



I IMPERATIVE

Establish an environment where
learning can flourish



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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.

Baylor made significant progress in lowering the student-faculty ratio, moving from 18-to-1 to 14.48-to-1. [Fig. 1.1]

For all other measures of faculty-student interaction, Baylor exceeded the 2012 goals. [Fig. 1.2, 1.3, and 1.4]

Fig. 1.1 Student-Faculty ratio

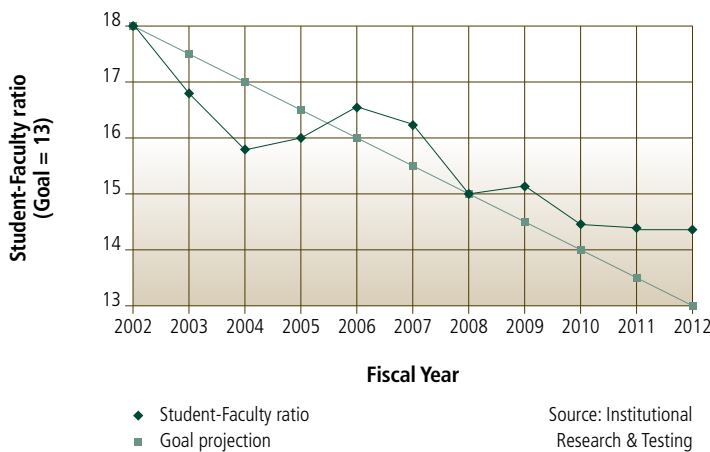


Fig. 1.2 Undergraduate classes with less than 20 students

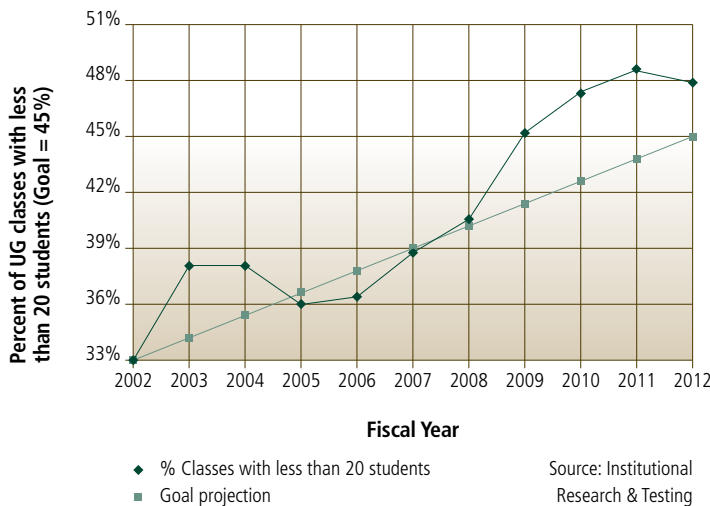


Fig. 1.3 Undergraduate classes with 50 or more students

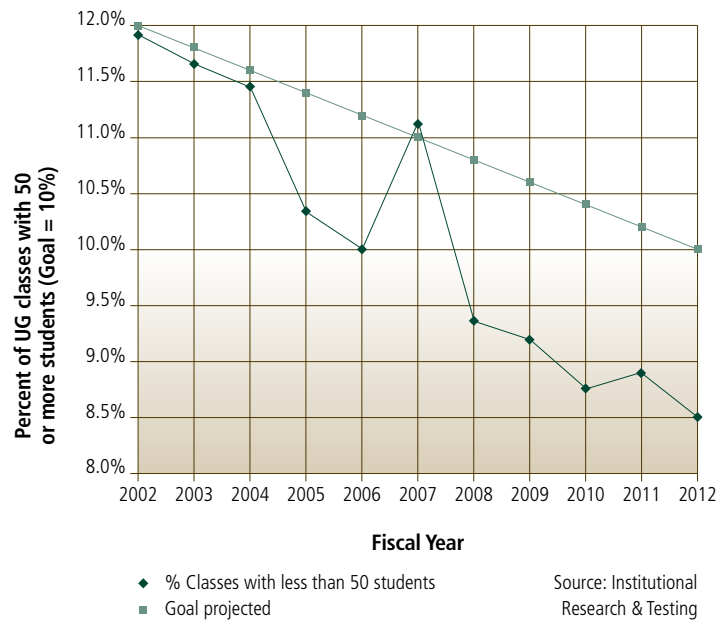
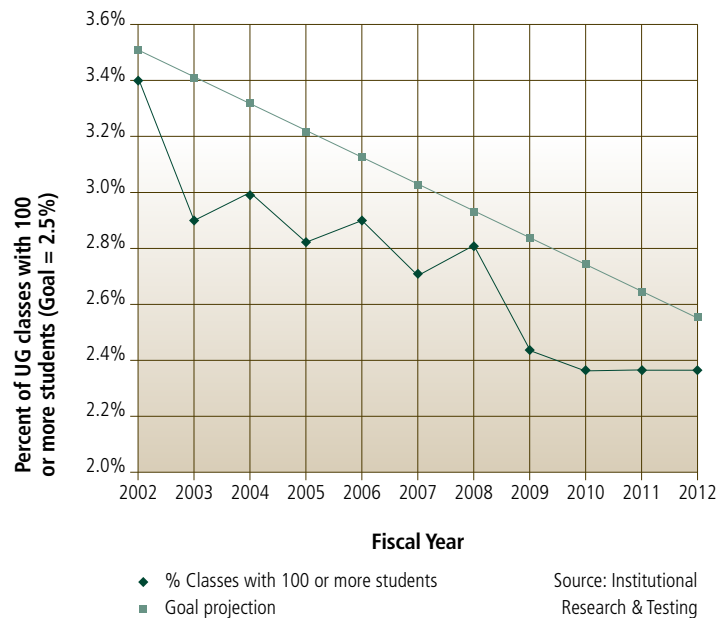


Fig. 1.4 Undergraduate classes with 100 or more students

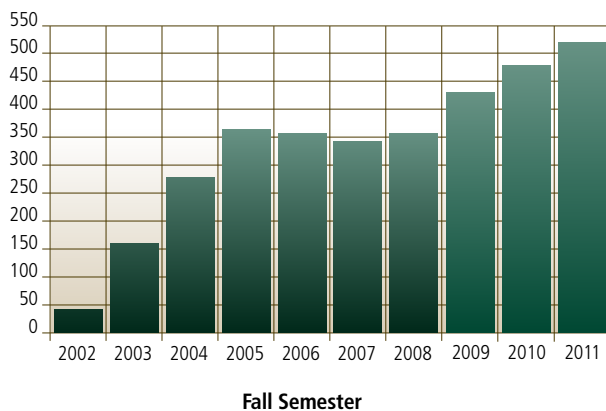


GOAL 2

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 33 sections with 528 students in fall 2011. [Fig. 1.5]

Fig. 1.5 Number of students enrolled in Great Texts courses



Source: Institutional Research & Testing

During the last year (2011), the 10 members of the Great Texts faculty published, or had accepted for publication, 24 peer-reviewed articles and book chapters. They published 28 other articles in popular, professional and trade publications. The Great Texts faculty also made 30 scholarly presentations at academic conferences, including eight lectures at international conferences. Their members had one book (monograph) and one edited collection of articles accepted for publication. The Great Texts faculty received research grants of more than \$265,000.

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.

Written and oral communication abilities of students nearing graduation are assessed in alternate years. In spring 2011, a faculty panel assessed a representative sample of 80 students' oral presentations prepared for senior-level courses across the University. [Fig. 1.6] More than 80 percent of the presentations were rated "Highly Competent" (37.5 percent) or "Competent" (43.8 percent) and an additional 17.5 percent met at least minimum standards for oral communication expected of college graduates. Less than 2 percent of the presentations assessed did not meet minimum standards.

A similar assessment of students' written communication skills occurred in 2010 and the results were reported in the *Baylor Annual Report 2011*.

Fig. 1.6 Quality of Oral Presentations, 2011

