



## Baylor Annual Report 2009

*Baylor*



**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 student-faculty ratio and for all measures of class size, we are **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.**

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.**

Many degree programs require writing-and speaking-intensive courses. Assessment of senior-level papers indicates competence in writing and critical thinking.

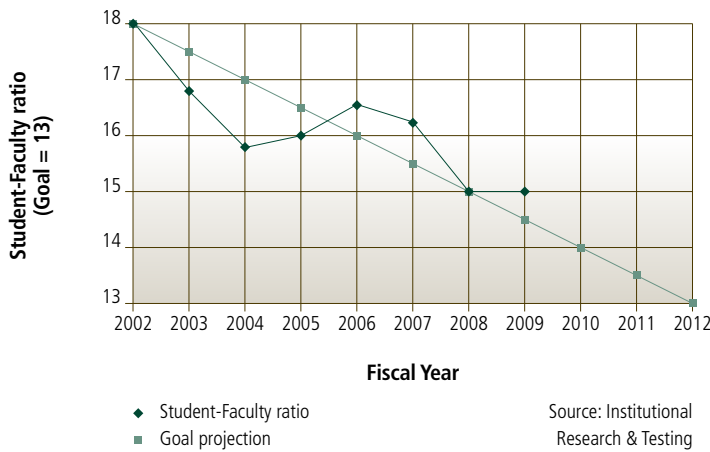
# PROGRESS IN DEPTH

## GOAL 1

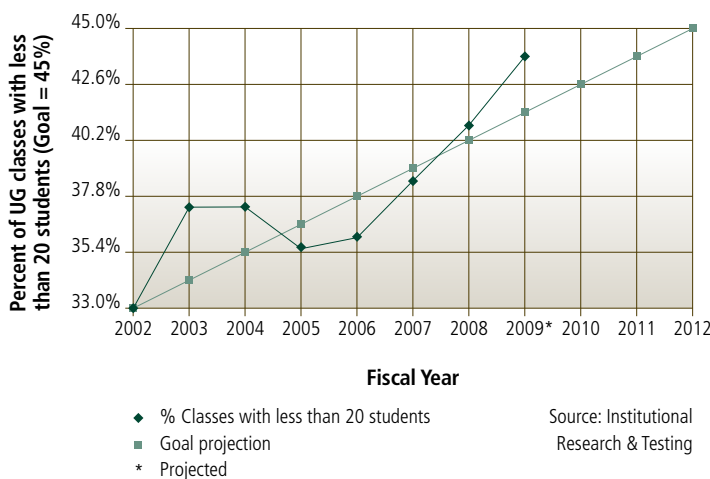
Critical to this learning community is the students' access to faculty. To increase interaction between professors and students, Baylor will seek to provide a student-faculty ratio of 13 to 1. (Fig. 1.1)

With 10% 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. (Figs. 1.2 & 1.3) Baylor is on schedule in its attempt to reduce to 2.5% the percentage of undergraduate classes with enrollment greater than 100. The percentage of classes of this size in 2008-09 was 2.6%. (Fig. 1.4)

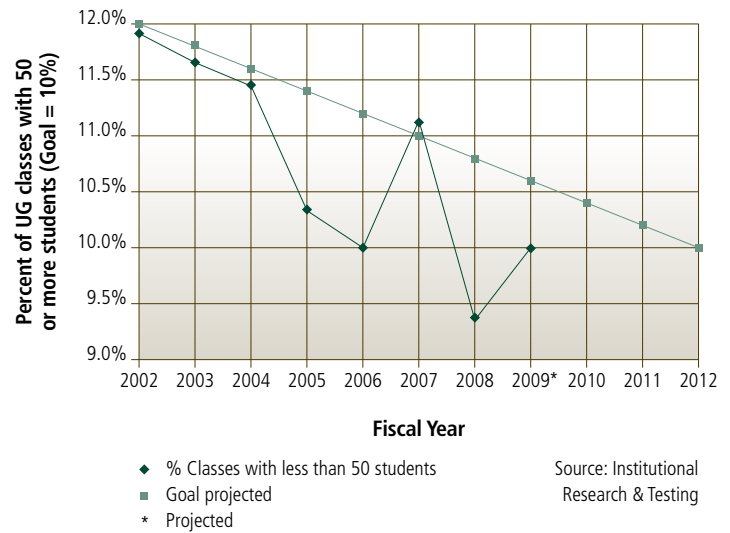
**Fig. 1.1 Student-Faculty ratio**



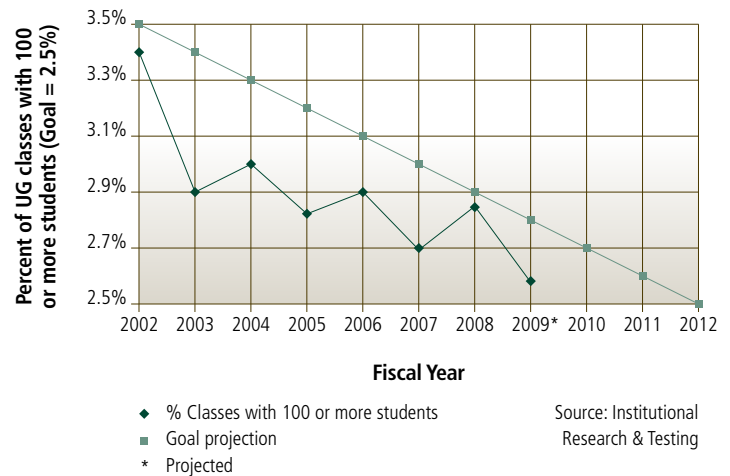
**Fig. 1.2 Undergraduate classes with less than 20 students**



**Fig. 1.3 Undergraduate classes with 50 or more students**



**Fig. 1.4 Undergraduate classes with 100 or more students**

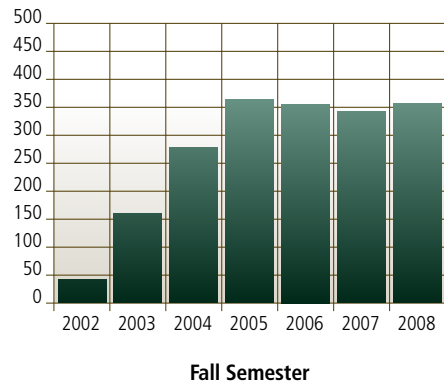


## GOAL 2

*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 the Fall of 2002 to 24 sections with 364 students in the Fall of 2008. (Fig. 1.5) During the last year, from the 10 Great Text faculty, seven books were authored and published. Eight other books have been accepted for publication in the 2009-2010 academic year. The faculty published 13 peer-reviewed articles and 11 more in popular and trade publications, and had 14 more peer-reviewed articles accepted for publication. In addition, the faculty participated in 27 scholarly speaking engagements and gave nine international talks.

**Fig. 1.5** Number of students enrolled in Great Texts courses



Source: Institutional Research & Testing

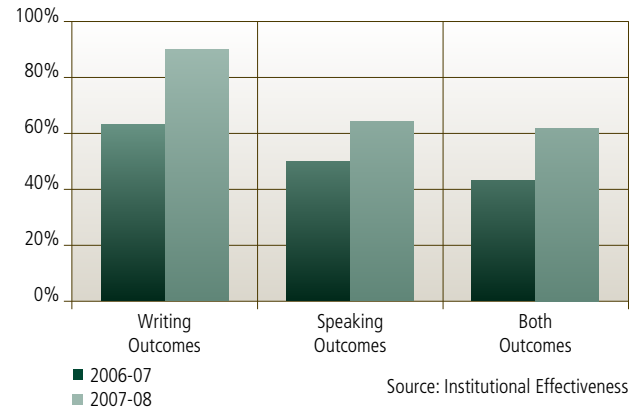
## GOAL 3

*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 2007-2008 assessment reports indicates that 88 percent of the undergraduate programs assess

their students' writing ability, and 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



Source: Institutional Effectiveness

In the spring of 2008, a new assessment plan for general education competencies was implemented. A faculty panel assessed a representative sample of 146 papers written in senior-level courses across the University for evidence of skill in writing and critical thinking. More than one-third of the papers were rated as "highly competent" for writing, and 44 percent received that rating for critical thinking, exceeding the 25 percent criterion set by faculty. Overall, 75% of the papers were rated "competent" or higher for writing, and 84 percent were rated "competent" or higher for critical thinking. (Fig. 1.7)

**Fig. 1.7** Assessment of Senior Papers

