special Education /Teacher Education Division: Social Sciences By: Richard Bowers Year: 2007-2008

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><u>I. Conceptual Framework:</u> 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>I. Strategic Implementation</p> <ul style="list-style-type: none"> • Critical Thinking Curriculum • Field Experiences • Professional Development School • Action Research • Urban Educator Mentor • Service Learning Metro School Collaboration 	<p>I.</p> <ul style="list-style-type: none"> • Qualitative and Quantitative Methodologies for Assessment of Program • Comprehensive Performance Portfolio • Capstone Experience: Action Research Project During Student Teaching 	<p>I. 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>Additional Measures: <u>Praxis I Entrance Examination</u> Administered to entering students as criterion for formal admission into program.</p> <p><u>Praxis II Examinations</u> 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 1st 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>
<p>II. Faculty The Director of Teacher Education and Program Assistant will also serve as the Certification Officer. Until a Masters Degree staff can be hired. One Doctoral Degreed candidate for</p>	<p>II. Engaged in Mentoring Process to ensure Retention and success, along with required Mentoring for Alternative Type I & II Licensure Program. Hire a Professor with Ph.D. Hire Education Generalist with</p>	<p>II. Candidates assigned will be involved in a mentoring process. Mentors will include one District school staff and Institution of Higher Ed. Faculty. University Hiring</p>	<p>II. Collaboratively the School District and the Institution of Higher Ed will develop a detail plan for pre-service and 1year teachers. Professor, tenure track for General Education</p>	<p>II. 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</p>



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<p>Teacher Education classes. Field Experience Professors will serve as mentors.</p>	<p>Ph.D. for Teacher Certification Program</p>	<p>Process Implementation in collaboration with Office of Academic Affairs and Office of Human Resources</p>	<p>Program Education, plan for Fall 09</p>	<p>accreditation standards To Ensure Highest Quality Curriculum & Instruction Compliance with SACS and State accreditation standards To Ensure Highest Quality Curriculum & Instruction</p>
<p>III. Curriculum Development: The Departmental Curriculum will be redesigned and transformed to ensure compliance with state standards for accreditation</p> <p>IV. Licensure/Certification: Student will be prepared in multiple ways for successful passage of all Praxis II licensure examinations.</p>	<p>III. New Curriculum Advancement: Stage I: Syllabi Revisions Stage II: Field Experience Revisions Stage III: Professional Development School Initiation Stage IV: State & Federal Alignment</p> <p>IV.</p> <ul style="list-style-type: none"> • Praxis Prep Packets Provided • Monthly Praxis Seminars Offered • ETS Study Guides Provided <p>Praxis Course Proposed: Praxis Seminar</p>	<p>III 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>IV. Fisk University Department of Education, Tennessee State Department of Education, United States Department of Education, and the Educational Testing Services review according to Title II standards.</p> <p>*Comprehensive Entrance requirements:</p>	<p>III. 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>IV. Cohort Data Submitted to TNDOE confirms 100% Passage rate of student program completers</p> <p>Enhanced Program Entrance and Matriculation Requirements transitioned in and full implementation anticipated for Fall 2010</p>	<p>III. Submission of state and federal reporting</p> <p>To ensure pedagogically sound program offering for preparing highly qualified urban educators Submission of Title II Reporting information for TNDOE and U.S. Department of Education.</p> <p>To utilize in preparation for application for accreditation by National Council for the Accreditation of Teacher Education (NCATE)</p>



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<p>V. Grant Development: Department Faculty and Staff will actively engage in writing and submitting grant proposals to support and sustain the Departmental Programs.</p>	<p>V. Research, Write, and Submit one or more grants in either of the following categories: State Organization Regional Organization National Organization Corporate Organization Develop Database of Grant Opportunities</p>	<p>GPA of 2.7, *Entrance Exam: Passage of Praxis I OR ACT minimum of 21, *Interview with Education Committee *Written Assessment *Must maintain 2.7 in TCER coursework *Exit Examination: Passage of Praxis II examinations required BEFORE student teaching *Exemplary Performance in Student Teaching *Assessment of Student Teaching by supervising teacher and university supervisor <i>*Annual Exit Survey and Interviews of Program Completers to assess preparedness</i></p> <p>V. Submission of grant Grant Awarded or Not</p>	<p>V. Proposal will be submitted to TN DOE, Special Education Division for continued funding.</p>	<p>V. Received grant from the TN Dept. of Education to work with elementary Math Teachers .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.</p>
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2007-08 Academic Effectiveness Reports

Unit: Biology Division: Natural Science and Mathematics By: Dr. Justus Ike Year: 2007-2008

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 science

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
To prepare students for graduate schools	Students should able to do the following: a. prepare chemicals as needed b. Explain the concept of central dogma, biofeed-back system c. demonstrate some laboratory techniques d. Dissect and identify the major body parts & cavities e. Use instruments such as microscopes, HPLC, Spectrophotometer f. Run gel electrophoresis	a. Senior exit examinations b. Performance on Pre-professional examination c. Laboratory examination	13 biology majors graduated in 2008 5 with Honors 5 Nursing students graduated in 2008 Senior Exit Exam - students tested 16. Less than 50% score is 0 Percentage of students pass Organismal – Animal 40 Analytical skills 33 Molecular biology & molecular genetics 39	a. To hire new faculty b. for curriculum development
Prepare students for other professions which require a background in biology such as	Students should be able to do the following: a. recognize the scope of life science.	a. Senior exit examinations b. Lecture & lab	Students tested 16 Five students presented papers at National	a. Seek funding – Title III b. Hire biology faculty



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teaching:	<ul style="list-style-type: none">b. recognize various aspect of basic and biomedical researchc. Use external resources (i.e., libraries, internet, interviews) when appropriated. Opportunities which are available to biology majors before and after completing degree requiremente. Provide clear explanations in writing and orally.f. Be current in research and development in the field	examinations <ul style="list-style-type: none">c. Pre-professional examinations such as GRE	Conferences	<ul style="list-style-type: none">c. Recruit studentsd. Improve or develop new course
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2007-08 Academic Effectiveness Reports

Unit: Chemistry (B.S./B.A.) Division: Natural Science and Mathematics By: Princilla Evans Morris, Ph.D. Year: 2007-08

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 number of UG Chemistry majors to average 8 graduates per year.</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 UG 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> <p>The number of chemistry majors enrolled in CHEM 206</p> <p>Number and nature of programs or activities conducted to promote retention and recruit new chemistry majors</p>	<p>There were 5 graduates during 2008 (One completed in Aug.).</p> <p>There was a increase of students enrolled in CHEM 206 (Spr 07) by 3 students</p> <p>Grant was received to pay the tuition and fees and provide a stipend for 2 undergraduate and 2 graduate students.</p> <p>Participation in the Department Fairs for Freshman</p>	
<p>2. Prepare students for graduate school, professional schools and careers in chemistry by offering an ACS (American Chemical Society) accredited program</p> <p>2. Prepare students for graduate school, professional</p>	<p>Chemistry majors will be able to demonstrate an acceptable working knowledge of the basic areas of chemistry.</p> <p>Chemistry majors should be able to use this knowledge to solve real-world problems</p> <p>They shall master concepts in: Inorganic chemistry including:</p>	<p>Chart and log where graduates go and what they do for a minimum of five years.</p> <p>Request information from graduates concerning their assessment of the chemistry education received from Fisk in the form of a short survey</p> <p>Review chemistry exit examination scores</p>	<p>Student 1: Working part-time in the Fisk Chem. Dept.</p> <p>Student 2: Working</p> <p>Student 3: Applying to Dental School</p> <p>Student 4: Completing requirements for BS in Chemical Engineering at Vanderbilt Univ.</p> <p>Student 5: Attending Meharry Dental School</p> <p>Score Mean for group students was 142 ± 4.7. The range was</p>	<p>Need to incorporate an increased effort</p>



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
<p>schools and careers in chemistry by offering an ACS (American Chemical Society) accredited program (continued)</p>	<p>atomic theory, bonding, stoichiometry solution chemistry, gas laws, solids, liquids, acid-base chemistry and equilibria, elementary thermo- chemistry, kinetics, electrochemistry, coordination chemistry, organometallics, etc.</p> <p>Organic chemistry Including: bonding, stereochemistry, reactions, synthesis and characterization (using NMR, IR, MS, GC) of carbon compounds</p> <p>Physical chemistry including: thermodynamics, phase changes, and chemical kinetic mechanisms</p> <p>Analytical chemistry including quantitative analysis, advanced equilibria, and instrumental analysis (chromatography, electrochemistry, spectroscopy)</p> <p>Biochemistry including the study of the characterization of protein, lipids, nucleic acids and carbohydrates</p>	<p>Annually review course grades and other indicators or performance for chemistry majors</p>	<p>124-164. Highest possible score 200.</p> <p>This was not a significant change from the previous year (143).</p> <p>Mean Scores of Areas</p> <p>Physical Chem. 34 2007 (44+ 7.6)</p> <p>Organic Chem. 43 2007 (45+ 7.3)</p> <p>Inorganic Chem. 39 2007 (47+ 8.3)</p> <p>Analytic Chem. 38 2007 (41+ 7.1)</p>	<p>to review for the exit exam.</p> <p>Students will be required to repeat the exit exam if a minimum is not attained.</p>
<p>3. Improve the quality of the program of instruction via improved teaching, improved facilities, and improved infrastructure.</p>	<p>Chemistry majors will learn to use technology in seminar presentations, laboratory reports, and information retrieval</p>	<p>Quality and use of advanced presentation techniques by students.</p> <p>Efforts made to increase student use and exposure to technical literature.</p>	<p>Five chemistry students presented in Student Research Day</p> <p>General chemistry presentations increased in quality</p>	<p>Will require students to continue oral presentations and encourage participation in research meetings</p>



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Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
	<p>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.</p>	<p>Faculty participation in workshops, courses, seminars etc., to keep abreast of needed new knowledge.</p> <p>Faculty actively conducting laboratory and community research/training and involving students in their programs.</p>	<p>Faculty attended National ACS meeting.</p> <p>Brown bag lunch discussions did not materialize</p>	<p>Encourage Faculty to participate in teaching brown bag lunches with other faculty members, organize them if necessary</p>
	<p>Equipment and chemicals needed; will be readily available. Laboratories and store rooms will be kept neat</p>	<p>Efforts made to improve tracking and storage of chemical inventory as well as disposal of waste chemicals.</p>	<p>New equipment ordered as a result of grant acquisitions.</p> <p>Institution developed a Safety Committee. Dr. Robert Wingfield is chair.</p> <p>Fisk is participating in voluntary monitoring effort. Chemicals are being thrown out and remaining organized</p>	<p>Will remain diligent to safety items</p>



2007-08 Academic Effectiveness Reports

Unit: Computer Science Division: Natural Science and Mathematics By: Lei Qian Year: 2007-08

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: 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	Methods & Criteria for Evaluation	Status/ Timeline	Assessment Results	Use of Results
<p>1. Prepare students for graduate and professional studies</p>	<p>1.1 Evaluate scores on Major Field Test in Computer Science</p> <p>1.2 Evaluation the quality of projects in senior seminar of senior, independent study or other high level courses</p> <p>1.3 Evaluate the performance of students in internship or outside investigation.</p> <p>1.4 Identify the number of students admitted to graduate schools two years after graduate.</p> <p>1.5 Identify the</p>	<p>1.1 Perform in April. 07-08 result received.</p> <p>1.2 Unable to collect senior seminar data because it was not offered in 07/08. We will evaluate in the end of fall semester. Due to the radical change of the faculty, we cannot collect high level courses information for 07/08.</p> <p>1.3. Internship data will be collected after summer break.</p> <p>1.4 Collect the data continuously</p>	<p>1.1 One student took the test in 07. The score is 122.</p> <p>1.2 Unable to collect 07/08 data.</p> <p>1.3 Two students in Oak Ridge National Lab received very good evaluation in 07 summer. Three students performed research in Fisk and one student got an internship in BOA bank in 2008 summer.</p> <p>1.4. One student graduate in 2006 was admitted to a graduate school. Only one student graduate in 2007. He did not enter the graduate school.</p>	<p>1.1 The result is below the standard. Since only one student took the test, the result may not comprehensively reflect the quality of the program. But we should be aware about this. We will review the curriculum and realign it to make it fit the requirements of MFT..</p> <p>1.3. It performs very well in this category considering the number of junior majors. Evaluate the needs from potential employers and consolidate CS curriculum</p> <p>1.4. Consolidate the</p>



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Unit Objectives	Methods & Criteria for Evaluation	Status/ Timeline	Assessment Results	Use of Results
2. Train students to conduct research in computer science or relevant areas	percentage of students who get employed one year after graduate.	1.5 Collect the data continuously.	1.5. One student graduated in 2008 and he is hired. The rate is 100%	curriculum to reflect the needs of graduate schools. Provide students more information of graduate schools.
	1.6 Identify the number of students who get summer internship	1.6. Every September	1.6. Four students got summer internship in 2008 summer. That is a 100% increase from 2007 summer.	1.5 Enhance the curriculum to fits the needs of job markets. 1.6. Help students to find more internship opportunities.
	2.1 The number of students who present posters, oral presentations or research papers in academic conference, research forums or at students research days.	2.1 Continuously	2.1 Six students gave presentations in CSEMS seminar. Three students presented a poster in NOAA-ISET NAC meeting.	2.1 Apply more grants to support students' travel and encourage them to attend more academic conference/forum.
	2.2 Identify the number of students who perform research under the support of external funding.	2.2. Continuously	2.2. Four students were supported by a federal grant to perform research in academic semesters	2.2 Seek more grants to support student research.



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Unit Objectives	Methods & Criteria for Evaluation	Status/ Timeline	Assessment Results	Use of Results
3. Expose students to actual working environments	3.1 Identify the number of students who get the summer internship or part time job in academic semesters	3.1 Continuously	3.1 Four students got internship and one got part time job in Fisk ITS from 2007 to 2008 summer. The total number increases 20%. The number of summer interns increases 100% and the number of part time job decreases 50% from 06/07	3.1.1 Continue and enhance relationship with federal agents (such as ORNL, NOAA, NASA) to seek more opportunity for students. 3.1.2 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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Unit: Mathematics Division: Natural Science and Mathematics By: Elizabeth Papousek Year: 2007-08

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 goals of the department are: 1)to provide an appropriate course of study for a mathematics major program 2)to provide a course of study for a mathematics joint program 3) to provide critical thinking experiences in the learning of mathematics which promote the development of strong life-long skills.

Unit Objectives	Expected Outcomes	Methods & Criteria For Evaluations	Actual Assessment Results	Use of Results
<p>1. To prepare students for immediate employment or graduate/professional schools.</p> <p>2. To enhance the knowledge of mathematical usage in research, scholarly activity and practical experience.</p> <p>3. To provide tutorial assistance in mathematics to enhance learning and understanding beyond the classroom.</p> <p>4. To house sufficient faculty in the department to cover major courses and support areas for non-majors.</p>	<p>The students of mathematics will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate competency in the major mathematics courses. 2. Demonstrate proficiency in analytical and computational skills. 3. Successfully complete a research project in senior seminar. 4. Demonstrate the capability to apply mathematics to other disciplines. 5. Demonstrate interest in perusing research in mathematical topics. 6. Demonstrate the ability to use 	<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%), 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 or cognate courses with a grade of C or better.</p> <p>The number of students to successfully complete</p>	<p>The MapleSoft MAA Placement test was found to be very efficient with its interactive instant feedback capability. The placement of students into the correct math classes was accurate and justified.</p> <p>The drawback of the MapleSoft test was the computers. As a high volume of the students who were tested at the same tome, some of the computers ran very slow. As a result some students had trouble finishing the test in time.</p> <p>The EDUCO learning system helped the students of Math 100,</p>	<p>A selected number of NSF/CSTEM scholarship students continued tutoring mathematics to needy students.</p> <p>EDUCO is being phased out for Math101 and 110. However, EDUCO will be used for Math 100 for 2008-9. We are looking into other systems to use in Math 100.</p>



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<p>5. To increase the number of graduates in the major, dual major and joint programs.</p> <p>6. To provide technology-aided quality instruction in mathematics.</p>	<p>technology for detailed analysis and accurate computation.</p>	<p>Senior Seminar and Independent Study Courses.</p> <p>The number of graduates enrolled in graduate and professional schools.</p> <p>Departmental surveys to assess the strengths and weaknesses of the program.</p> <p>Student evaluations of each course at the end of each semester.</p> <p>Performance of students on the exit exams.</p> <p>Number of math courses covered by full-time faculty based on CUPM Guidelines.</p> <p>Our junior math major had a summer internship in the ACES program at Case Western University.</p>	<p>101, and 110 to learn the at their own pace. The interactive ability of EDUCO helped students to do their practice work, homework, and any assigned test on any computer with web assess and EDUCO plug-ins. The instant feedback on the test performance helped students go over their mistakes and learn the correct procedure right away.</p> <p>The drawbacks with the EDUCO system were: (1) Some answers were marked wrong even when correct (2) answers to some questions were missing , and (3) some students had trouble getting onto EDUCO.</p> <p>No student graduated with a mathematics major.</p> <p>Two freshman became declared math majors.</p>	
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2007-08 Academic Effectiveness Reports

Unit: Physics (BA/BS) Division: Natural Sciences & Mathematics By: S. Morgan Year: 2007-2008

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;	ETS scores for three students taking the test were 139, 120, 151. Of six graduates in May 08, three are accepted to grad school	Gradually increase rigor and mathematical sophistication of upper division physics courses.



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		<p>Input from recent graduates now in grad school or workforce;</p> <p>Faculty judgment</p>	<p>Recent graduates and faculty perceptions point out need for better mathematical preparation for physics majors.</p>	
<p>To encourage the creation of new knowledge by performing outstanding research.</p>	<p>Students will be able to demonstrate scholarship by participating in department research programs.</p>	<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>



2007-08 Academic Effectiveness Reports

Unit: Physics (MA)

Division: Natural Sciences & Mathematics

By: S. Morgan

Year: 2007-2008

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.	GRE prep included as part of graduate seminar course in Spring 08. 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	4 publications/presentations in 2007-08. 3 grad student coauthors 7 MA recipients in May 2008, 4 entering PhD programs 2 employed	Continue to seek funding for student research and for faculty mentors. (NSF-CREST renewal pending review, proposals submitted to DOD, NIH, NASA). Continue to assist students with job searches, grad school admissions.



2007-08 Academic Effectiveness Reports

Unit: Art

Division: Humanities and Fine Arts By: Alicia Henry

Year: 2007-2008

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
<p>1.To create a safe working environment ,at the beginning of each semester, by introducing students to basic safety measures necessary in the visual arts</p> <p>2.To familiarize students with the various art forms, artist's works, and artistic ideas</p>	<p>Beginning students will acquire the basic skill level necessary for general competency when handling tools, proper tool usage and proper disposal of supplies/chemicals</p> <p>Students will demonstrate a foundational knowledge of artists, art mediums, artistic</p>	<p>Measured by assessing students ability to comprehend training(oral and demonstrations) in proper uses 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</p> <p>Measured by assessing students skill and intellectual development based on pre-/post</p>	<p>1. As the semester progresses some students tend to neglect their work areas(not ordered and clean), use tools improperly, and dispose of items incorrectly</p> <p>1. Students tend to be traditional and conservative with regards to their art ideas and art production</p>	<p>1. As a result of the assessment each course instructor will inspect studio areas for identification and elimination of unsafe equipment, products, address specific offender regarding their behavior, and generally announce to class importance of order in studio and cleanliness in studio practice -as a preventive safety measure to accidents</p> <p>1.As a result of the assessment students are exposed (DVDs/slides) to avant-garde artists working with various mediums, local art center visits,</p>



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	periods, artistic style, and dates	testing, assignments, quizzes, and oral and visual comprehension		and required to critically analyze productions
3.To familiarize students with acrylic painting technique, as well as, develop students individual/independent creative concepts	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	Measured by assessing students skill and intellectual development based on their creation of acrylic painting supports, support ground application and preparation, investigation various acrylic painting mediums, and their own finished works	<p>1. Students using acrylic found the rapid dryer time difficult to handle. This presented problems when they had to reinterpreted works by Aaron Douglas (abstract mural in Carnegie) using a mono-chromatic color scheme</p> <p>2. Students created self-portraits, time frame-three days, based on neutral portraits by Chuck Close, ranging in sizes 16"x20" - 20"x20" Because of the afore mention difficulties with acrylic paint students needed an additional four days of painting time</p>	<p>1. As a result of the assessment students will spend more time in studio experimenting with value gradations before started on final painting</p> <p>2. As a result of the assessment students will have a longer preparation period during which they will have longer demonstrations(working with acrylic), will have increased study exercises, will be encourage to experiment with medium, and time manage</p>



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Unit: Dramatics, Speech & Dance Division: Humanities and Fine Arts By: Dr. Peter A. Fields Year: 2007-2008

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. [05]

Unit Purpose Statement: 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"> 1. Theatre 2. Dance 3. Communication <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"> 1. Theatre 2. Dance 	<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"> 1. Theatre 2. Dance 3. Communication <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"> 1. Theatre 2. Communication <p>Play Directing</p> <p>Theory and Practice/ training ground</p> <ol style="list-style-type: none"> 1. Theatre 2. Dance 3. Communication 	<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>
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				<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 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">* Theatre* Dance* Communications <p>Senior Project Research Theses Portfolios are housed in:</p> <ol style="list-style-type: none">1. Dramatics and Speech/Dance Department Library2. Dramatics and Speech/Dance Department Head Office3. Fisk University Library Special Collections<ul style="list-style-type: none">• Theatre• Dance• Communication
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2007-08 Academic Effectiveness Reports

Unit: English

Division: Humanities and Fine Arts By: Dr. Jill Clark, Chair

Year: 2007-2008

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 17 courses (others had only rhetorical focus, no literary identification); GRE scores increased, 88% 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 awareness of African American heritage	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 17 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 17 out of 17 courses successful; GRE essay scores increased; more graduates accepted into graduate schools than previous years, 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



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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	Need to work on interdisciplinary angles for all courses except 4; 24% Effectiveness	Increase interdisciplinary focus on in all classes
5. Understand the role of literature in society	7. Understand Opportunities for graduate studies and careers with writing and literary backgrounds	Evaluation by essay assignments/exams, homework and class projects (individual and collaborative), objective quizzes, and other testing methods	Majority of goals achieved (15 out of 17 courses taught; others had only rhetorical focus, no literary identification); GRE scores increased; 88% Effectiveness	Continued scheduling of successful classes in the program
6. Understand skills and strategies for interpreting 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 out of 17 courses taught); others had only rhetorical focus, no literary identification); GRE scores increased; 88 % Effectiveness	Continued scheduling of successful classes in the program
7. Understand Opportunities for graduate studies and careers with writing and literary backgrounds	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 Small Portion of Goals Achieved (4 out of 17 courses); 24% Effectiveness	Continued scheduling of successful classes in the program; make sure that instructors make this goal part of their regular curriculum



2007-08 Academic Effectiveness Reports

Unit: Music (B.A., B.M., B.S.) Division: Humanities and Fine Arts By: Philip E. Autry, Chair Year: 2007-2008

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: It is the goal of the Music Department to offer quality music programs to students to be skilled, resourceful, imaginative leaders who can effectively address the challenges of life in a technological society, a pluralistic nation and a multicultural world.

Unit Objectives	Expected Outcomes	Methods & Criteria for Evaluation	Actual Assessment Results	Use of Results
1. Prepare students for graduate study or careers in music performance	1.1 Students demonstrate competency in music performance	1.1.1 At least 80% of music students will take and pass juried performance exams each semester.	1.1.1 All students in applied lessons were required to take the juried exams at mid-term and final. Competition results were used in some cases for evaluation.	1.1.1 Student performance levels improved. No changes were made in regular juries. Activities of students who did not do well are being evaluated.
		1.1.2 At least 80% of Junior and Senior B.Mus. students who take the appropriate recital-approval jury will pass.	1.1.2 All students who were supposed to play Junior or Senior Recitals did. One Senior recital was postponed; the Senior recital postponed last year was further postponed.	1.1.2 No music major will be allowed to participate in commencement until all degree requirements are complete.
		1.1.3 At least 80% of senior B.S. and B.A. seniors will attempt and pass the appropriate recital jury exam	1.1.3 All BS/BA students who were supposed to play Junior or Senior Recitals did.	1.1.3 Student performances improved. No changes were made.
	1.2 Students exhibit competency in Music History	1.2.1 Over 80% of students enrolled in MUS 307/308 will earn the grade of C+ or above.	1.2.1 Over 80% of students enrolled in music history courses passed. The success	1.2.1 No change was made.



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	<p>1.3 Students demonstrate competency in Music Theory, Composition, and Analysis</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>rate has increased with the course structured from a more musicological angle by Dr. Anthony Williams.</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) remains 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 All music students will be encouraged to take MUS 120 in Spring 2009. Relevance is being reconsidered.</p>
<p>2. Prepare students for teaching music in the elementary</p>	<p>2. Music Education students will demonstrate competency in the Teacher Education Program, leading to the</p>	<p>2.1 Over 80% of students in Music Education courses will earn the grade of C+ or above</p>	<p>2.1. Music Education courses were full in 2006–2007. Over 80% completed, but concerns have been raised</p>	<p>2.1 Students with other interests will be encouraged to find another activity than teaching.</p>



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<p>and secondary schools</p>	<p>B.S. in Music Education and a teaching certificate</p>	<p>2.2 Students will take and pass the subject portion of the Praxis 2 exam before student teaching</p>	<p>regarding their readiness for student teaching.</p> <p>2.2 The student who graduated without certification in 2007 passed the Praxis and will be employed by the Metro/Nashville Schools in the Fall. The student who completed the BS degree in May 2008 completed all requirements.</p>	<p>2.2 Students are being encouraged to take Praxis earlier in all education courses; however, the Music Department believes they should wait until they have taken coursework with content.</p>
<p>3. Students are exposed to music of Western and non-Western Cultures</p>	<p>Students will study non-Western music tradition</p> <p>Students will perform many styles of music appropriate to their disciplines</p>	<p>3.1.1 Music students in The Creative Arts, CORE 220, will hear music from Europe, Africa, South America and Asia, as well as the United States</p> <p>3.1.2 Music students in "Crosscurrents in African and African-American Music" will be introduced to many styles of music. Over 80% will pass with C+ or above.</p> <p>3.2.1 Fisk University Choir will perform a wide range of literature representing traditional sacred music, modern gospel music, and choral standards by</p>	<p>3.1.1. Music students were introduced to music from all continents and the major style periods.</p> <p>3.1.2 Music students in "Crosscurrents" were introduced to styles from Africa and styles influenced by African music.</p> <p>3.2 All ensembles continued their discipline-appropriate performing practices. The Fisk Jubilee Singers® traveled to Ghana in 2007 and will travel to the Bahamas in</p>	<p>3 Courses continue to introduce non-Western Music. The Jubilee Singers® are preparing for a tour of the Bahamas in 2009.</p> <p>3.2 Planned performances will provide a variety of venues and locations.</p>



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		<p>American and European composers.</p> <p>3.2.2 Fisk Jubilee Singers™ will perform 3 on-campus programs (and many off-campus programs) featuring the Negro Spiritual.</p> <p>3.2.3 The Fisk University Jazz Ensemble will present many types of traditional and non-traditional Jazz literature plus chamber music appropriate to available instrumentation.</p> <p>3.2.4 Opera Workshop will present a program of scenes from standard opera repertoire.</p> <p>3.2.5 Student recital repertoire, will include at least three performance genres (i.e. nationalities, languages, historical periods, styles, composers, etc.).</p>	2009.	
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