

Imperative

*Establish an environment
where learning can flourish*





Imperative

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 all measures of class size, we have exceeded our 2012 goals. While we have made progress in lowering the student-faculty ratio, we will not meet our 2012 goal. The current ratio is 14.48-to-1.

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

We are 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.**

Assessment of seniors' writing and speaking abilities indicates competence in communication skills.

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. [Fig. 1.1, 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 2010-11 was 2.3 percent. [Fig. 1.4]

Fig. 1.1 Student-Faculty ratio

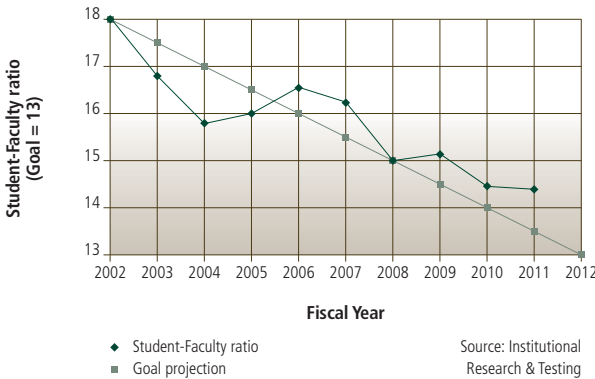


Fig. 1.2 Undergraduate classes with less than 20 students

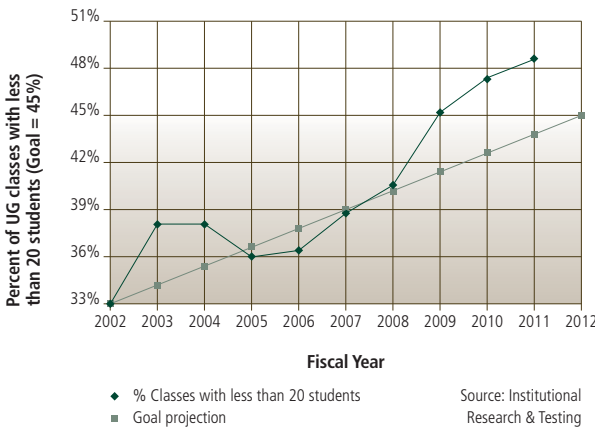


Fig. 1.3 Undergraduate classes with 50 or more students

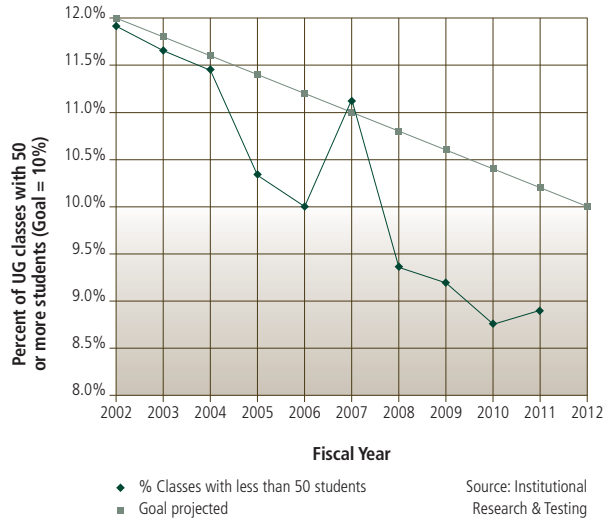
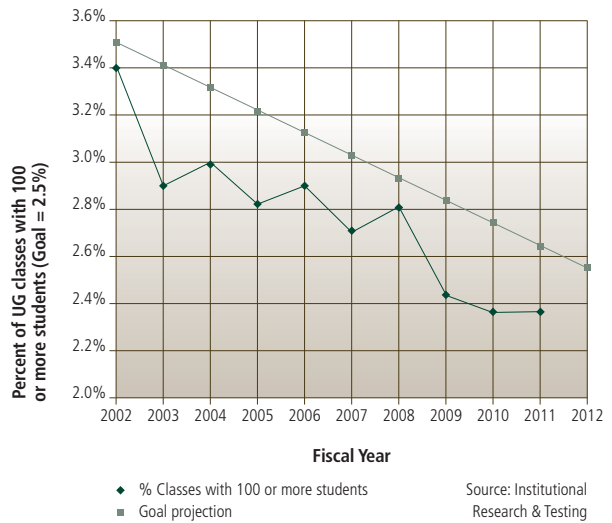


Fig. 1.4 Undergraduate classes with 100 or more students

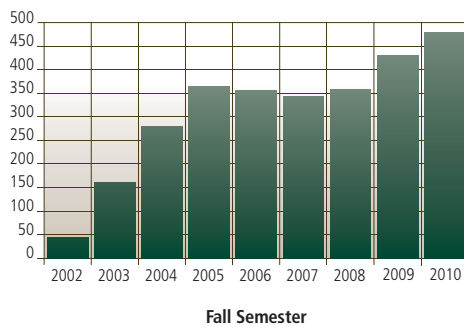


GOAL 2

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 31 sections with 477 students in fall 2010. [Fig. 1.5]

Fig. 1.5 Number of students enrolled in Great Texts courses



Source: Institutional Research & Testing

During the last year, the 10 Great Texts faculty published 19 peer-reviewed articles and book chapters, and they published eight other articles in popular, professional, and trade publications. They had 16 additional peer-reviewed articles and book chapters accepted for publication. The Great Texts faculty made 34 scholarly presentations at academic conferences, including six lectures in international venues. Their members also published one edited book and had another accepted for publication. The Great Texts faculty received research grants of more than \$60,000 and have pending grant proposals for more than \$500,000.

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.

Writing and speaking abilities of students nearing graduation are assessed in alternate years. The second assessment of students' writing ability occurred in spring 2010. [Fig. 1.6] A faculty panel assessed a representative sample of more than 200 papers written for senior-level courses across the University for evidence of students' writing competence. Nearly three-fourths (74.4 percent) of the papers were rated "Competent" or "Highly Competent," and nearly 20 percent met at least minimum standards for writing expected of college graduates. Only 6.2 percent of the papers did not meet minimum standards.

A similar assessment of students' speaking abilities occurred in 2009, and the results were reported in the *Baylor Annual Report 2010*.

Fig. 1.6 Assessment of writing skills 2010

