



Imperative I

Establish an environment where learning can flourish.

Executive Summary

“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.”

(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 thirteen-to-one.”

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. (pp. 2-4)

(2) “To establish a common body of knowledge and academic experience, Baylor will cultivate the reading and discussion of the world’s great texts.”

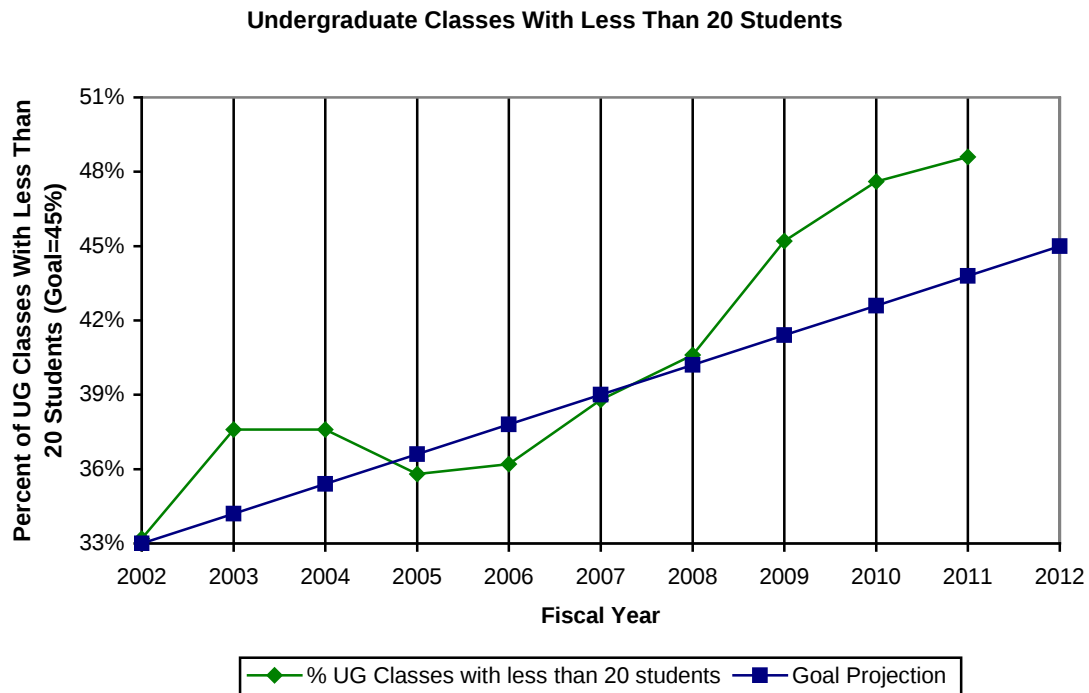
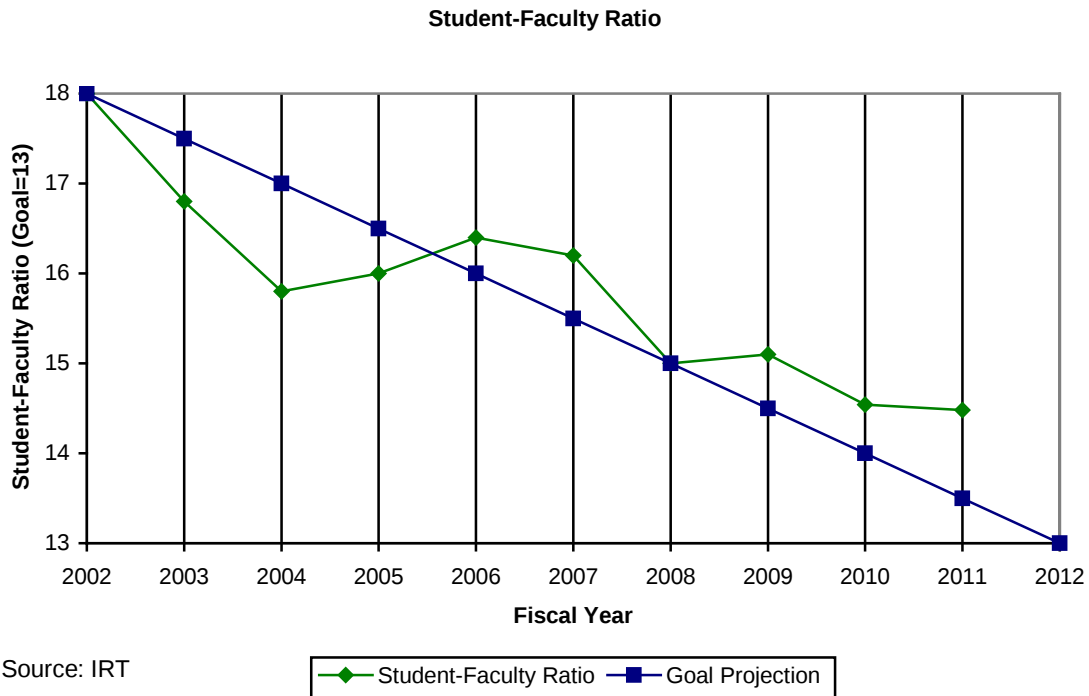
We are making progress. The Great Texts Program has shown considerable growth since its initiation in 2002. (p. 4)

(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.”

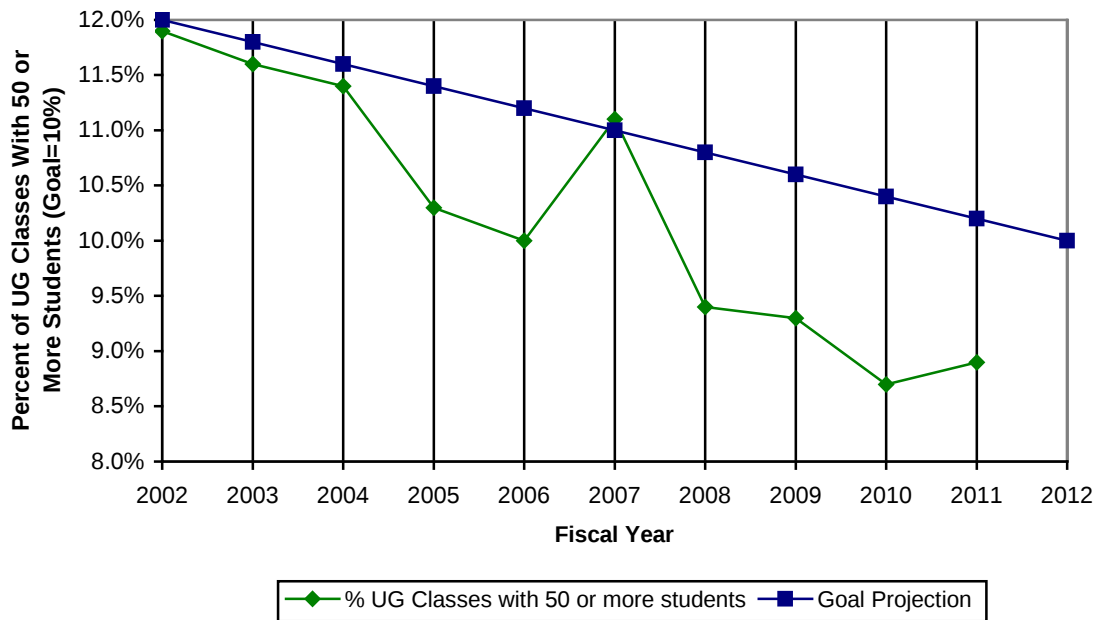
Assessment of seniors’ writing and speaking abilities indicates competence in communication skills. (p. 5)

Further Detail

(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 thirteen-to-one.”

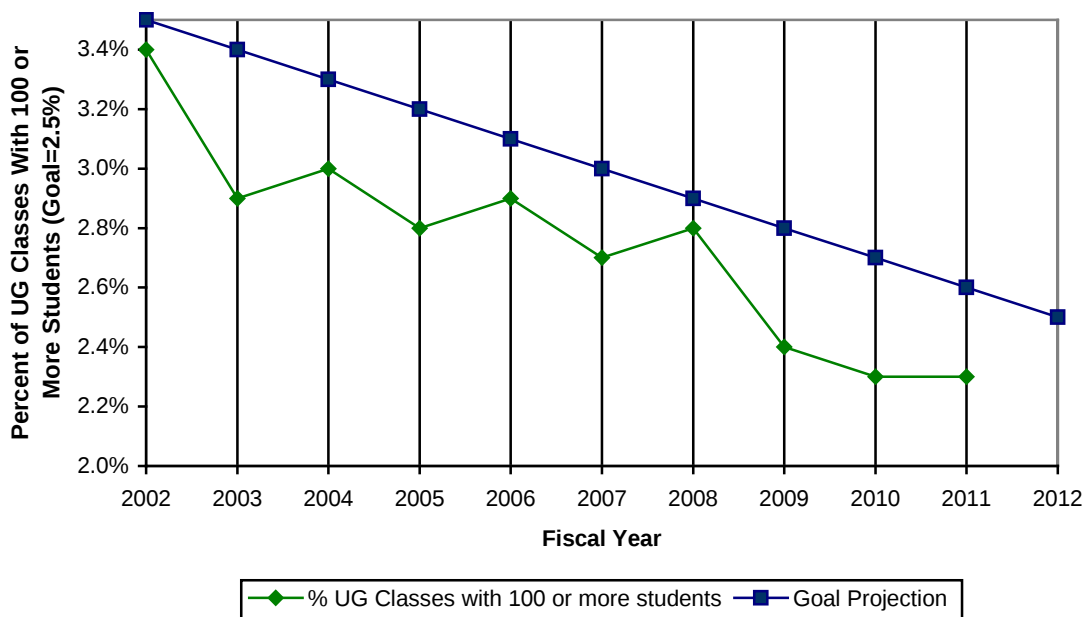


Undergraduate Classes With 50 or More Students



Source: IRT

Undergraduate Classes With 100 or More Students



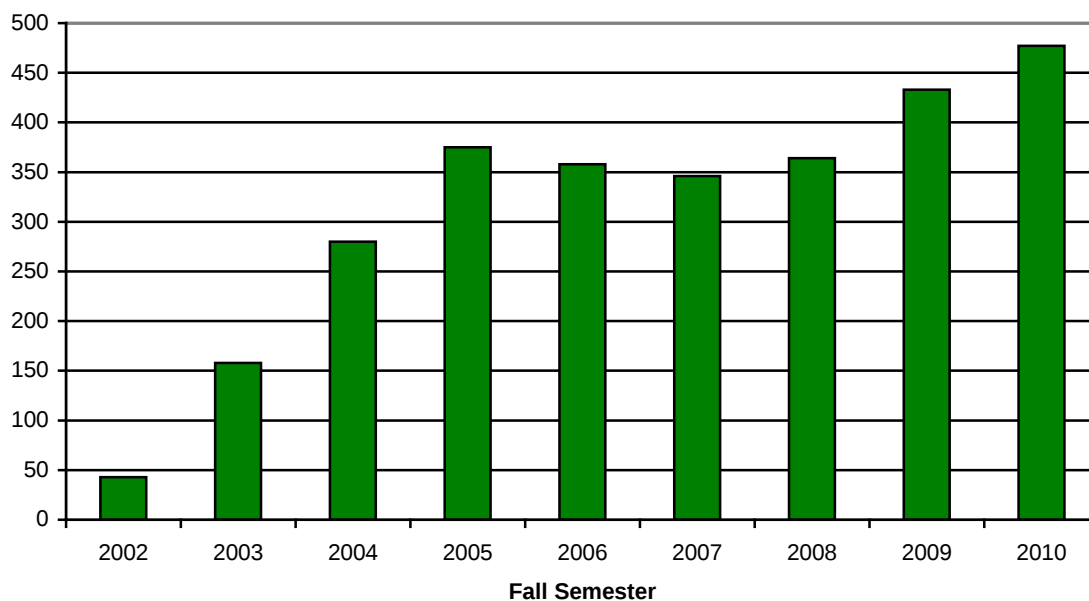
Source: IRT

- With 10% of all undergraduate classes having 50 or more students, Baylor met this goal only four years into 2012.
- 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 2010-11 was 2.3%.

(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 31 sections with 477 students in the Fall of 2010.
- During the last year, the ten Great Texts faculty published nineteen peer-reviewed articles and book chapters, and they published eight other articles in popular, professional, and trade publications. They had sixteen additional peer-reviewed articles and book chapters accepted for publication. The Great Texts faculty made thirty-four 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 over \$60,000 and have pending grant proposals for more than \$500,000.

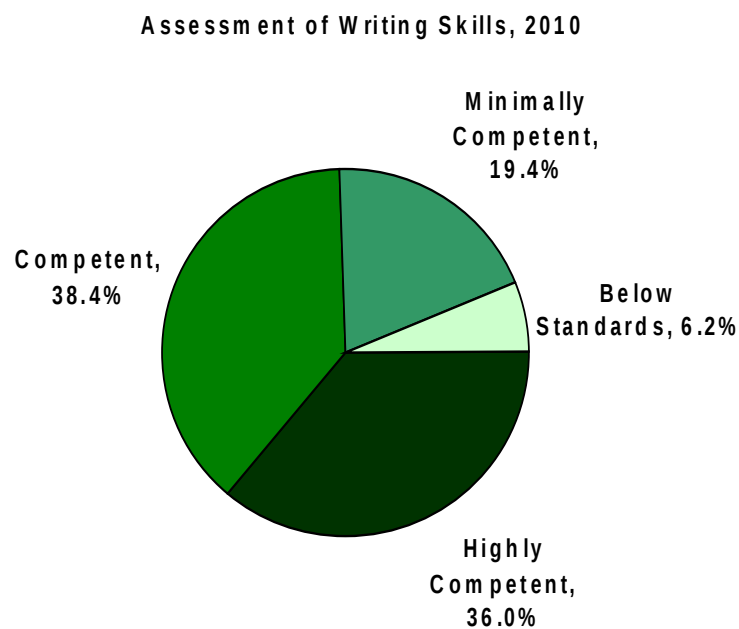
Number of Students Enrolled in Great Text Courses



Source: IRT

(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 the spring of 2010. 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%) 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*.