

Baylor

Annual Report 2010



BAYLOR
UNIVERSITY

IMPERATIVE I

Establish an environment where learning can flourish

BAYLOR WILL SEEK TO MAINTAIN A CULTURE that fosters a conversation about great ideas and the issues that confront humanity and how a Christian world-view interprets and affects them both. Critical to this learning community is the students' access to faculty. To increase interaction between professors and students, Baylor will seek to provide a student-faculty ratio of 13 to 1. To establish a common body of knowledge and academic experience, Baylor will cultivate the reading and discussion of the world's great texts. Since writing and speaking are pathways to critical thinking, Baylor will develop writing- and speaking-intensive courses to help students communicate with clarity, simplicity and grace.

PROGRESS SUMMARY

IMPERATIVE GOALS

1. **Critical to this learning community is the students' access to faculty. To increase interaction between professors and students, Baylor will seek to provide a student-faculty ratio of 13-to-1.**

For the student-faculty ratio and for all measures of class size, Baylor is on track to meet our 2012 goals.

2. **To establish a common body of knowledge and academic experience, Baylor will cultivate the reading and discussion of the world's great texts.**

Baylor is making progress. The Great Texts Program has shown considerable growth since its initiation in 2002.

3. **Since writing and speaking are pathways to critical thinking, Baylor will develop writing- and speaking-intensive courses to help students communicate with clarity, simplicity and grace.**

Many degree programs require writing- and speaking-intensive courses.

Assessment of senior-level oral presentations indicates competence in speaking.

PROGRESS IN DEPTH

GOAL 1

Critical to this learning community is the students' access to faculty. To increase interaction between professors and students, Baylor will seek to provide a student-faculty ratio of 13 to 1.

With 10 percent of all undergraduate classes having 50 or more students, Baylor met this goal only four years into 2012; however, this percentage has fluctuated in the past three years. [Fig. 1.2 and 1.3] Baylor is on schedule in its attempt to reduce to 2.5 percent the percentage of undergraduate classes with enrollment greater than 100. The percentage of classes of this size in 2009-10 was 2.5 percent. [Fig. 1.4]

Fig. 1.1 Student-Faculty ratio

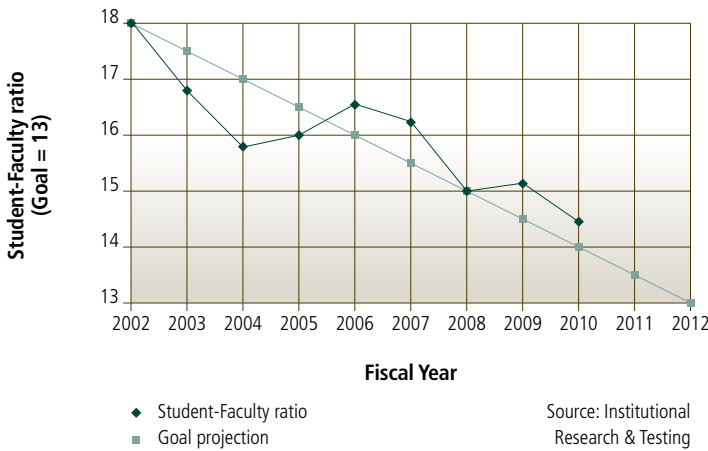


Fig. 1.2 Undergraduate classes with less than 20 students

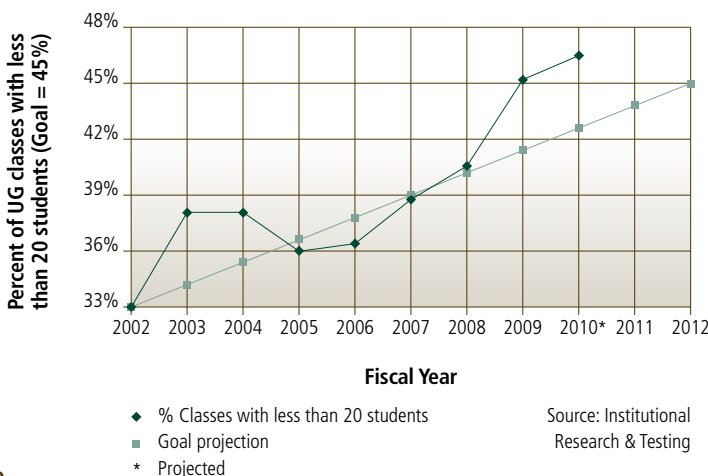


Fig. 1.3 Undergraduate classes with 50 or more students

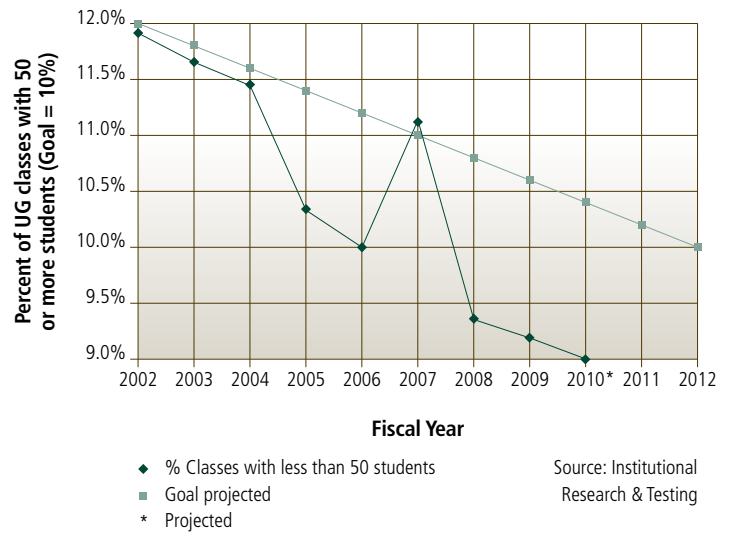
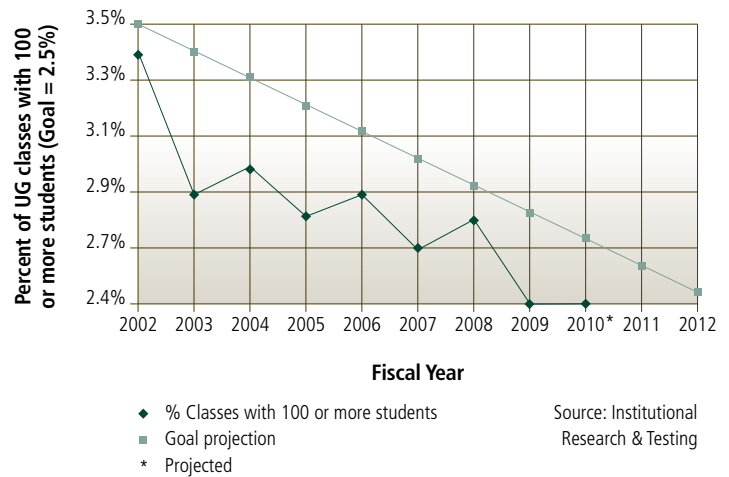


Fig. 1.4 Undergraduate classes with 100 or more students



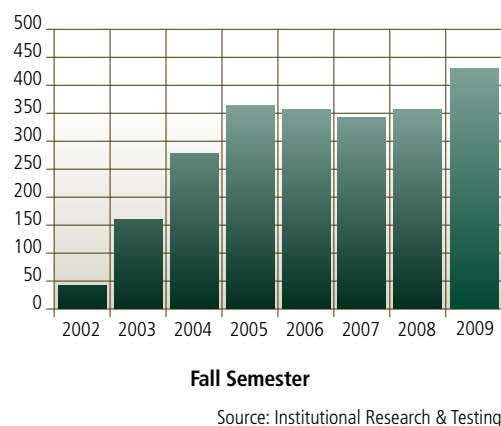
GOAL 2

To establish a common body of knowledge and academic experience, Baylor will cultivate the reading and discussion of the world's great texts.

The Great Texts Program has grown from its initial offering of three sections with approximately 45 students in fall 2002 to 27 sections with 433 students in fall 2009. [Fig. 1.5] During the last year, from the 10 Great Texts faculty, three scholarly

books were authored and published. The faculty also published 16 peer-reviewed articles and book chapters, and they published six other articles in popular, professional and trade publications. They had 19 additional peer-reviewed articles and book chapters accepted for publication. The Great Texts faculty fulfilled 23 scholarly speaking engagements, including four lectures in international venues.

Fig. 1.5 Number of students enrolled in Great Texts courses



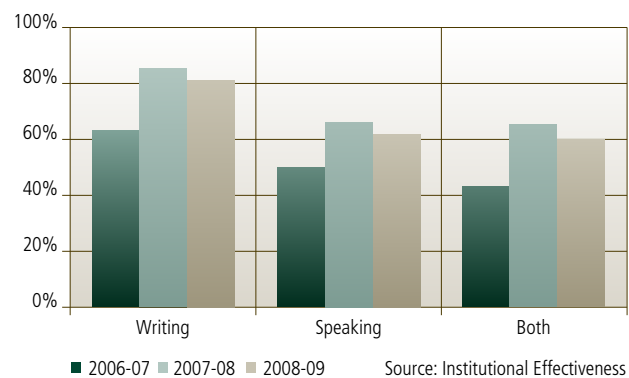
GOAL 3

Since writing and speaking are pathways to critical thinking, Baylor will develop writing- and speaking-intensive courses to help students communicate with clarity, simplicity and grace.

One measure of the development of writing- and speaking-intensive courses is the increasing percentage of degree programs that assess student learning outcomes for writing and speaking. Analysis of the 2008-2009 assessment reports indicates that more than 80 percent of the undergraduate programs

assess their students' writing ability, and about two-thirds of the programs assess students' speaking skills. Nearly two-thirds of the undergraduate programs assess both writing and speaking skills. [Fig. 1.6]

Fig. 1.6 Undergraduate programs assessing writing and speaking learning outcomes



In spring 2009, a faculty panel assessed a representative sample of 129 oral presentations prepared for senior-level classes across the University for evidence of skill in speaking. Almost three-fourths (73 percent) of the presentations evaluated met the standard for "Competent" or "Highly Competent" speaking skills. [Fig. 1.7]

Fig. 1.7 Assessment of speaking skills 2009

