

**A&S Core Curriculum Assessment Report
2020-2021 Academic Year**

EXECUTIVE SUMMARY.....	1
INTRODUCTION	4
1. STUDENT LEARNING <i>ACROSS</i> THE CORE CURRICULUM.....	5
Assessment Needs.....	5
Methods of Assessment.....	5
VALUE Institute.....	5
Baylor Senior Student Survey.....	5
Assessment Results and Analysis	6
Conclusions and Recommendations for Next Year	7
Methods of Feedback	8
Timetable and Schedule	8
2. STUDENT LEARNING <i>WITHIN</i> COMMON COURSES AND DISTRIBUTION LISTS.....	10
Assessment Needs.....	10
Methods of Assessment.....	10
CARLO Form.....	10
Assessment Procedures.....	10
Assessment Results and Analysis	11
Conclusions and Recommendations for Next Year	11
Methods of Feedback	11
Timetable and Schedule	11
3. ADHERENCE TO CCAC GUIDELINES & COURSE REQUIREMENTS.....	12
Assessment Needs.....	12
Methods of Assessment.....	12
Syllabi Collection Methods	12
Criteria for Analysis and Syllabus Assessment	12
Assessment Results and Analysis	13
Conclusions and Recommendations for Next Year	13
Methods of Feedback	14
Timetable and Schedule	14
4. ASSESSMENT OF FACULTY COMMITMENT & EXPERTISE.....	16
Assessment Needs.....	16
Methods of Assessment.....	16
New2BU Survey.....	16
Core Curriculum Dashboard.....	16

Assessment Results and Analysis	17
Conclusions and Recommendations for Next Year	18
Methods of Feedback	18
Timetable and Schedule	18
5. CO-CURRICULAR ADHERENCE TO CCAC GUIDELINES	20
Assessment Needs	20
Methods of Assessment	20
Metrics for Chapel.....	20
Metrics for the Creative Arts Experience.....	20
Postponing Data Collection from Civic Engagement.....	20
Assessment Results and Analysis	21
Conclusions and Recommendations for Next Year	21
Methods of Feedback	22
Timetable and Schedule	22
6. DIVERSITY & INCLUSION IN THE A&S CORE CURRICULUM.....	23
Assessment Needs	23
Methods of Assessment	23
Core Metrics Report	23
Baylor Senior Student Survey.....	23
Analysis of Course Objectives from Official Core Documents.....	23
CARLO Form.....	24
Assessment Results and Analysis	24
Conclusions and Recommendations for Next Year	28
Methods of Feedback	29
Timetable and Schedule	29
7. TRACKING DATA & METRICS IN A&S CORE CURRICULUM	30
Assessment Needs	30
Methods of Assessment	30
Scope of Data Collection.....	30
Tracking Metrics for Core Co-Curriculars	30
Assessment Results and Analysis	31
Conclusions and Recommendations for Next Year	36
Methods of Feedback	37
Timetable and Schedule	37
Appendix A Core Metrics Report.....	38
Appendix B General Education Matrix.....	39
Appendix C Course Names	40
Appendix D Sample Syllabus Assessment Form (SAF) for HIS 1300.....	41

EXECUTIVE SUMMARY

The purpose of this report is to share the results of the 2020-2021 assessment of the unified core curriculum in the College of Arts & Sciences at Baylor University. The Core Assessment Plan, approved by the CCAC and presented to the Council of Chairs in fall 2020, outlines a structure to assess seven different dimensions of the Core: student learning across and within the Core; faculty adherence to CCAC guidelines and course requirements; faculty commitment and expertise; co-curricular adherence to CCAC guidelines and course requirements; diversity and inclusion efforts in Core courses; and a summary of key metrics of the core curriculum during the 2020-2021 academic year.

The Core Vision Statement anchors the objectives of the Core and guides this assessment report. Namely, “the Arts & Sciences Core Curriculum, taught within a community of Christian scholars, enables men and women to acquire the knowledge, skills, and virtues needed to uncover and recognize truth, to deepen their faith, to live virtuously, to strengthen their communities, and to affect the world in transformative ways.” This Core Assessment Report presents a snapshot of the Core in 2020-2021, the second year of its implementation.

This report primarily draws on existing assessment methods used at Baylor to assess general education outcomes and collect student feedback. These methods include collecting and analyzing data from existing sources such as AAC&U’s VALUE Institute data, which is used by the Office of Institutional Effectiveness (OIE) and the General Education Assessment Committee (GEAC) as well as data gathered from student surveys such as the New2BU survey and Baylor Senior Student Survey. New methods of assessment include an analysis and self-assessment process for faculty syllabi; a Core Curriculum Dashboard created by Institutional Research and Testing (IRT) that contains course data and faculty demographic information; a Chapel report from IRT; data from the CAE event-hosting platform BaylorConnect; and an overview of a new departmental assessment procedure, the Core Curriculum Assessment Report on Learning Outcomes (CARLO) form. The methods used in this first Core Assessment Report ought to be considered a starting place. Future assessment reports will fully implement and develop new measurement tools to assess the unique aspects of the Core that are not currently captured by the existing measures.

This report finds that student learning across the core curriculum is meeting many of the objectives set in the Core Vision Statement as they relate to the areas of Critical Reasoning, Civic Engagement, and Christian Tradition. For example, 92% of A&S respondents report in the Baylor Senior Student Survey that Baylor helped them develop the skill to think critically. Over 75% of A&S seniors note Baylor’s contribution to their development of leadership skills. 82% of A&S seniors see Baylor helping them develop or clarify a personal code of values or ethics, and 78% of A&S seniors claimed Baylor contributed to their ability to place current problems in historical/cultural/philosophical perspective. An area of potential improvement, however, is in Communication, an area of learning interwoven throughout the Core Vision Statement. Only 66% of A&S seniors report Baylor contributed to their ability to read or speak a foreign language, which is 20% lower than the other two sections assessed under Communication. While the five Core areas of student learning and four General Education outcomes overlap or use similar terminology (e.g., Christian Tradition and Christian Perspective), the current sources of data available could be more streamlined. For example, although Communication is one of Baylor’s 4 C’s, it is not one of the five areas of student learning focus for the A&S core curriculum. Should A&S be assessing that learning outcome? Currently, there are no targeted assessments in place for Scientific Method or Creativity, and these areas are not assessed by the OIE. Should the University be assessing these learning outcomes?

Data related to the assessment of student learning within the core curriculum, or section 2 of this report, is sparse this year, but the 2021-2022 report will analyze detailed departmental assessments of student learning within each of the five Common courses and 1/3 of the Foreign Languages & Cultures DL (Asian & African languages) using the CARLO form.

The third section of this report presents a plan to analyze syllabi from faculty teaching Core courses to determine adherence to CCAC guidelines and course requirements. Syllabi are collected from faculty teaching in the Core every fall and spring semester. The Office of the Core has reminded faculty teaching in the Core in the fall 2021 Undergraduate Program Director Newsletter and the Core Faculty Newsletter to review the official Core documents to ensure awareness of and adherence to the Core course requirements.

In section 4, the assessment focuses on the commitment and expertise of faculty teaching in the core curriculum. According to data from the New2BU Survey, 42.4% of the total list of named faculty that took an interest in new students were A&S Core faculty and staff members. In addition, 12 Core faculty were mentioned at least 20 times in the survey data collected, and 43 Core faculty were mentioned at least 10 times. More than 52% of faculty highlighted in the survey were A&S core curriculum faculty. The expertise of Core faculty is also an area of note. Out of 431 unique faculty, 2/3 of faculty teaching a course in the Core have earned a Doctoral degree and over 1/3 of faculty have taught at Baylor for 10 years or more. It is worth noting the largest group rank for faculty teaching a course in the A&S core curriculum is “Graduate Student” (87), at 20.1%. When labs are included, this number rises to 37.1%.

Section 5 shifts to focus on the co-curricular elements of the Core (the Creative Arts Experience, Chapel, and Civic Engagement) and their adherence to CCAC guidelines. Since these co-curriculars are in various stages of revision and implementation, a formal assessment for each of the three programs will be developed over the next 1-2 years. In May of 2021, the A&S Council of Chairs voted to incorporate the CAE as a permanent component of the unified core curriculum. 282 CAE events were offered (145 in the fall semester; 139 in the spring) with 11,101 attendees across in-person, synchronous and asynchronous programs. Music events had the highest student attendance of all of the five categories of CAEs.

Section 6 of this report contains data about diversity and inclusion in the overall core curriculum. The approved official documents of the A&S Core Curriculum include diversity requirements within various elements of the Core. For example, each Common course includes diversity requirements as part of the approved course objectives, and diversity requirements appear in the objectives of 5 of the 9 Distribution Lists. A&S Seniors report in the Baylor Senior Student Survey section pertaining to Intercultural and Global Engagement (IGE) that Baylor has made significant contribution to their intercultural and global engagement. Answers for six out of the seven questions appear above the 90th percentile regarding Baylor seniors agreeing or strongly agreeing that Baylor contributed to their developing intercultural and global engagement skills. The only outlier was in answering whether they understand Baylor’s global engagement mission, which yielded a response of 86.7 % of students saying they agree or strongly agree. The co-curricular experiences in the Core offer unique opportunities for students to consider diversity through Chapel (in 2019-2020, 23 of the 66 featured guests in Chapel were of an ethnic minority) and through the Creative Arts Experience (CAE) requirement. 1,889 students, or 17% of all CAE student attendance last year, participated in a Literature & World Cultures event. Through participation in CAE events (12 total in a 4-year residency), students encounter a wide variety of fine arts events sponsored by Baylor; grow and mature in the reception, interpretation, and appreciation of the arts throughout multiple semesters at Baylor; and develop cultural literacy, critical thinking, social skills, human empathy, and patronage of the arts.

Lastly, section 7 of this report presents summary highlights of the Core metrics analysis. The results indicate that the unified core curriculum is nearing full implementation. The Core Metrics Report (Appendix A) presents detailed totals for the 2020-2021 Common course and Distribution Lists courses in terms of sections, capacity, and actual enrollment, along with how many instructors taught those sections and students. The areas of implementation that remain are related to populating the Scientific Methods II: Grand Challenges Distribution List and building capacity for the Civic Engagement co-curricular experience.

These findings are a meaningful step to identify which current assessment methods used at the university level can be applied to formal assessment of the A&S Core. The Office of the Core will use this information to design more focused assessments and to work to streamline assessment procedures. The results in this report are significant primarily because the Office of the Core has a clearer sense of where we need to develop robust assessment measures that help us develop a continuous plan of improvement.

Detailed recommendations for each of the seven sections of the Core Assessment Report can be found at the end of each report section. These recommendations are summarized here:

- 1) **Student Learning across the Core:** Develop assessment methods for missing Core areas of student learning (Creativity and Scientific Method); Consider revising traditional assessments for Political Science and Christian Tradition; Continue discussions to streamline assessment language; Design survey to assess areas not currently captured by existing forms of assessment; Create assessments for co-curricular experiences; Develop plan of improvement in response to Baylor Senior Student Survey.
- 2) **Student Learning within the Core:** Train departments to assess student learning within the Core; Underscore that the Office of the Core are assessing objectives in the official Core Vision documents; Communicate expectations and current information.
- 3) **CCAC Adherence and Course Guidelines.** Increase awareness of official Core documents and make expectations for assessment clear. Remind Core faculty to submit syllabi and complete Qualtrics Self-Assessment Survey (SSA); Assess syllabi for faculty teaching a Common course; Review report data from Qualtrics SSA Procedure for faculty teaching a course on a Distribution List.
- 4) **Faculty Commitment and Expertise.** Increase support for new faculty; Collaborate with the Graduate School to provide pedagogical resources for graduate students; Collaborate with the ATL to support temporary Core faculty; Increase diversity in hiring Core faculty.
- 5) **Co-Curricular Adherence to CCAC Guidelines.** Work with The Chaplain's Office to design an assessment for Chapel; Use data from the Chapel assessment in the larger Christian Tradition assessment; Design assessment tool for the CAE; Use data from the CAE assessment in the larger Creativity assessment; Track metrics data for co-curriculars; Design assessment for the Civic Engagement co-curricular; Use data from the Civic Engagement assessment in the larger Civic Engagement assessment.
- 6) **Diversity and Inclusion in the Core:** Consider revising the official Core documents and/or proposals to increase diversity in the Core; Respond to relevant recommendations in Pillar 5 of A&Spire to Illuminate once approved by the Council of Chairs; Promote diversity and the Core in various ways; Support pedagogical training related to D&I; Collaborate with the Baylor Libraries to make D&I resources available to faculty.
- 7) **Tracking Data and Metrics in the Core:** Track graduating students to see how they might be benefiting from the reduced Core size; Determine the flexibility of the Core; Identify areas of shared knowledge within and across the Core.

INTRODUCTION

The 2020-2021 academic year marked the second year of the unified core curriculum in the College of Arts & Sciences. During this year, a total of 431 faculty members taught an impressive 1,381 sections of classes that had a combined 47,086 student seat enrollment offered by all 25 A&S departments as well as 5 other Units (MUS, BUS, HON, ECS, & SWO). This academic year also acknowledges the endorsement of the first-ever core curriculum assessment plan within the College of Arts & Sciences.

The College of Arts & Sciences created the Office of the Core to provide oversight for the unified core curriculum for the BA, BFA, BS, and BSAS degrees at Baylor University. In addition, it started a Core Curriculum Advisory Committee (CCAC) to maintain the integrity of the core curriculum and serve as a resource for instructors. The CCAC supports and ensures that the instructors of all ranks and at all levels of the core convey the specific objectives of the core vision statement and that these objectives are pursued in the classroom or laboratory. The Office of the Core created the A&S Core Assessment Plan in conjunction with Associate Deans in the College of Arts & Sciences. This plan was endorsed by the CCAC and presented to the Council of Chairs in fall 2020. This assessment plan established meaningful and manageable forms of assessment in adherence to the guidelines set out by the A&S Core Curriculum vision statement and can be found electronically on the A&S Core curriculum website (www.baylor.edu/ascore).

The College of Arts & Sciences' Core Curriculum Assessment Report considers both student learning assessment and college effectiveness assessment elements. The College of Arts & Sciences Assessment Plan informs the structure of this report, along with the data collected and analysis provided. This report presents 7 distinct areas of assessment pursued by the Office of the Core, which all recognize the Core Assessment Plan's efforts to promote collaborative evaluation in the areas of student learning for core classes and co-curriculars, as well as acknowledge the need to plan for both manageable and meaningful forms of assessment. Those 7 areas of assessment and reporting are:

1. Student learning *across* the whole core curriculum (in 5 areas: Scientific Method, Critical Reasoning, Civic Engagement, Creativity, and Christian Tradition)
2. Student learning *within* each Common course and Distribution List (in 3 areas: shared knowledge, skills, and virtues)
3. Faculty/department adherence to Common course requirements (5) and Distribution List requirements (9)
4. Faculty commitment and expertise for teaching a Core class
5. Co-curricular adherence to CCAC-approved guidelines: Chapel, Creative Arts Experience (CAE), and Civic Engagement
6. Diversity & Inclusion in the core curriculum
7. General core curriculum data & metrics

Included within each of these areas of assessment are the 1) descriptions of the specific methods of collaborative assessment administered, 2) results and analysis of this assessment, 3) conclusions and recommendations section to be considered for the following year, 4) feedback methods the Office of the Core uses to administer these findings, and 4) future schedule of assessment that departments and faculty can expect for the next academic year.

I. STUDENT LEARNING ACROSS THE CORE CURRICULUM

Assessment Needs

According to the Core Curriculum Vision Statement, “the Core will address the various ways in which we engage the world and experience our humanity.”¹ Based on the Core vision statement, assessment of student learning *across* the core curriculum focuses on five areas (Scientific Method, Critical Reasoning, Civic Engagement, Creativity, and Christian Tradition). In recognizing the need for both manageable and meaningful forms of assessment, the Core has adopted a rotating yearly plan (a schedule that is dictated by the Office of Institutional Effectiveness (OIE) and General Education Assessment Committee’s (GEAC) planned assessment of the 4 C’s: Communication, Civic Engagement, Critical Thinking, and Christian Perspective).² Critical Reasoning and Written Communication were the two areas of focus for student learning assessment *across* the A&S core curriculum assigned for the 2020-2021 catalog year.

Methods of Assessment

Two current general education data collection methods were used. First, 50 sample student artifacts were collected and analyzed by the AAC&U’s VALUE Institute to assess two of the 4 C’s (Communication and Critical Thinking). In addition, student responses from the Baylor Senior Student Survey were reviewed.

VALUE Institute

To date, the Office of the Core relies upon the OIE and GEAC to share data collected and analyzed by the AAC&U VALUE Institute (for years in which Critical Thinking and Communication are chosen), and by the departments of Political Science and Religion (for years in which Civic Engagement and Christian Tradition are selected). During the 2020-2021 academic year, the OIE, in collaboration with the GEAC, collected assignments for assessment by the VALUE Institute in Written Communication and Critical Thinking. These assignments, ranging from courses at the 1000- and 4000-level, were passed along to the VALUE Institute for assessment. The completed report from the VALUE Institute will be given to Baylor’s OIE by October 2021 (which is later than expected; typically, September is the expected deadline for each year the VALUE Institute is hired by Baylor to assess two of the four C’s).

Baylor Senior Student Survey

To supplement the information provided by assessing the University’s general education outcomes (4C’s), a copy of the 2020-2021 Baylor Senior Student Survey was obtained from the OIE. The Baylor Senior Student Survey is administered by Baylor’s Office of Institutional Research and Testing (IRT) every three years, with the most recent year taking place in 2020-2021. Out of 906 university respondents, 343 respondents were A&S students.

This survey asks students to answer “Baylor’s contribution to [their] knowledge, skills, and personal development” on a scale by choosing either Very Much, Quite a Bit, Some, or Very little or None. Students are prompted to consider this question in alignment with the Four C’s general education outcomes: Communication, Civic Engagement, Critical Thinking, and Christian Perspective. The data collected from this survey can be organized by Unit at Baylor, so responses from A&S students were isolated and analyzed.

¹ Refer to the A&S Core Curriculum vision statement, pp. 2-4.

² Please see the Core Assessment Timetable found on the A&S Core Curriculum Website (www.baylor.edu/ascor) for further details.

Assessment Results and Analysis

The five Core outcomes and four General Education outcomes overlap or use similar terminology (e.g., Christian Tradition and Christian Perspective), but they do not entirely align. Although Written Communication is one of Baylor's 4 C's, it is not one of the five areas of student learning focus for the A&S core curriculum. Nevertheless, the Office of the Core will report on the VALUE Institute assessment of Written Communication in A&S core curriculum classes, which was another area of student learning Baylor's OIE and GEAC analyzed during the 2020-2021 academic year. In addition, gaps of information currently exist by using this data (e.g., Creativity, for example, is not currently assessed by the OIE) and some methods have not yet been revised to correspond to revisions made to the Core.

Available Data for Assessment in 2020-2021

The assessment of student learning across the core curriculum in Critical Reasoning (and Written Communication) is based upon Baylor's receipt of the VALUE Institute Assessment report in October 2021. Results are forthcoming and will be included as an addendum to this report.

The Baylor Senior Student Survey asks students in the College of Arts & Sciences questions related to Baylor's general education outcomes (known as the 4 C's: Communication, Civic Engagement, Critical Thinking, and Christian Perspective). The results of this survey can be seen in full in the Core Metrics report. Briefly, the Baylor Senior Students report that Baylor contributed to their knowledge, skills, and personal development in the following ways:

Communication

- 80% of A&S seniors acknowledge Baylor contributed to their ability to communicate well orally (Very Much/Quite a Bit = 81.4%) and their ability to write clearly and effectively (Very Much/Quite a Bit = 80.7%).
- Approximately 2/3 of A&S seniors report Baylor contributed to their ability to read or speak a foreign language (Very Much/Quite a Bit = 61.2), which is 20% lower than the other two categories under Communication.

Civic Engagement

- 80% of A&S seniors acknowledge Baylor contributed to their ability to create original ideas and solutions (Very Much/Quite a Bit = 80.9%)
- Over 75% of A&S seniors note Baylor's contribution to their development of leadership skills (Very Much/Quite a Bit = 76.8%).
- 73% of A&S seniors report Baylor contributed to their relating well to people of different races, nations, and religions (Very Much/Quite a Bit = 73.6%).

Critical Thinking

- 86% of A&S seniors acknowledge Baylor's contribution to evaluating and choosing between alternative courses of action (Very Much/Quite a Bit = 86.1%).
- Over 87% of A&S seniors note Baylor contributed to their ability to synthesize and integrate ideas and information (Very Much/Quite a Bit = 87.9%).
- An impressive 92% of A&S seniors said Baylor helped them develop the skill to think critically (Very Much/Quite a Bit = 91.9%).

Christian Perspective

- 82% of A&S seniors see Baylor helping them develop or clarify a personal code of values or ethics (Very Much/Quite a Bit = 82.8%).

- 87% of A&S seniors report Baylor contributed to their ability to identify moral and ethical issues (Very Much/Quite a Bit = 87.5%).
- 78% of A&S seniors claimed Baylor contributed to their ability to place current problems in historical/cultural/philosophical perspective (Very Much/Quite a Bit = 78.7%).

Missing or Partial Data Collection for Assessment in 2020-2021

The general education outcomes of Scientific Method and Creativity are not currently captured by the work of the OIE and GEAC. Still, they are highlighted as significant in the Core vision statement.

The Departments of Political Science and Religion utilize exit exams, but they have not been revised to correspond to the objectives in the official Core documents for their respective Common courses.

Further, co-curricular experiences, such as Chapel, the Creative Arts Experience, and Civic Engagement do not currently contribute to the findings for the OIE and GEAC.

Conclusions and Recommendations for Next Year

According to the Baylor Senior Student Survey, a strong majority of A&S respondents report that Baylor contributed to the development of their Critical Thinking and Communication skills and their understanding of Christian Perspective. Foreign language acquisition and Civic Engagement as it relates to “relating well to people of different races, nations, and religions” are potential areas of improvement.

While meaningful observations about student learning across the core curriculum can be extracted from the assessment data conducted by the OIE, the following recommendations would help to resolve the discrepancy between the five Core student learning areas and the four general education outcomes (4 C’s). These differences might require attention in order to streamline the assessment process and collect mutually beneficial data for the OIE and the Office of the Core.

1. *Develop assessment methods for missing Core areas.* To assess Scientific Method, the CCAC, with the guidance of the Director of the Core, ought to work with departments and faculty teaching in the Scientific Method I and II DLs to identify assignments best suited to achieving this Core outcome. They should also work on assessing Creativity by working with departments in the Fine Arts & Performing Arts DL and faculty teaching the ENG 2310 American Literary Cultures common course. Assignments chosen for assessment in these two general education outcome areas will be selected from lower- and upper-division courses to demonstrate the development of these outcomes over time. In addition, the Office of the Core recommends that assessment of two specific outcomes occur on alternate years to keep the workload manageable and meaningful for everyone involved.³
2. *Consider revising traditional assessments for Political Science and Christian Tradition.* The Office of the Core plans to meet with the Chairs and UPDs in the departments of Political Science and Religion during the 2021-2022 academic year to discuss their current assessment methods for Civic Engagement and Christian Tradition to determine whether there is a need to update those methods to best align with the unified core requirements.
3. *Continue discussions to streamline assessment language.* The Office of the Core should continue conversations with the OIE, GEAC, and the Vice Provost for Undergraduate Education regarding

³ The VALUE Institute has a pre-existing Creative Thinking VALUE Rubric that can be used. They have not developed a Scientific Method VALUE rubric, but have ones on Inquiry and Analysis, and Quantitative Thinking.

merging assessment terminology and continuing to utilize and update the newly created Crosswalk Spreadsheet to facilitate consistent assessment methods between offices and units.

4. *Design survey to assess areas not currently captured by existing forms of assessment.* The Office of the Core could, in collaboration with the CCAC and Baylor’s Office of Institutional Research and Testing (IRT), develop a unique student survey for College of Arts & Sciences students. This survey could include questions about student engagement with the unified core curriculum across their time at Baylor not captured by current forms of assessment. For example, this student survey could ask seniors (or freshman and seniors to track development over time) in A&S to consider the five “various ways in which we engage the world and experience our humanity (Scientific Method, Critical Reasoning, Civic Engagement, Creativity, and Christian Tradition).” It could also include questions about their experience with the A&S core curriculum beyond these five areas, such as ask their perspective as a form of reflection on the shared knowledge, skills, and virtues they developed and obtained as a result of working through our A&S core curriculum, what majors (or double-majors or certificates) they pursued, or questions could pertain to diversity & inclusion in the core curriculum.
5. *Create assessments for co-curricular experiences.* In collaboration with the University Chaplain, Director of the Creative Arts Experience, and Director of Civic Engagement, the Office of the Core plans to design surveys to assess how these co-curricular pieces contribute to student learning across the Core.
6. *Develop plan of improvement in response to Baylor Senior Student Survey.* The Office of the Core could collaborate with the Department of Modern Languages and Cultures, representative members of the CAE, the Director of Civic Engagement, and Diversity task force members to develop a plan in response to the Baylor Senior Student Survey to see how Baylor might improve how they relate to people from diverse backgrounds. In addition, a plan could include how we might interpret and address A&S seniors’ beliefs that Baylor could improve contributions to reading and writing in foreign languages.

Methods of Feedback

Once feedback from the VALUE Institute is provided, the Office of the Core will provide an addendum to this Assessment report that will include an analysis of that feedback. This addendum will be sent to the Dean of A&S, the CCAC, and made available to Baylor Faculty and Departments via the assessment page on the College of Arts & Sciences core curriculum website (www.baylor.edu/ascore). It is important to note, all assessment reporting, as determined by the endorsed Core Assessment Plan, will be summative – not individualized – with all faculty names removed. The Office of Institutional Effectiveness will oversee the process of collecting assignments from individual faculty members and provide specific feedback to those faculty members once the VALUE Institute sends Baylor their findings.

Metrics on A&S student responses in the Baylor Student Survey conducted during 2020-2021 are included in full in the Core Metrics Report (see Appendix A). Further analysis of the Core Metrics Report is the focus of section 7 of this Core Assessment Report.

Timetable and Schedule

The OIE and GEAC will assess student learning in Christian Tradition and Civic Engagement during the 2021-2022 academic year. The Office of the Core will rely upon the shared data collected and analyzed by the OIE and GEAC in these two areas of student learning in next year’s core assessment report.

The Baylor Senior Student Survey is conducted every three years by IRT. The Enrolled Student Survey is a separate survey administered to Baylor students of every grade level, is also conducted every three years (off-cycle from the Senior Survey), and is scheduled to be distributed to Baylor students next in the 2021-2022



COLLEGE OF ARTS & SCIENCES
Core Curriculum

academic year. The Office of the Core will include data from the Enrolled Student Survey of 2021-2022 in the Core Assessment Report due August 2022.

2. STUDENT LEARNING WITHIN COMMON COURSES AND DISTRIBUTION LISTS

Assessment Needs

The A&S Core Curriculum vision statement says: "Functionally, the Arts & Sciences Core Curriculum, taught within a community of Christian scholars, enables men and women to acquire the knowledge, skills, and virtues needed to uncover and recognize truth, to deepen their faith, to live virtuously, to strengthen their communities, and to affect the world in transformative ways."⁴ To that end, the Office of the Core will assess student learning according to the following:

- I. Are A&S Students in the core curriculum developing "a shared foundation of knowledge drawn from the rich and diverse liberal arts tradition"?
- II. Are A&S Students in the core curriculum developing "various skills necessary for the completion of an academic degree, but also essential for personal and professional life beyond Baylor"?
- III. Does the A&S core curriculum "inspire moral, intellectual, and spiritual virtues" in our students?

To do this, the Office of the Core assesses student learning *within* each of the common courses and courses within the nine distribution lists that make up the unified core curriculum.

Methods of Assessment

While students are assessed with end-of-semester grades within each of the Core courses and programs are assessed using the OIE's SLOPE form for SACSCOC accreditation, these methods are not aligned with the charge in the Vision to assess A&S students' shared knowledge, skills, and virtues. The Core is utilizing the CARLO form to assess student learning within the core curriculum.

CARLO Form

During the 2020-2021 academic year, the Core Assessment Report on Learning Outcomes (CARLO) form was created. This form is based upon the OIE's program assessment SLOPE form. The CARLO form directs departments to provide feedback on their assessment of the learning outcomes of each of their common and (if applicable) distribution list courses. In recognizing the need for both manageable and meaningful forms of assessment, courses in the A&S core curriculum are slated for assessment of student learning *within* these courses on a rotating three-year basis.⁵

Assessment Procedures

Based on the core assessment timetable, which divides the common courses and distribution lists over a three-year rotating schedule, the common core departments (ENG, HIS, PSC, REL), along with departments with Foreign Languages & Cultures DL courses pertaining to Asian/African languages and cultures, are scheduled to assess the learning objective in their core curriculum courses during the 2021-2022 academic year. Completed CARLO forms for these departments are due (via Box upload on the CARLO assessment page of the A&S core curriculum website www.baylor.edu/ascore) no later than May 31, 2022.

To maintain anonymity for faculty, if a department has under 10 sections analyzed in an academic year, the Office of the Core will assess all sections since the last departmental assessment, not just the most recent year.

⁴ Core Curriculum Vision Statement, p. 2.

⁵ Please see the Core Assessment Timetable found on the A&S Core Curriculum Website (www.baylor.edu/ascore) for further details.

Assessment Results and Analysis

The Office of the Core developed the CARLO form and assessment plan for student learning *within* the core curriculum during the 2020-2021 academic year; therefore, there is no data to assess and present at this time. During this period of development, the Office of the Core did not require departments or courses to assess student learning based on core learning objectives in a systematic way that necessitated them to provide their assessment results back to the Office of the Core.

Conclusions and Recommendations for Next Year

While data to assess student learning within the Core was not collected this year, the following recommendations will guide our next steps:

1. *Train departments to assess student learning within the Core.* The Office of the Core will meet with all A&S departments (beginning with Year One CARLO departments on the core assessment timetable) to provide training to chairs and UPDs on efficiently completing the CARLO form.
2. *Underscore that we are assessing objectives in the official Core Vision documents.* The Office of the Core will work with A&S departments to identify existing assignments within core classes to assess the shared knowledge, development of various skills, and inspiration of virtues as determined by the specific objectives for each common and DL.
3. *Communicate expectations and current information.* The Office of the Core will maintain communication with A&S departments assigned to complete the CARLOs each year and highlight the latest available rubrics made available on the Assessment page of the core curriculum website (www.baylor.edu/ascore).

Methods of Feedback

Once departments selected for CARLO assessment submit their completed forms by the May 31, 2022 deadline, the Office of the Core will analyze the results and provide feedback in the Core Assessment Report due to the CCAC and the Dean of A&S by August 15, 2022. That report will also be made available to Baylor Faculty and Departments via the assessment page on the College of Arts & Sciences core curriculum website (www.baylor.edu/ascore). It is important to note, all assessment reporting, as determined by the endorsed Core Assessment Plan, will be summative —not individualized— with all faculty names removed. In addition, the Office of the Core will review the assessment model outcomes and provide specific feedback to and highlight pedagogical resources for departments to consider for improvement.

Timetable and Schedule

Student learning *within* the Common courses and courses within each Distribution List will be assessed using the CARLO form for each department, with Core classes listed according to the following three-year rotation:

- *Year One (2021-2022):* ENG 2310, HIS 1300, PSC 1387, REL 1310, REL 1350, Foreign Languages & Cultures DL - Asian/African
- *Year Two (2022-2023):* Communication & Media Literacy DL, Contemporary Social Issues DL, Fine and Performing Arts DL, Literature in Culture DL, Foreign Languages & Cultures DL – Spanish/Portuguese and German/Russian
- *Year Three (2023-2024):* Foreign Languages & Cultures DL (non-MLC), Formal Reasoning DL, Research Writing DL, Scientific Methods I DL, Scientific Methods II DL, Foreign Languages & Cultures DL – French/Italian
- *Year Four (2024-2025):* ENG 2310, HIS 1300, PSC 1387, REL 1310, REL 1350, Foreign Languages & Cultures DL – Asian/African

3. ADHERENCE TO CCAC GUIDELINES & COURSE REQUIREMENTS

Assessment Needs

The A&S core curriculum vision statement states, "*Guidance*: The College will create a Core Curriculum Advisory Committee that maintains the integrity of the Core Curriculum and serves as a resource for instructors. The committee may consider existing university-wide, college-wide, and departmental assessments." To that end, the Office of the Core offers methods to assess whether a course aligns with and incorporates the core curriculum objectives and course requirements as outlined in the CCAC-endorsed and Council of Chairs-approved Common course or Distribution List official guidelines.⁶

Methods of Assessment

The collection and analysis of faculty syllabi is the planned method of assessment to determine adherence to CCAC guidelines and course requirements. While the syllabus is only one dimension of what actually takes place in a course, it is the primary way that the objectives of a course are communicated to students and should thus reflect the official title, course description, and objectives listed in the official Core documents for Common courses and Distribution Lists.

Syllabi Collection Methods

To determine faculty and department adherence to CCAC guidelines and course requirements, the CCAC authorized the Office of the Core to collect all syllabi (from fall 2020 and spring 2021) for every course section taught in the unified core curriculum during the 2020-2021 academic year.⁷ A Box-folder link was set up to enable submission by faculty and departments as efficiently as possible. The Office of the Core worked with departments to collect these syllabi on time with the least inconvenience to departments as possible. If a faculty member taught the same Core or Distribution List course during both semesters, then the most recent syllabus was selected for analysis. Syllabi will be analyzed on a rotating three-year basis; however, syllabi from all Core courses will be collected each year.

Criteria for Analysis and Syllabus Assessment

The official Core documents (posted online on the A&S Core website) form the criteria for analysis for each of the five Common courses and courses in the Distribution Lists. An assessment tool was created by designating each objective for each Common course or Distribution List with one of the following labels: "shared knowledge," "skills," and/or "virtues."⁸

Syllabus Assessment Form (SAF)

The resulting assessment tool, the Syllabus Assessment Form (SAF) (Appendix D), was created by the Office of the Core to determine how well each syllabus meets the following criteria:

- Course title
- Course description
- Core curriculum objectives listed
- Core curriculum objectives pursued (including objectives related to diversity, equity, and inclusion)

⁶ Official Core Documents for all Commons and DLs are available on the core curriculum website on each common or distribution list page (www.baylor.edu/ascore).

⁷ Syllabi collection in 2021-2022 will include syllabi from wintermester and summer terms.

⁸ These elements correspond to the Core Vision statement that the Core "enables men and women to acquire the knowledge, skills, and virtues needed to uncover and recognize truth, to deepen their faith, to live virtuously, to strengthen their communities, and to affect the world in transformative ways."

During the 2020-2021 academic year, five Common Courses and the Research Writing Distribution List were reviewed to pilot test the Syllabus Assessment Form and develop internal benchmark data.

Qualtrics Syllabus Self-Assessment (SSA)

The Syllabus Self-Assessment is a Qualtrics survey designed to collect data about adherence to CCAC guidelines and course requirements that will be completed by Core faculty when they submit their syllabi after census each semester. The survey contains the same categories as the Syllabus Assessment Form, but the self-assessment permits faculty to correct an earlier assessment and/or report how required objectives are pursued (both in the syllabus and in the course itself). Together, the SAF and Qualtrics SSA form the “Combined Syllabus Assessment Procedure.”

Syllabi Assessment for Common Courses

Faculty teaching Common courses will be assessed using the Syllabus Assessment Form (SAF) to ensure that they adhere to the official Core documents. Faculty will also have the opportunity to review their results and self-correct any errors using the Qualtrics Syllabus Self-Assessment (SSA). If a faculty member does not self-assess a syllabus using the Qualtrics survey, the SAF assessment data will be reported. The syllabus assessment procedure for Common courses will begin in 2021-2022.

Syllabi Assessment for Distribution Lists

Faculty teaching courses in Distribution Lists will solely use the Qualtrics SSA to report the ways in which their courses align with the stated course objectives for their respective Distribution Lists. The syllabus self-assessment procedure for courses in Distribution lists will begin in 2021-2022.

Assessment Results and Analysis

The Office of the Core piloted and refined the Syllabus Assessment Form and assessment plan for adherence to CCAC guidelines and course requirements during the 2020-2021 academic year; therefore, there is no data to assess and present at this time. During this period of development, the Office of the Core has made recommendations to faculty in the fall 2021 Undergraduate Program Director Newsletter and the Core Faculty Newsletter to review the official Core documents to ensure adherence.

The data collected during 2020-2021 after reviewing all syllabi collected by faculty that taught a Common course section will be used as benchmark data in the 2022 assessment report. These results will omit all faculty names.

Conclusions and Recommendations for Next Year

While CCAC adherence and course guidelines was not analyzed this year, the following recommendations will guide our next steps:

- 1 *Increase awareness of official Core documents and make expectations for assessment clear.* The Office of the Core highly recommends that faculty teaching a Common course review the Official Core Documents for their courses so that they are aware of the expectations for adherence to the CCAC guidelines and Core requirements. Faculty need to be informed that syllabi must use the correct course title and course description as well as list each of the Common course objectives on course syllabi. For courses in Distribution Lists, they need to be aware of the expectation that they will express each of the course objectives in some fashion on course syllabi (though they might use different or discipline-specific language). Further, all Core faculty should ensure that they are pursuing each of the listed objectives through their required course readings and assignments. This information can be found on the Core

website (www.baylor.edu/ascore). The Office of the Core will communicate these expectations to chairs and UPDs in meetings during fall 2021.

- 2 *Remind Core faculty to submit syllabi and complete Qualtrics Syllabus Self-Assessment Survey (SSA).* After census, faculty will be asked to submit syllabi for a Common course or a course on a Distribution List. They will later receive an email to complete the Qualtrics SSA so that they may self-assess their adherence to CCAC guidelines and course requirements in order to improve their syllabi for Core courses in spring 2022.
- 3 *Assess syllabi for faculty teaching a Common course.* The Office of the Core will assess syllabi using the original SAF to determine adherence to the CCAC guidelines and course requirements for each Common course.
- 4 *Review report data from Qualtrics SSA Procedure for faculty teaching a course on a Distribution List.* The Office of the Core will run reports for each course in an assigned Distribution List to identify patterns and offer support and resources for faculty to improve adherence to CCAC guidelines and course requirements.

Methods of Feedback

The Office of the Core will send each completed SAF form directly back to the individual faculty member whose Common course syllabus was reviewed. Feedback provided at the bottom of the SAF form provide faculty members with additional resources and guidance on best aligning their course with core curriculum objectives and requirements in the future. At that point, faculty teaching a Common course will receive a link to the Qualtrics SSA to make any changes. For faculty teaching a course on a Distribution List, they will receive only a link the Qualtrics SSA.

Department chairs can expect to receive a summary report of the SAF data for Core and Distribution List courses in their department at the beginning of each fall semester for those courses reviewed during the previous academic year. All faculty names will be removed from this summary report to the Chair.

The Core vision statement describes Administrative Responsibilities supported by the College of Arts & Sciences under the topic of faculty development, stating: "Drawing also upon other resources with the University, the College will offer robust support for instructors at all levels to convey the specific objectives of the vision and ensure that these objectives are pursued in the classroom or laboratory. The College will foster a broad interdisciplinary conversation between instructors to explore the various aspects of the vision and how each instructor's course fits in the context of the entire vision."⁹

Therefore, the Office of the Core maintains a robust Core Curriculum website (www.baylor.edu/ascore) with a Faculty Resource tab. Faculty can find information and opportunities for engagement pertinent to improvements in curriculum and instruction. Additionally, the Core Faculty Newsletter will continue to be emailed out twice a year to all teachers of record (TORs) teaching a course in the Core Curriculum. This newsletter provides up-to-date information on Diversity in the Core, Core Common Readers, General Education Pedagogy, and Core Virtues.

Timetable and Schedule

The SAFs are administered to syllabi on a rotating three-year basis; however, syllabi from all Core courses are collected each year. In 2021-2022, the five Common courses will be assessed using the refined SAF procedure.

⁹ See the core curriculum vision statement, p. 6.



Baylor University

COLLEGE OF ARTS & SCIENCES
Core Curriculum

The Contemporary Social Issues DL, the Fine Arts & Performing Arts DL, and the Foreign Languages & Cultures DL are also assigned for review in year two (2021-2022). The Literature in Context DL, Research Writing DL, and Scientific Methods I and II DLs are assigned for review in year three (2022-2023).

The assignment of Commons and DLs over these three years is based upon creating a workload balance for the Office of the Core. Some DLs are significantly larger in terms of course offerings than others. Please see the Core Assessment Timetable found on the A&S Core Curriculum Website (www.baylor.edu/ascore) for further details.

4. ASSESSMENT OF FACULTY COMMITMENT & EXPERTISE

Assessment Needs

The A&S Core Curriculum Vision Statement says: "The instructors engaged in teaching the Arts & Sciences Core Curriculum will be committed to teaching undergraduates as a central aspect of their vocation. The Core Curriculum will be taught by instructors across all ranks, and it is imperative that they be given adequate support and instruction in teaching these courses."¹⁰

The Vision Statement goes on to identify specific 'Instructor Responsibilities,' which speak indirectly to the need for assessment, saying:

- I. *“Expertise:* Core courses will be taught by instructors who have expertise in their respective fields and are trained in the modes of analysis and problem solving unique to their specific discipline.
- II. *Engaging with and inspiring students:* Core courses will be taught by instructors with a passion for their subject and a joy for teaching. They will seek to engage with students from all majors and demonstrate the importance and relevance of their course content to perennial human concerns.
- III. *Depth and breadth of perspective:* Core courses will be taught by instructors who have a knowledge of the intricacies of their own field and also how it interrelates with other fields. They will be able to convey the significance of their course in light of the Core Curriculum as a whole.
- IV. *Commitment to the vision for the Core Curriculum:* Instructors teaching Core courses will recognize which objectives of the vision their specific course is addressing, and they will strive to fulfill them.”¹¹

The Core Vision Statement goes on to describe Administrative Responsibilities supported by the College of Arts & Sciences under the topic of faculty development: “The College will have methods for evaluation of instructors teaching Core courses that address the instructor's responsibilities as outlined above.”

Methods of Assessment

Assessing faculty commitment and expertise is achieved by bringing together data gathered from the New2BU survey and faculty demographic information compiled in the Core Metrics Report. The 2021-2022 Core Assessment report will include information from the combined Syllabi Assessment Form (SAF)/Qualtrics Syllabus Self-Assessment (Qualtrics SSA) procedure.

New2BU Survey

To measure faculty engagement inspiring students, the Office of the Core collects data every year from the New2BU survey administered by the Office of Institutional Research and Testing. The data provided from the New2BU survey lists the names of A&S faculty (from which we can determine who teaches in the Core Curriculum) and how many students wrote their name down as having “taken an interest in [the students] success.” This data is included in each Core Metrics Report (with faculty names removed for anonymity).

Core Curriculum Dashboard

This particular demographic data was gathered by Baylor’s Office of Institutional Research and Teaching (IRT) via an established Core Curriculum Dashboard and presented as part of the Office of the Core's Core Metrics Report each year (Appendix A). Course offerings are compiled from data as of the census day of each term.

¹⁰ Core Curriculum Vision Statement, p. 5.

¹¹ Core Curriculum Vision Statement, p. 5-6.

These data are then joined with employee records from Banner and Ignite to identify instructor gender, race/ethnicity, rank, highest degree earned, and years of service. Courses that are cross-listed and concurrently taught appear under the primary course designated by the department. The Core Metrics report is the focus of analysis in section 7 of this report.

Once solidified, the combined Syllabi Assessment procedure will provide data on the commitment of faculty to the vision for the Core Curriculum by investigating whether their Core classes incorporate the approved objectives of the Official Core Documents.

Assessment Results and Analysis

Core faculty demonstrate their commitment to students in ways that are difficult to measure, but the Office of the Core uses available tools to assess the dimensions of commitment and expertise.

Core Faculty Commitment Recognized by Students

The 2020-2021 New2BU Freshman Survey (administered in Fall 2020 and again in Spring 2021) asked students to “Please let us know which faculty or staff member(s) has/have taken an interest in your success?”. Of the total 708 Baylor faculty and staff mentioned by students 300, or 42.4% of the total list, were unique A&S Core faculty and staff members listed by name. In addition, twelve (12) core faculty were mentioned 20+ times in the survey data collected, 43 Core faculty were mentioned 10+ times. Finally, of the 2885 times faculty were mentioned in the New2BU survey, 1521 mentions were for Core faculty (which means more than 52% of faculty highlighted in the survey were A&S core curriculum faculty).

Core Curriculum Dashboard: Faculty Demographic Data for 2020-2021

The 2020-2021 Core Metrics Report records Core faculty member's expertise and rank, along with other demographic metrics. The demographic data for faculty teaching in the core curriculum are included in full on page 21 of the Core Metrics Report (see Appendix A). The Core Metrics Report is the focus of section 7 of this Core Assessment Report.

Unique Faculty: 431 unique faculty that taught a course in the A&S core curriculum during the 2020-2021 academic year. Many of the same instructors taught in both semesters.

Faculty Rank: “Rank” reflects the instructor’s rank at the time the course was offered. “Temporary” includes faculty and staff with a status of “Temporary” in the Human Resources system.

- The largest group rank for faculty teaching a course in the A&S core curriculum is “Graduate Student” (87), at 20.1%. *(It is important to note that this number does not include graduate instructors teaching labs in Foreign Languages & Cultures, Formal Reasoning, and Scientific Methods I. When labs are included, Graduate Students make up 37.1% (208 instructors) of faculty teaching a course in the A&S core curriculum).*
- The top 4 ranks for faculty teaching a course in the A&S core curriculum are:
 - Graduate Student (87) at 20.1%.
 - Associate Professor (75) at 17.4%
 - Senior Lecturer (69) at 16.0%
 - Professor (58) at 13.4%.
- The 5th largest group of faculty teaching a course in the Core is ranked as “Temporary” (57) at 13.2%.

Highest Degree Earned

- 2/3 (66.4%) of faculty teaching a course in the core have earned a Doctoral degree.
- 1/4 (24.8%) of faculty teaching a course in the Core have earned a Master’s degree.

Years of Service

- 10 faculty taught a core course in 2020-2021, their first year of work at Baylor University.
- Roughly a quarter of faculty teaching in the core has worked at Baylor 11-20 years as of 2020-2021.
- Over 1/3 of faculty teaching in the Core have worked at Baylor for more than ten years.

Conclusions and Recommendations for Next Year

The commitment and expertise of Core faculty are a crucial component of transformational education in the College of Arts & Sciences. While the expertise of Core faculty is represented by the significant number of faculty with Doctoral degrees and years of service at Baylor, more attention could be paid to graduate student professional development and pedagogical training since they form the largest group rank for Core faculty. Ideally, Core courses would be distributed more evenly across faculty of all ranks. New faculty are another area of potential development since 10 faculty taught a Core course during their first year at Baylor. Lastly, the faculty demographic data could more closely reflect the growing diversity of the student body.

The following recommendations will guide next steps for the Office of the Core as we seek to support our community of Christian scholars teaching in the unified core curriculum:

- *Increase support for new faculty.* The Office of the Core will encourage department chairs and Undergraduate Program Directors during meetings this fall to encourage their new faculty teaching a course in the A&S core curriculum to visit the Core website, familiarize themselves with the official Core document for their courses, and utilize the many resources made available under the faculty tab when designing their syllabi. New Faculty Orientation is one avenue to communicate these expectations to faculty new to Baylor.
- *Collaborate with the Graduate School to provide pedagogical resources for graduate students.* The Office of the Core will devise ways (in conjunction with departments and the Graduate School) to empower graduate students teaching a course in the A&S core curriculum. It is essential, given that they make up the most significant percentage of instructors teaching in the Core, that they have access to all Core-related materials and knowledge of the pedagogical resources available to them on Baylor's campus.
- *Collaborate with the ATL to support temporary Core faculty.* With such a large number of temporary faculty teaching in the core, the Office of the Core will reach out to the Academy for Teaching and Learning (ATL) and offer a handout and/or provide a brief presentation for the annual Adjunct Workshop held in August of each year before the start of the fall semester.
- *Increase diversity in hiring Core faculty.* The Office of the Core support the A&S Diversity, Equity, and Inclusion task force and their recommendations for hiring more diverse faculty teaching Core courses.

Methods of Feedback

This Core Assessment Report is presented to the CCAC and the Dean of A&S by the CCAC-approved date of September 20, 2021. It will also be made available to Baylor Faculty and Departments via the assessment page on the College of Arts & Sciences core curriculum website (www.baylor.edu/ascore) during the Fall 2021 semester. It is important to note, all assessment reporting, as determined by the endorsed Core Assessment Plan, will be summative—not individualized—and all faculty names have been removed.

Timetable and Schedule

The New2BU Survey is administered the fall and spring semester each academic year, and information

gathered from both reports will be included in the Core Assessment Report each year.

The Core Curriculum Metrics Report, which is the subject of section 7 of this Assessment Report, is created at the end of every academic year. Information gathered in this metrics report will inform this section 4 of the Assessment Report each year.

The combined SAF procedure will be used to review syllabi on a three-year rotating basis. All five Common Courses are assigned for review in 2021-2022, and faculty teaching in the Contemporary Social Issues DL, the Fine Arts & Performing Arts DL, and the Foreign Languages & Cultures DL are slated to complete the Qualtrics SSA. The Literature in Context DL, Research Writing DL, and Scientific Methods I and II DLs will undergo review the following year (2022-2023).

5. CO-CURRICULAR ADHERENCE TO CCAC GUIDELINES

Assessment Needs

The Creative Arts Experience (CAE), Chapel, and Civic Engagement are co-curriculars that are included as common graduation requirements in the unified core curriculum. They, too, have official Core documentation containing a list of objectives and requirements identified by the CCAC and voted on by the A&S Council of Chairs. Therefore, they must also be incorporated into the overall core curriculum assessment plan. However, the Office of the Core recommended delaying developing an assessment plan for these three co-curriculars until the 2021-2022 catalog year, and the CCAC agreed.

The end of the 2020-2021 academic year marked the completion of the Creative Arts Experience's (CAE)¹² two-year pilot program. In May of 2021, the A&S Council of Chairs voted to incorporate the CAE as a permanent component of the unified core curriculum. Therefore, it made sense to hold off on developing an assessment plan for the CAE objectives until the CAE became a permanent part of the core.

While Chapel has a long history as a graduation requirement at Baylor, its incorporation into the A&S core curriculum and recent decision to provide Baylor students with multiple Chapel experience options to choose from led the Office of the Core to once again recommend delaying the development of an assessment plan for Chapel until the 2021-2022 catalog year, and the CCAC agreed.

Civic Engagement was provisionally approved by the Council of Chairs to serve as a co-curricular 3000-level common course; however, it was determined early on that logistically, it would not be developed in time to meet the fall 2019 launch of the unified core curriculum. Therefore, the Office of Engaged Learning has been given a 2-5-year window to develop and implement the civic engagement core requirement. This year marks the end of year two of the unified core curriculum.

Methods of Assessment

Although formal assessment of the Core co-curriculars was postponed for the 2020-2021 academic year to allow time for assessment development of these initiatives, metrics for these co-curriculars were gathered.

Metrics for Chapel

The process for gathering data on Chapel included submitting an Office of Institutional Research and Testing (IRT) report to determine student attendance, the number of sections, and professors. All data requested and received was based on the census dates for the fall 2020 and spring 2021 semesters.

Metrics for the Creative Arts Experience

The process for gathering data on the Creative Arts Experience included working with the Director of the CAE and collecting data from the event hosting platform BaylorConnect. This platform facilitates the CAE, and reports can be run from BaylorConnect to tell us the number of events per each of the five CAE categories, student attendance, student capacity, etc.

Postponing Data Collection from Civic Engagement

The Civic Engagement pilot in 2020-2021 was postponed to fall 2021, so data were not collected for this report.

¹² Formerly named the Cultural Events Experience, and is listed as such on all 2019-2020 reporting.

Assessment Results and Analysis

The Core Metrics Report (Appendix A) includes metrics demonstrating the scope and scale of the CAE and Chapel requirement during 2020-2021. Here is a brief analysis of the data gathered on the Core co-curriculars implemented during the 2020-2021 academic year:

Chapel

- 41 total sections were offered (25 in the fall semester; 16 in the spring).
- The actual student enrollment in Chapel during the 2020-2021 academic year was 8,518. (4,562 students in the fall; 3956 students in the spring).
- The total student capacity for all Chapel sections during the academic year was 21,091. (4,885 seats in the fall; 16,206 in the spring).
- 8 total unique faculty facilitated Chapel. Six faculty offered sections of Chapel in the Fall, and five faculty offered sections in the spring.

Creative Arts Experience

- 282 CAE events were offered (145 in the fall semester; 139 in the spring) with 11,101 attendees across in-person, synchronous and asynchronous programs. 101 more CAE events were offered in 2020-2021 101 more events than were offered during the previous academic year.
- Student attendance is almost always (exception is Music events) greater for the spring semester than the fall. (11,101 students total with 4,763 of them in the fall semester and 6,338 of them in the spring).
- Music events had the highest student attendance of all of the five categories of CAEs. Table 1 shows the total breakdown of attendance and events by CAE category.

Table 1. Metrics for the Five CAE Event Categories in AY 2020-21

CAE Category	Attendance	# of Events	Total Attendance %
Art	1575	123	14.2
Music	5090	54	45.9
Literature & World Cultures	1889	38	17
Theatre	1811	36	16.3
Film	727	31	6.5
Art	1575	123	14.2

Conclusions and Recommendations for Next Year

Though assessments co-curriculars in the unified A&S Core Curriculum are not yet designed, the next steps are clear. In order to provide assessment data for the next Assessment Report, the Office of the Core will complete the following steps:

- *Work with Chaplain’s Office to design an assessment for Chapel.* The Office of the Core explore, alongside the CCAC and the Chaplain’s office, needs to develop an assessment tool for Chapel. The earliest a new assessment plan for Chapel could be implemented is during the 2021-2022 academic year.
- *Use data from the Chapel assessment in the larger Christian Tradition assessment.* The Office of the Core will work with the CCAC and the Chaplain’s Office to include data about Chapel when assessing Christian Tradition, one of the five areas of student learning in the unified core curriculum. Currently, Baylor’s Office of Institutional Effectiveness (OIE) solely measures the 4C Christian Perspective by assessing the required courses of Christian Scriptures and Christian Heritage.

- *Design assessment tool for the CAE.* The Office of the Core, working with the Director of the CAE, Coordinator of the CAE, and CAE faculty committee, will pilot a CAE assessment in 2021-2022. The assessment will include a comprehensive student survey, post-event surveys through BaylorConnect, qualitative data from interviews with students, and a diversity assessment.
- *Use data from the CAE assessment in the larger Creativity assessment.* The Office of the Core will work with the CCAC and the Director of the CAE, CAE Coordinator, and CAE faculty committee to include data about the CAE when assessing Creativity, one of the five areas of student learning in the unified core curriculum. Currently, Creativity in the Core is not assessed.
- *Track metrics data for co-curriculars.* The Office of the Core will continue to collect data on Chapel attendance, Chapel presenters, events offered from each of the five required CAE categories (Theatre, Art, Film, Music, & MLC/ENG), student attendance at CAE events, CAE event capacity, and CAE student fraud, among other metrics. Metrics from Civic Engagement will be collected in 2021-2022. This information will appear each year in the Core Metrics Report. Because the CAE requires each student to attend a total of twelve (12) CAE events spread across five categories (two events per category plus two events of a student's choice) across their time at Baylor, the Office of the Core will keep track year from year of student attendance per CAE category to predict seat capacity requirements to meet student demands.
- *Design assessment for the Civic Engagement co-curricular.* The Office of the Core, working with the Director of Civic Engagement, will pilot a Civic Engagement assessment in 2021-2022. The assessment includes pre- and post-Civic Engagement surveys and data from student reflections. The survey also asks questions related to the development of one or more of the 14 Core Virtues (i.e., humility, courage, rigor, integrity, respect, justice, empathy, compassion, responsibility, patience, wisdom, faith, hope, and love).
- *Use data from the Civic Engagement assessment in the larger Civic Engagement assessment.* The Office of the Core will work with the Director of Civic Engagement to include data about Civic Engagement when assessing the Civic Engagement area of student learning in the unified core curriculum. Currently, Civic Engagement in the Core is assessed through an exit exam in PSC 1387.

Methods of Feedback

In addition to including metrics in the Core Assessment Report and Core Metrics Report, the metrics collected for the Core co-curriculars will be distributed to relevant managing members. The metrics gathered for the CAE were provided to the CAE committee at their first committee meeting (in September 2021). The metrics gathered for Chapel will be sent to the Chaplain's office at the beginning of the fall 2021 semester by the Director of the Office of the Core. The metrics collected on Civic Engagement will be presented at the beginning of the spring 2022 semester by the Director of the Office of the Core.

Timetable and Schedule

Metrics related to Chapel, the CAE, and Civic Engagement will be included in the annual Core Metrics Report. The Core Metrics Report, which is the subject of analysis in section 7 of this Assessment Report, is created at the end of every academic year. Additional assessment of the Core co-curriculars depends on developing and pilot testing those assessment methods.

6. DIVERSITY & INCLUSION IN THE A&S CORE CURRICULUM

Assessment Needs

The A&S Core Curriculum is a significant piece of one of the University's pillars—transformational undergraduate education—and it is the College of Arts & Sciences' goal to offer the best general education in America. The unified Core Curriculum allows us to reach that goal, and diversity requirements are central to this objective. The approved official documents of the A&S Core Curriculum include diversity requirements within various elements of the Core. Each common course includes diversity requirements and expectations as part of the approved course objectives. Diversity requirements also appear in the objectives of 5 of the 9 distribution lists (DL),¹³ which means for a course to be approved for inclusion in one of those five DLs, it must meet the diversity requirements identified for that DL.

Methods of Assessment

Data on Diversity & Inclusion in the A&S Core Curriculum was collected in four ways: 1) from the Core Curriculum Metrics Report; 2) from Baylor's 2020-2021 Senior Survey; 3) from answers to item #5 on the combined Syllabus Assessment procedure; and 4) from the CARLO Form.

Core Metrics Report

The Office of the Core, in partnership with IRT and Human Resources gathers faculty demographic and diversity data for TORs, including categories of race, gender, and ethnicity. This information is generated by a dashboard created by IRT, which updates after census three times a year, and is recorded in the Core Metrics Report. The report also addresses Core faculty's rank, time spent at Baylor, among other categories. It is important to note that this sensitive information was obtained in collaboration with Human Resources to protect the identity of all faculty and to adhere to all restrictions and regulations. Because of the sensitive nature of this information, metrics on faculty demographic and diversity data are only analyzed and presented at the whole Core level and not at the individual faculty member level. All numbers reported represent the faculty demographic and diversity for all faculty teaching in the Core.

Baylor Senior Student Survey

The Baylor Senior Student Survey is conducted by IRT every three years. One section of the senior survey asks students questions about 'Intercultural and Global Engagement' (IGE). Included in the 2020-2021 Core Metrics Report is data from only A&S students in response to questions in this IGE section of the senior survey. Please refer to page 2 of this year's Core Metrics Report (Appendix A) for complete data gathered from the Senior Survey about this topic.

Analysis of Course Objectives from Official Core Documents

The review of Core course syllabi will use the course objectives related to diversity and inclusion in the official Core documents to gather insight about how diversity & inclusion is incorporated into Core courses. Data on D&I gathered from the combined Syllabus Assessment procedure addresses the following questions: Does the teacher of record for this course adhere to and include the approved diversity & inclusion objectives required by the official Core documents? If yes, then how do they incorporate diversity & inclusion into the classroom? What approaches and methods do they use?

¹³ Communication and Media Literacy DL, Contemporary Social Issues DL, Fine Arts/Performing Arts DL, Foreign Language and Cultures DL, and Literature in Context DL.

The combined Syllabus Assessment procedure specifically asks: Item #3: Are all the Core Curriculum Objectives clearly listed on the syllabus? And, Item #4: Are all the Core Curriculum Objectives pursued in the classroom or laboratory according to information provided on the syllabus? Item #5 asks, “What examples of a deeper engagement with diversity & inclusion are present in this course based upon the syllabus? (Assigned readings, assignments, statements in policies, ...)” The combined Syllabus Assessment procedure gives faculty an opportunity to explain how their syllabi align with the diversity and inclusion recommendations made in *A&Spire to Illuminate*, the Dean’s 5-Year Strategic Plan.

CARLO Form

The assessment of student learning *within* each common course and distribution list (shared knowledge, skills, virtues), which is the subject of section 2 in this Assessment Report, includes assessment of the Common course and Distribution List objectives and diversity objectives included in all 5 common course objectives and 5 of the 9 Distribution List objectives. Therefore, utilizing the CARLO form and working with departments to identify existing assignments to assess diversity issues generates assessment data on diversity objectives.

Assessment Results and Analysis

Diversity and inclusion elements are incorporated by faculty in Common courses, Distribution Lists, and Core Co-Curriculars (the Creative Arts Experience, Chapel and Civic Engagement).

Diversity in Core Common Courses and Distribution Lists

Common courses in the Core and courses on the Distribution Lists pursue objectives related to diversity and inclusion in ways that are meaningful for their particular disciplines. For example, Common course readers in four of the five common courses stress diversity (for example, REL 1350 has a common reader published by Baylor Press that includes more non-white authors than white authors).

ENG 2310: American Literary Cultures

“This course will emphasize the major works of American literature, by men and women, by authors from different regions of the United States, and by authors from the many cultural backgrounds that constitute the complex, global history of great writing in America... By studying American literature in its historical and social contexts, students will learn to comprehend the diverse heritage of our cultures ... [and] will gain a global appreciation of the many cultures that have shaped the United States and how globalizing impulses continue to shape our nation.”

HIS 1300: The United States in Global Perspective

“An introduction to the history of the United States within a global context from 1776 to the present, this course examines the ways a distinctly American society developed within larger patterns of world history. Themes explored may include nationalism; imperialism; revolution; concepts of democracy, freedom, and equality; migration and immigration; industrialization and economic systems; and global conflict... Having knowledge of the global context within which the U.S. and all nations function, students will be better enabled and better equipped to practice informed engagement with diverse cultures, races, ethnic groups, and value systems, both American and non-American, by developing the virtues of empathy and humility ... [as well as] gain an understanding of and practice in the ... appreciation for differing cultures and attitudes.”

PSC 1387: The U.S. Constitution, Its Interpretation, and the American Political Experience

“A study of the philosophic and historical background, development, and content of the United States Constitution and its interpretation by the Supreme Court in a complex and ever-changing multi-ethnic, multi-racial, and multi-religious society... Within the context of this constitutional perspective, the course also examines major political issues and concerns, such as equal protection and due process

of law (voting, marriage, education), racial and gender equality, freedom of religion, speech and press, and the rights of the accused. Among other cases, ones that illustrate America's ethnic, religious, and moral diversity may be examined."

REL 1310: Christian Scriptures

"Students will learn to appropriate critically informed strategies for the interpretation of the Bible—learning various critical perspectives needed to evaluate contemporary interpretations of the Bible. With this broader, more in-depth understanding of the Christian Scriptures, students will be better enabled and better equipped to have informed engagement with others from a Christian perspective—a critical dimension of a transformational Christian education ... The course, then, contributes to a transformational general education curriculum that facilitates the process of students becoming informed and productive citizens of a democracy and servant leaders of faith communities, which highlights the cultivation of normative Christian virtues."

REL 1350: Christian Heritage

"An introduction to Christian life and thought, from the early church to the present, through an examination of great texts with an emphasis on Christian doctrine, ethics, witness, and institutions. With this broader, more in-depth understanding of the Christian heritage/tradition, students will be better enabled and better equipped to have informed engagement with others from a Christian perspective—a critical dimension of a transformational Christian education. The course, then, contributes to a transformational general education curriculum that facilitates the process of students becoming informed and productive citizens of a democracy and servant leaders of faith communities which highlights the cultivation of normative Christian virtues."

Communication and Media Literacy Distribution List

"A democracy is dependent upon an informed and articulate citizenry. Effective oral and written communication consistently appears on polls showing desired attributes and core competencies of prospective employees... These courses in this list will highlight the importance of not only the message but also the messenger. They will help students use communication media more effectively and to control better the media's impact on themselves and others. [Students will learn to] grasp the effects—including moral effects— of communication on individuals, society, and culture, [as well as] develop and adapt messages and/or arguments to different audiences."

Contemporary Social Issues Distribution List

"Insights gained through the study of contemporary social issues take on a critical significance at a time when the world's population is increasing rapidly and diverse societies and cultures are coming into closer contact, and in some cases, with intensifying conflict. Questions of class, civil society, gender, public health, justice, and identity continue to be pervasive in societies around the world today... The general intent of this requirement is to provide an introduction to the social world, meant to serve as a foundation or starting point for further exploration of these topics through electives, major fields of study, and/or minors... As citizens of local, national, and global communities, these courses will equip students with the moral foundation, cultural context, and/or knowledge and skillsets for informed and constructive civic engagement.

The courses will provide an introduction to contemporary societal topics—including but not limited to social, cultural, moral, religious, political, economic, communication/informational society, and health and environmental issues ... Students will explore the inter-connectedness of factors/phenomena that contribute to the complexity of societal issues. Students will gain a deeper understanding of and empathy for individuals and groups from other societies, races, religions, genders, ethnicities, and

socio-economic statuses, with the intent that they will be able to articulate and practice the virtues of compassion and justice in our world today. Students will learn about the major social and economic processes at work in our world today including but not limited to globalization, resource depletion/destruction, cross-cultural intolerance, religious and ideological differences, social and economic disparities, and communication coherence. And, students will learn to evaluate and form critical opinions based on their own assumptions and religious identities around local, regional, and global contemporary issues. In this process, students will be able to discern between descriptive and normative modes of moral analysis.

Fine Arts/Performing Arts Distribution List

“These courses will focus on the creative process by enabling students to generate original artistic work (“doing” art) and/or by exploring the artistic work of others (examining “how art is done”) ... The course must teach students to understand both particularity and universality in art and to cultivate an appreciation for beauty in great art. The course will study the role of the artist as a prophetic voice within the culture who offers, at times, a critique of cultural imbalance, injustice, or dissonance.

Foreign Languages and Cultures Distribution List

“Since Baylor’s mission is to “educate men and women for worldwide leadership and service,” it is essential that graduates be able to demonstrate proficiency in a second language at the intermediate level, for which completion of 2310 is the minimum. The requirement also encourages students to continue developing proficiency in a second language beyond 2310 if they have already met the 2310 minimum, but gives students the opportunity to take classes taught in English that explore cultures in non-English-speaking linguistic traditions...Courses must be designed to teach students to communicate effectively in a foreign language to function in a variety of situations and for multiple purposes... Courses must be designed to teach students to: (i) interact with cultural competence and understanding, (ii) use language to connect with other disciplines and acquire information and diverse perspectives on the student’s chosen major/career, (iii) develop insight into the nature of language and culture, (iv) participate in multilingual communities (contemporary and historical) at home or around the world.

Literature in Context Distribution List

“The Literature in Context Distribution List will allow students to study literature in its historical or social context to gain insight into the connections between literature and society, enabling rich interdisciplinary conversations. Students will apply the learned skills to a specific body of literature to contemplate how language and culture enact discussions of issues such as the natural and supernatural world; power and knowledge; and groupings of race, religion, ethnicity, class, and gender... The course should give students a deeper understanding of the human condition and of complex moral, ethical, social, and epistemological questions. The course must allow students to closely examine critical thought as they examine the ways writers wrestle with a society’s central questions. The course must support the core curriculum by providing an interdisciplinary lens through which students can engage both critically and emotionally with a historical period and examine the impact of human concerns such as religious beliefs, philosophical and scientific thought, political movements, social reform, etc.”

Student Responses to Diversity in Core

343 A&S student respondents of the total 906 respondents who completed the Baylor Senior Survey during the 2020-2021 academic year were asked to consider Baylor’s contribution to their knowledge, skills, and personal development. For example, under the section on Civic Engagement, students were asked to consider Baylor’s contribution to their ability to relate well to people of different races, nations, and religions. In response, students said Baylor contributed:

- Very Much – 43.6%
- Quite a Bit – 30.0%
- Some – 22.3%
- Very Little or None – 4.0%

In short, 73% of A&S seniors noted Baylor contributed to their relating well to people of different races, nations, and religions (very much/quite a bit = 73.6%).

The Senior Survey section pertaining to Intercultural and Global Engagement (IGE) is especially relevant. This section asked students to respond to seven statements about Baylor's contribution to their intercultural and global engagement. Please refer to the Core Metrics Report (Appendix A) for complete data gathered from the Senior Survey about this topic. A highlight summary is provided here:

- I am able to discuss cultural differences from an informed perspective.
 - Strongly Agree/Agree – 94.1%
- I am able to take into account different perspectives before drawing conclusions about the world.
 - Strongly Agree/Agree – 99%
- I can articulate my own cultural values to people from other cultures in a respectful manner.
 - Strongly Agree/Agree – 97.9%
- I consider different cultural perspectives when evaluating global problems.
 - Strongly Agree/Agree – 98.6%
- I have an increased interest in learning about different cultures.
 - Strongly Agree/Agree – 95.7%
- I understand Baylor's global engagement mission.
 - Strongly Agree/Agree – 86.7%
- I understand how various cultures of this world interact.
 - Strongly Agree/Agree – 96.8%

Answers for six out of the seven items appear above the 90th percentile regarding Baylor seniors agreeing or strongly agreeing that Baylor contributed to their developing intercultural and global engagement skills. The only outlier was in answering whether they understand Baylor's global engagement mission, which yielded a response of 86.7 percent of students saying they agree or strongly agree.

Diversity in Co-Curricular Core Experiences

The unified A&S Core Curriculum features unique opportunities for students to consider diversity through Chapel (in 2019-2020, 23 of the 66 featured guests in Chapel were of an ethnic minority) and through the Creative Arts Experience (CAE) requirement. The CAE engages students in the fine arts community at Baylor, providing enriching programs of art, music, theatre, film, and literature, with the additional focus of these arts as seen through the lens of world cultures. During the 2020-2021 academic year, 284 CAE events were hosted year with 11,101 attendees across in-person, synchronous and asynchronous programs. The Literature & World Cultures category comprises the second largest CAE in terms of student attendance (Table 1). 1,889 students, or 17% of all CAE student attendance last year, participated in a Literature & World Cultures event. Through participation in CAE events (12 total in a 4-year residency), students encounter a wide variety of fine arts events sponsored by Baylor; grow and mature in the reception, interpretation, and appreciation of the arts throughout multiple semesters at Baylor; and develop cultural literacy, critical thinking, social skills, human empathy, and patronage of the arts.

The CAE is a creativity companion piece to the Fine Arts/Performing Arts Distribution List. Courses such as MUS 332I: Music in World Cultures and MUS 4364/LAS 4364: Traditional Music and Culture in Latin America further consider the diversity of cultural traditions through the arts.

Core Faculty Diversity

The 2020-2021 Core Metrics Report records Core faculty member's demographic information. The demographic data for faculty teaching in the core curriculum are included in the Core Metrics Report (Appendix A). The Core Metrics Report is the focus of section 7 of this Core Assessment Report.

Gender: 60.3% of the unique faculty teaching in the A&S core curriculum were male, and 39.7% were female. These metrics are the inverse of the gender of the student population at Baylor.

Race/Ethnicity: These categories are collected in two questions. "Hispanic" includes anyone who indicated that they are Hispanic or Latino. For those who indicated that they are not Hispanic or Latino, the selected racial group is reflected in the totals. "Multiracial" includes those who indicated they are not Hispanic or Latino and selected two or more races. "Nonresident Alien" includes anyone who is not a U.S. citizen or permanent resident.

- African American/Black – 6, (1.4%)
- Asian – 20, (4.6%)
- Hispanic – 30, (6.9%)
- Multiracial – 8, (1.9%)
- Nonresident Alien – 7, (1.6%)
- Not Specified – 5, (1.2%)
- White – 356, (82.4%)

CARLO Form

The CARLO form will be used for the first time in the 2021-2022 academic year by the Common Core departments and due to the Office of the Core no later than May 31, 2022. Assessment data results are forthcoming in August 2022.

Conclusions and Recommendations for Next Year

Discussions regarding diversity and the Core are ongoing, but this report is a starting place to assess how the Core currently integrates diversity and inclusion so that we might move forward.

1. *Consider revising the official Core documents and/or proposals to increase diversity in the Core.* The CCAC might consider proposals to incorporate diversity and inclusion in the objectives of the remaining four distribution lists that currently do not include them.
2. *Respond to relevant recommendations in Pillar 5 of A&Spire to Illuminate once approved by the Council of Chairs.* The Office of the Core supports the A&S Diversity, Equity, and Inclusion task force and their recommendations to include diversity and inclusion more explicitly in the general education curriculum at Baylor. The recommendations from this task force that appear in Pillar 5 of the *A&Spire to Illuminate* Strategic Plan will guide next steps for the Office of the Core.
3. *Promote diversity and the Core.* The Office of the Core should continue to promote Diversity and the Core as an essential topic in the following ways: 1) among Core faculty through the frequently updated Core Diversity & Inclusion webpage on the Core website, 2) within the Core Faculty Newsletter, and 3)

through the use of the Common Course Readers (in REL 1310, REL 1350, ENG 2310 & HIS 1300), which were designed with particular attention to D&I.

4. *Support pedagogical training related to D&I.* The Office of the Core continue to partner with the Academy for Teaching and Learning (ATL) to offer Seminars on the Excellence of Teaching (SETs) related to D&I, and in particular within general education courses.
5. *Collaborate with the Baylor Libraries to make D&I resources available to faculty.* The Office of the Core continue to work with the Baylor Libraries to ensure research librarians are well versed in the Core objectives and diversity requirements. In addition, research librarians are currently working to create finding aids and gather Baylor sources on diversity to make them readily available to our common Core faculty to incorporate and utilize as part of their class development.

Methods of Feedback

The D&I data presented in this section of the Core Assessment Report is due to the CCAC and the Dean of A&S by September 20, 2021. This report will also be made available to Baylor Faculty and Departments via the password-protected assessment page on the College of Arts & Sciences core curriculum website (www.baylor.edu/ascore) for the purposes of ongoing dialogue across the college and University. It is important to note, all assessment reporting, as determined by the endorsed Core Assessment Plan, will be summative — not individualized—with all faculty names (and any other identifiers) removed.

Timetable and Schedule

The Core Curriculum Metrics Report, which is the subject of section 7 of this Assessment Report, is created at the end of every academic year and will include data on the diversity and inclusion of Core faculty every year via the IRT dashboard. Information gathered in this metrics report will inform section 4 of the Assessment Report each year.

The Baylor Senior Survey is conducted by IRT every three years, and was most recently administered in 2020-2021.

The combined Syllabi Assessment procedure will be used to review syllabi on a three-year rotating basis. Common courses and the Contemporary Social Issues DL, the Fine Arts & Performing Arts DL, and the Foreign Languages & Cultures DL are assigned for review next year (2021-2022). The Literature in Context DL, Research Writing DL, and Scientific Methods I and II DLs are assigned for review the following year (2022-2023). The SAFs will be administered to syllabi on a rotating yearly basis; however, syllabi from all Core courses will be collected every year.

Student learning *within* the Core Common courses and courses within each Distribution List will be assessed using the CARLO form for each department, with Core classes listed according to a three-year rotation. For the schedule of which common courses and distribution lists are assigned to future years, please refer to the schedule section 3 of this report.

7. TRACKING DATA & METRICS IN A&S CORE CURRICULUM

Assessment Needs

The A&S Core Curriculum vision statement says: "*Structurally*, the College of Arts & Sciences will have a unified Core Curriculum across all degrees. Specifically:

- I. The Core Curriculum will be implemented throughout the four-year experience of Arts & Science students.
- II. The Core will not be burdensome. Students will be able to build various four-year degree plans successfully around the Core Curriculum.
- III. There will be flexibility within the Core Curriculum to allow students multiple ways of satisfying Core requirements where appropriate."¹⁴

In addition to traditional forms of assessment, and informed by the structural function of the unified core curriculum as outlined in the A&S Core Vision statement, the Office of the Core tracks data and metrics in a multitude of areas about the implementation and management of the core curriculum. These findings are gathered and presented at the end of each academic year in the Core Metrics Report, which is then included in the larger Core Assessment Plan and presented to the CCAC and the A&S Dean's office by September 20, 2021; in subsequent years, this report will be presented by August 15th of each year.

The variety of data tracked by Baylor's Office of Institutional Research and Testing and gathered by the Office of the Core include, but are not limited to, evaluating the size of the core curriculum in terms of the number of courses and sections taught in the common courses and distribution lists, the number of departments offering classes, and student information on the capacity of Core classes vs. the total enrollment in Core classes.

Methods of Assessment

Information contained within the Core Metrics Report is provided to the Office of the Core via IRT reports, the New2BU survey, the Core Curriculum Dashboard (created by IRT), the BaylorConnect platform, and the Baylor Senior Survey (administered by IRT).

Scope of Data Collection

Information is gathered on the percentage of the entire core curriculum each department handled based on student enrollment and course offerings. So, for example, we can determine how much each Common course managed in terms of sections, capacity, and actual enrollment for each semester or academic year as a whole, as well as what each Distribution List handled in terms of courses, sections, capacity, and actual enrollment, along with how many instructors taught those sections. The percentage of students that each department (or division) managed of the total student enrollment in that Distribution List is separated fall, spring, and overall.

Tracking Metrics for Core Co-Curriculars

Besides tracking department figures and common course and distribution list metrics, the Core Metrics Report also displays metrics related to the core's three (3) co-curriculars: the Creative Arts Experience (CAE), Chapel, and Civic Engagement. For these co-curriculars, we can determine how many events the CAE offered in each of its five categories, how many students attended Chapel, and how many Civic Engagement-designated courses have been identified and built into the civic engagement conditionally approved Core requirement.

¹⁴ Core Curriculum Vision Statement, p. 5.

Assessment Results and Analysis

The A&S Core Curriculum Metrics Report for 2020-2021 Academic Year (Appendix A) provides the complete list of data collected in five major areas related to the management of the core curriculum: 1) Overview of the core as a whole, 2) Common courses and distribution lists, 3) Co-curriculars, 4) Faculty, and 5) The Office of the Core. The following are highlighted results and a summary of data gathered in the Core Metrics Report 2020-2021.

1) *Highlighted Analysis of the Metrics for the Overview of the Core as a Whole section:*

- Unique courses offered in 2020-2021 compared to 2019-2020 data presented in Table 2. The breakdown by course level has been consistent across the first two years of the unified core.

Table 2. Breakdown by Course Level for 2019-2021

Unique Courses Offered	2019-2020 (180)		2020-2021 (174)	
1000-level	84	47.0%	83	47.7%
2000-level	50	27.7%	53	30.5%
3000-level	34	18.8%	32	18.4%
4000-level	9	5.0%	6	3.4%

- 30 departments/Units were represented in the core curriculum in 2020-2021 (25 A&S departments and 5 other units).¹⁵
- One additional Baylor unit offered courses in the unified core curriculum for the 2020-2021 catalog compared to 2019-2020, which brings a total of five Units (in addition to A&S) to offer classes in the A&S core curriculum. The additional unit to provide courses this year was the School of Engineering and Computer Science (ECS).
- As of July 1, 2021, a total of 343 students have graduated under the unified core curriculum catalog (201930-201210). Beginning in 2021-2022, the Office of the Core will track the total number of students graduating under the unified core curriculum each year, along with their majors, minors, and credits earned at graduation.
- A total of 1,246 students switched to the unified core curriculum from previous catalogs as of July 1, 2021.
- The following number of courses were *added* to each of the Distribution lists in 2020-2021, which were not previously approved nor included in the 2019-2020 Core catalog:
 - Communication & Media Literacy – 0
 - Contemporary Social Issues – 2
 - Fine Arts & Performing Arts – 0
 - Foreign Language – 3
 - Formal Reasoning – 0
 - Literature in Context – 1
 - Research Writing – 1
 - Scientific Methods I – 0
 - Scientific Methods II – 2

¹⁵ Modern Languages & Cultures separated by Division (4)

- Student enrollment in Common course departments (in order of greatest to least) is as follows:¹⁶
 - Religion = 5,965 (12.7%)
 - English = 5,893 (12.5%)
 - Political Science = 3,457 (7.3%)
 - History = 2,339 (5.0%)
- The top three non-common Core departments in 2020-2021 based on the most student enrollment in Core classes are as follows:
 - Modern Languages & Cultures = 4,653 (9.9%)¹⁷
 - Chemistry = 2,850 (6.1%)
 - Biology = 2,730 (5.8%)
- The top three departments in terms of most courses offered in the A&S core curriculum during the 2020-2021 academic year are:
 - Classics = 13 (7.5%)
 - Religion = 10 (5.7%)
 - Physics = 8 (4.6%)
- The following 5 A&S departments offered two courses (1.1%) in the core curriculum during the 2020-2021 academic year, which is tied for the least number of courses offered. They are:
 - Chemistry
 - History
 - Psychology & Neuroscience
 - Sociology
 - Statistical Science
- During the 2020-2021 academic year, eleven (11) courses were added to the unified core curriculum, and no course was removed.
- 29 Core courses were not offered for students during the 2020-2021 academic year. In addition, 9 courses were not offered during the last two years.¹⁸ Please refer to page twelve of the Core Metrics Report for the titles of these courses not offered in the past two years.

2) *Highlighted Analysis of the Metrics for the Common Courses and Distribution Lists section:*

- The Common Courses section of the Core Metrics Report indicates how much each Common Course handled in the 2020-2021 academic year (fall and spring only) in terms of sections, capacity, and actual enrollment, along with how many instructors taught those sections and students.
 - ENG 2310 offered the greatest number of sections of Common courses = 95 (6.9%)
 - PSC 1387 offered the fewest number of sections of Common courses = 29 (2.1%)
 - PSC 1387 had the largest student enrollment in a Common course class = 3,375 (7.2%)
 - HIS 1300 had the smallest student enrollment in a Common course class = 2,282 (4.8%)
 - ENG 2310 had the greatest number of unique instructors teaching a Common Core class = 35 (5.9%)

¹⁶ Enrollments for Common Core departments listed here also include student enrollment in other core classes that departments may

¹⁷ MLC student enrollment includes all MLC courses from the Asian & African, French & Italian, German & Russian, and Spanish & Portuguese divisions within the department.

¹⁸ Courses added to the A&S Core must be taught at least once within a two-year period. At the September 2021 meeting, the CCAC voted to extend the period by one year due to the pandemic and large freshman class size.

- HIS1300 had the fewest number of unique instructors teaching a Core class = 16 (2.7%)
- The Distribution List section of the 2020-2021 Core Metrics Report breaks down each Distribution List. It indicates what each DL handled in terms of courses, sections, capacity, and actual enrollment, along with how many instructors handled those sections and students. This section of the Metrics Report also examines the percentage of students each department (or division) managed of the total student enrollment in that Distribution List. For more detail about how these metrics are broken down between the fall and spring semesters, see Appendix A.

Communication & Media Literacy DL

- 8 courses are listed in this DL – 1 cross-listed
- 7 courses were offered in this DL during 2020-2021 (4.0%)
- 64 sections are in this DL (4.6%)
- 3,149 enrollment capacity in DL (6.2%)
- 3,029 actual enrollment in this DL (6.4%)
- 25 unique instructors in this DL (4.2%)
- 3 Departments/Units offer courses in this DL (10.0%)
- Enrolled Student Distribution by Department
 - CSS: 1,881 (62.1%) – 3 courses
 - JOU: 586 (19.3%) – 3 courses
 - FDM: 562 (18.6%) – 2 courses

Contemporary Social Issues DL

- 19 courses are listed in this DL – 4 cross-listed
- 14 courses are offered in this DL (8.0%)
- 71 sections are in this DL (5.1%)
- 3,175 enrollment capacity in this DL (6.3%)
- 3,147 actual enrollment in this DL (6.7%)
- 40 instructors are in this DL (6.7%)
- 9 departments/units offer courses in this DL (30.0%)
- Enrolled Student Distribution by Department
 - SOC: 2,003 (63.6%) – 2 courses
 - ECO: 349 (11.1%) – 1 course
 - ANT: 295 (9.4%) – 3 courses
 - ENV: 155 (4.9%) – 4 courses
 - PHI: 125 (4.0%) – 1 course
 - PSC: 62 (2.0%) – 2 courses
 - SWO: 62 (2.0%) – 1 course
 - REL: 60 (1.9%) – 2 courses
 - ENG: 36 (1.1%) – 1 course

Fine Arts and Performing Arts DL

- 14 courses are listed in this DL – 1 cross-listed
- 13 courses are offered in this DL (7.5%)
- 76 sections are in this DL (5.5%)
- 2,866 enrollment capacity in this DL (5.7%)
- 2,821 actual enrollment in this DL (6.0%)
- 28 instructors are in this DL (4.7%)
- 6 departments/units offer courses in this DL (20.0%)

- Enrolled Student Distribution by Department
 - ARTH: 1,047 (37.1%) – 3 courses
 - THEA: 969 (34.3%) – 2 courses
 - MUS: 504 (17.9%) – 5 courses
 - ENG: 147 (5.2%) – 2 courses
 - FDM: 147 (5.2%) – 1 course
 - MLC: 7 (0.2%) – 1 course

Foreign Language DL

- 96 courses are listed in this DL – 0 cross-listed
- 84 courses are offered in this DL (48.3%)
- 350 sections are in this DL (25.3%)
- 5,945 enrollment capacity in this DL (11.7%)
- 5,044 actual enrollment in this DL (10.7%)
- 88 instructors are in this DL (14.7%)
- 5 departments/units offer courses in this DL (16.7%)
- Enrolled Student Distribution by Department
 - MLC Spanish/Portuguese: 2,729 (54.1%) – 20 courses
 - MLC French/Italian: 849 (16.8%) – 15 courses
 - MLC Asian/African: 579 (11.5%) – 22 courses
 - MLC German/Russian: 383 (7.6%) – 12 courses
 - CLA: 428 (8.5%) – 8 courses
 - REL: 76 (1.5%) – 4 courses

Formal Reasoning DL

- 5 courses are listed in this DL – 0 cross-listed
- 5 courses are offered in this DL (2.9%)
- 102 sections are in this DL (7.4%)
- 3,905 enrollment capacity in this DL (7.7%)
- 3,315 actual enrollment in this DL (7.0%)
- 41 instructors are in this DL (6.9%)
- 3 departments/units offer courses in this DL (10.0%)
- Enrolled Student Distribution by Department
 - MTH: 2,316 (69.9%) – 3 courses
 - PHI: 431 (13.0%) – 1 course
 - STA: 568 (17.1%) – 1 course

Literature in Context DL

- 14 courses are listed in this DL – 1 cross-listed
- 11 courses are offered in this DL (6.3%)
- 126 sections are in this DL (9.1%)
- 2,580 enrollment capacity in this DL (5.1%)
- 2,432 actual enrollment in this DL (5.2%)
- 71 instructors are in this DL (11.9%)
- 7 departments/units offer courses in this DL (23.3%)
- Enrolled Student Distribution by Department
 - ENG: 1,383 (56.9%) – 2 courses
 - GTX: 665 (27.3%) – 3 courses
 - CLA: 183 (7.5%) – 3 courses

- MLC: 115 (4.7%) – 1 course
- PHI: 40 (1.6%) – 1 course
- THEA: 28 (1.2%) – 1 course
- REL: 18 (0.7%) – 1 course

Research Writing DL

- 8 courses are listed in this DL – 0 cross-listed
- 8 courses are offered in this DL (4.6%)
- 138 sections are in this DL (10.0%)
- 2330 enrollment capacity in this DL (4.6%)
- 2262 actual enrollment in this DL (4.8%)
- 55 instructors are in this DL (9.2%)
- 7 departments/units offer courses in this DL (23.3%)
- Enrolled Student Distribution by Department
 - ENG: 1,934 (85.5%) – 1 course
 - PHI: 164 (7.3%) – 2 courses
 - HIS: 57 (2.5%) – 1 course
 - CLA: 36 (1.6%) – 1 course
 - ENV: 26 (1.1%) – 1 course
 - REL: 25 (1.1%) – 1 course
 - PSC: 20 (0.9%) – 1 course

Scientific Method I DL

- 26 courses are listed in this DL – 0 cross-listed
- 24 courses are offered in this DL (13.8%)
- 157 sections are in this DL (11.4%)
- 10,960 enrollment capacity in this DL (21.1%)
- 9,643 actual enrollment in this DL (20.5%)
- 61 instructors are in this DL (10.2%)
- 7 departments/units offer courses in this DL (23.3%)
- Enrolled Student Distribution by Department
 - CHE: 2,850 (29.6%) – 2 courses
 - BIO: 2,730 (28.3%) – 6 courses
 - PHY: 1,944 (20.2%) – 8 courses
 - ENV: 878 (9.1%) – 2 courses
 - GEO: 502 (5.2%) – 3 courses
 - PSYN: 515 (5.3%) – 1 course
 - ANT: 224 (2.3%) – 2 courses

Scientific Method II DL

- 6 courses are listed in this DL – 1 cross-listed
- 3 courses are offered in this DL (1.7%)
- 11 sections are in this DL (0.8%)
- 1758 enrollment capacity in this DL (3.5%)
- 1557 actual enrollment in this DL (3.3%)
- 13 instructors in this DL (2.2%)
- 4 departments/units offer courses in this DL (13.3%)
- Enrolled Student Distribution by Department
 - PSY: 1408 (90.4%) – 1 course

- GEO: 107 (6.9%) – 1 course
- STAT: 22 (1.4%) – 1 course
- CSI: 20 (1.3%) – 1 course

3) *Highlighted Analysis of the Metrics for the Co-Curriculars section:*

- For an analysis of the metrics for the co-curriculars in the A&S core curriculum, please refer to section 6 of this Core Assessment Report. There you will find data about Chapel, the Creative Arts Experience, and Civic Engagement, along with conclusions and recommendations for next year.

4) *Highlighted Analysis of the Metrics for the Faculty section:* For an analysis of the metrics for faculty teaching in the A&S core curriculum during the 2020-2021 academic year, please refer to section 5 of this Core Assessment Report. There you will find data about the gender, ethnicity, rank, highest degree, and years of service for all faculty teaching in the core curriculum.

5) *Highlighted Analysis of the Metrics for The Office of the Core section:*

- Core Curriculum Advisory Committee (CCAC): Julie deGraffenried (HIS) served as Chair of the CCAC (her term expires in August 2022); Kevin Gardner rotated off the committee after his three years of service in August 2020.
- Creative Arts Experience (CAE Committee): Jennings Sheffield (ART) served as Chair of the CAE committee (her term expires in August 2022); Stephen Pounders (THEA) rotated out of the chair position (his term on the committee expires in August 2021).
- Common Readers: Two common readers were published (hard copies) in July 2020: ENG 2310 – American Literary Cultures Reader, edited by Drs. Joe Fulton & Elizabeth Dell; and, HIS 1300 – the United States in Global Perspective, edited by Drs. Julie deGraffenried & Stephen Sloan.
- Core Assessment Plan: Endorsed by the CCAC on Tuesday, October 13, 2020, and presented to the Council of Chairs at their meeting on January 14, 2021.
- Core Faculty Newsletter: Two editions of the Core Faculty Newsletter were sent out during the 2020-2021 academic year. The fall 2020 edition was published on September 8, 2020, and the spring 2021 edition was published on February 8, 2021.

Conclusions and Recommendations for Next Year

A primary goal for the 2021-2022 academic year is to fully implement the unified core curriculum. At this point, the core curriculum has built capacity in some areas and is still building capacity in others. The Core Assessment Report affords the opportunity to examine the current reality and to make informed decisions about the next steps of implementation. These metrics are both a snapshot and a guide.

In the next year, some of the goals of the Office of the Core include the following:

1. *Track graduating students to see how they might be benefiting from the reduced Core size.* While year four of the core curriculum (2022-2023) marks the first graduating class completely under the unified core curriculum, the Office of the Core has requested data from IRT on all students of A&S graduating under the unified core curriculum and will take note of their major(s), minors, certificates, and study-abroad trips. The purpose of this data gathering is to track how students are utilizing their additional ~20 additional credit hours provided to them with the unified core catalog compared to pre-2019 catalogs.

2. *Determine the flexibility of the Core.* While not included in this year's Core Metrics Report, the Office of the Core has begun gathering data on student ability to build various four-year degree plans around the core curriculum and to explore the extent of flexibility for students to satisfy Core requirements where appropriate. This information will be incorporated in the metrics report in future years.
3. *Identify areas of shared knowledge within and across the Core.* The Common Readers contain areas of shared knowledge that overlap and reinforce each other. The Office of the Core will review the Common Readers to determine which readings and texts might overlap in meaningful ways to deepen students' shared understanding. Information about the overlap within specific Common courses and courses in the Distribution Lists will appear in a future Core Assessment Report.

Methods of Feedback

The Core Metrics Report will be provided to the Dean of Arts & Sciences and members of the CCAC at the end of each academic year (by August 15th of each year; for 2021, by September 20). It will also be made available to Baylor Faculty and Departments via the assessment page on the College of Arts & Sciences core curriculum website (www.baylor.edu/ascore) during the fall 2021 semester. It is important to note, all assessment reporting, as determined by the endorsed Core Assessment Plan, is summative—not individualized—and all faculty names have been removed.

Timetable and Schedule

The Core Curriculum Metrics Report is created at the end of each academic year.



Baylor University

COLLEGE OF ARTS & SCIENCES
Core Curriculum

Appendix A
Core Metrics Report

**A&S Core Curriculum Metrics Report
2020-2021 Academic Year**

Table of Contents

INTRODUCTION..... 1

I. OVERVIEW OF THE WHOLE CORE..... 1

 A. General Course Breakdown..... 1

 B. Student Information Breakdown..... 2

 C. Senior Survey..... 2

 General Education Outcomes..... 2

 Intercultural and Global Engagement..... 3

 D. Units Mapping onto A&S Core (Appendix C – General Education Matrix)..... 4

 E. Distribution List Course Count Approved by CCAC..... 4

 F. Department Involvement in Common & Distribution Lists..... 4

 Anthropology..... 4

 Art..... 4

 Biology..... 4

 Chemistry & Biochemistry..... 5

 Classics..... 5

 Communication..... 5

 English..... 5

 Environmental Science..... 5

 Film & Digital Media..... 5

 Geosciences..... 5

 History..... 6

 Journalism, Public Relations, & New Media..... 6

 Modern Languages & Culture..... 6

 Mathematics..... 6

 Philosophy..... 6

 Physics..... 7

 Political Science..... 7

 Psychology & Neuroscience..... 7

 Religion..... 7

 Sociology..... 7

 Statistical Science..... 7

 Theatre Arts..... 7

 Other Units..... 8

 G. Courses of Note..... 8

2. COMMON COURSES / DISTRIBUTION LISTS..... 10



- A. Common Courses.....10
 - ENG 231010
 - HIS 1300.....10
 - PSC 1387.....10
 - REL 1310.....10
 - REL 1350.....10
- B. Distribution Lists.....11
 - Communication & Media Literacy DL11
 - Contemporary Social Issues DL.....11
 - Fine Arts and Performing Arts DL12
 - Foreign Language DL12
 - Formal Reasoning DL.....14
 - Literature in Context DL.....14
 - Research Writing DL15
 - Scientific Methods I DL15
 - Scientific Methods II DL.....16
- 3. CO-CURRICULUARS16
 - A. Creative Arts Experience17
 - B. Civic Engagement.....17
 - C. Chapel.....17
- 4. FACULTY.....18
 - A. Instructors18
 - Gender.....18
 - Ethnicity18
 - Faculty Rank.....18
 - Highest Degree.....18
 - Years of Service.....18
 - B. New2BU Survey18
- 5. OFFICE OF THE CORE19
 - A. CCAC19
 - B. CAE Committee.....19
 - C. Common Readers.....19
 - D. Core Faculty Newsletter19

INTRODUCTION

Based upon the direction of the A&S Core Curriculum Vision Statement, the Office of the Core tracks the following data and metrics for each academic year, and provides the following report to the Dean of the College of A&S as well as members of the Core Curriculum Advisory Council every August.

The Vision statement says: “*Structurally*, the College of Arts and Sciences will have a unified core curriculum across all degrees. Specifically,

1. The core curriculum will be implemented throughout the four-year experience of Arts & Science students.
2. The Core will not be burdensome. Students will be able to build various four-year degree plans successfully around the core curriculum.
3. There will be flexibility within the core curriculum to allow students multiple ways of satisfying core requirements where appropriate.”

Therefore, the following data collected is meant to assist in the evaluation of the size of the core curriculum, the content of the core curriculum in light of the core vision statement, on students ability to build various four-year degree plans around the core curriculum, and the extent of flexibility within the core curriculum to allow students multiple ways of satisfying core requirements.

Additionally, the Vision statement says: “The instructors engaged in teaching the Arts and Sciences core curriculum will be committed to teaching undergraduates as a central aspect of their vocation. The core curriculum will be taught by instructors across all ranks, and it is imperative that they be given adequate support and instruction in teaching these courses.” The data collected in this report, along with the Syllabi Assessment Forms, provides a snapshot of faculty teaching in the core curriculum and whether they are meeting the expectations outlined in the Vision statement.

I. OVERVIEW OF THE WHOLE CORE

A. General Course Breakdown¹

- 174 Unique Courses²
 - 1000 level – 83, (47.7%)
 - 2000 level – 53, (30.5%)
 - 3000 level – 32, (18.4%)
 - 4000 level – 6, (3.4%)
- 1381 Sections of Classes³
- 431 Unique Course Instructors
- 30 Departments/Units Represented in Core Curriculum
 - 25 A&S Departments⁴
 - 5 Other Units
 - School of Business
 - School of Engineering & Computer Science
 - Honors College
 - School of Music
 - School of Social Work

¹ Does not reflect Co-curricular elements of the Core, including Chapel, Creative Arts Experiences, and Civic Engagement.

² Does not include Science Labs or Foreign Language Labs. Cross-listed courses counted individually.

³ Does not include Science Labs, Foreign Language Labs, or International Experience sections.

⁴ Modern Languages & Cultures separated by Division (4)

B. Student Information Breakdown

- Students Served in Core Courses
 - 50,694 Capacity⁵
 - 47,086 Enrollment⁶
- A&S Students Currently in the Core
 - 7238 (as of July 1, 2021)
- A&S Students Switched to the New Core
 - 1246 (as of July 1, 2021)
- A&S Students Graduated from the Core (201930-202110)
 - 343 (as of July 1, 2021)

C. Senior Survey

The Baylor Senior Survey is conducted every three years (most recent was 2020-2021).

University Respondents: 906

Arts & Sciences Respondents: 343

General Education Outcomes

“Baylor’s contribution to your knowledge, skills, and personal development:”

- **Communication**
 - Reading or speaking a foreign language
 - Very Much – 34.8%
 - Quite a Bit – 26.4%
 - Some – 24.9%
 - Very Little or None – 13.9%
 - Communicating well orally
 - Very Much – 48.2%
 - Quite a Bit – 33.2%
 - Some – 14.6%
 - Very Little or None – 4.0%
 - Writing clearly and effectively
 - Very Much – 49.3%
 - Quite a Bit – 31.4%
 - Some – 17.2%
 - Very Little or None – 2.2%
- **Civic Engagement**
 - Creating original ideas and solutions
 - Very Much – 45.6%
 - Quite a Bit – 35.3%
 - Some – 17.3%
 - Very Little or None – 1.8%
 - Leadership skills
 - Very Much – 55.1%
 - Quite a Bit – 21.7%
 - Some – 19.5%
 - Very Little or None – 3.7%
 - Relating well to people of different races, nations, and religions
 - Very Much – 43.6%
 - Quite a Bit – 30.0%
 - Some – 22.3%
 - Very Little or None – 4.0%

⁵ Capacity is how many students a course can hold.

⁶ Enrollment is how many students were registered in the course.

- **Critical Thinking**
 - Evaluating and choosing between alternative courses of action
 - Very Much – 53.1%
 - Quite a Bit – 33.0%
 - Some – 12.5%
 - Very Little or None – 1.5%
 - Synthesizing and integrating ideas and information
 - Very Much – 54.2%
 - Quite a Bit – 33.7%
 - Some – 10.3%
 - Very Little or None – 1.8%
 - Thinking critically
 - Very Much – 60.3%
 - Quite a Bit – 31.6%
 - Some – 7.4%
 - Very Little or None – 0.7%
- **Christian Perspective**
 - Developing or clarifying a personal code of values or ethics
 - Very Much – 49.5%
 - Quite a Bit – 33.3%
 - Some – 13.9%
 - Very Little or None – 3.3%
 - Identifying moral and ethical issues
 - Very Much – 55.4%
 - Quite a Bit – 32.1%
 - Some – 10.0%
 - Very Little or None – 2.6%
 - Placing current problems in historical/cultural/philosophical perspective
 - Very Much – 46.0%
 - Quite a Bit – 32.7%
 - Some – 17.6%
 - Very Little or None – 3.7%

Intercultural and Global Engagement

- I am able to discuss cultural differences from an informed perspective.
 - Strongly Agree – 52.3%
 - Agree – 41.8%
 - Disagree – 5.6%
 - Strongly Disagree – 0.4%
- I am able to take into account different perspectives before drawing conclusions about the world.
 - Strongly Agree – 63.9%
 - Agree – 35.1%
 - Disagree – 1.1%
 - Strongly Disagree – 0.0%
- I can articulate my own cultural values to people from other cultures in a respectful manner.
 - Strongly Agree – 62.3%
 - Agree – 35.6%
 - Disagree – 2.11%
 - Strongly Disagree – 0.0%
- I consider different cultural perspectives when evaluating global problems.
 - Strongly Agree – 60.2%
 - Agree – 38.4%
 - Disagree – 1.1%

- Strongly Disagree – 0.4%
- I have an increased interest in learning about different cultures.
 - Strongly Agree – 59.6%
 - Agree – 36.1%
 - Disagree – 3.2%
 - Strongly Disagree – 1.1%
- I understand Baylor’s global engagement mission.
 - Strongly Agree – 30.9%
 - Agree – 55.8%
 - Disagree – 10.9%
 - Strongly Disagree – 2.5%
- I understand how various cultures of this world interact.
 - Strongly Agree – 54.2%
 - Agree – 42.6%
 - Disagree – 3.2%
 - Strongly Disagree – 0.0%

D. Units Mapping onto A&S Core (Appendix C – General Education Matrix)

E. Distribution List Course Count Approved by CCAC

- Communication & Media Literacy – 8
- Contemporary Social Issues – 19
- Fine Arts & Performing Arts – 14
- Foreign Language – 96
- Formal Reasoning – 5
- Literature in Context – 14
- Research Writing – 8
- Scientific Methods I – 26
- Scientific Methods II – 6

F. Department Involvement in Common & Distribution Lists

This section indicates the percentage of the entire core each department handled, based on student enrollment and course offerings. There is a Fall percentage, Spring percentage, and a total yearly percentage.

Anthropology

- Capacity – 547, (1.1%)
 - Fall – 283, (1.0%)
 - Spring – 264, (1.1%)
- Enrollment – 519, (1.1%)
 - Fall – 258, (1.0%)
 - Spring – 261, (1.2%)
- # of Courses Taught – 5, (2.9%)
 - Fall – 5, (3.8%)
 - Spring – 5, (3.6%)
- # of Distribution Lists – 2
 - Fall – 2, (22.2%)
 - Spring – 2, (22.2%)

Art

- Capacity – 1069, (2.1%)
 - Fall – 503, (1.8%)
 - Spring – 566, (2.4%)

- Enrollment – 1047, (2.2%)
 - Fall – 495, (2.0%)
 - Spring – 552, (2.5%)
- # of Courses Taught – 3, (1.7%)
 - Fall – 3, (2.3%)
 - Spring – 2, (1.4%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

Biology

- Capacity – 2810, (5.5%)
 - Fall – 1589, (5.8%)
 - Spring – 1221, (5.3%)
- Enrollment – 2730, (5.8%)
 - Fall – 1486, (5.9%)
 - Spring – 1244, (5.7%)
- # of Courses Taught – 6, (3.4%)



- Fall – 4, (3.0%)
- Spring – 5, (3.6%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

Chemistry & Biochemistry

- Capacity – 3129, (6.2%)
 - Fall – 1785, (6.5%)
 - Spring – 1344, (5.8%)
- Enrollment – 2850, (6.1%)
 - Fall – 1622, (6.4%)
 - Spring – 1228, (5.6%)
- # of Courses Taught – 2, (1.1%)
 - Fall – 2, (1.5%)
 - Spring – 2, (1.4%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

Classics

- Capacity – 887, (1.7%)
 - Fall – 428, (1.6%)
 - Spring – 459, (2.0%)
- Enrollment – 647, (1.4%)
 - Fall – 308, (1.2%)
 - Spring – 339, (1.6%)
- # of Courses Taught – 13, (7.5%)
 - Fall – 10, (7.6%)
 - Spring – 13, (9.4%)
- # of Distribution Lists – 3, (33.3%)
 - Fall – 3, (33.3%)
 - Spring – 3, (33.3%)

Communication

- Capacity – 1853, (3.7%)
 - Fall – 1145, (4.2%)
 - Spring – 708, (3.1%)
- Enrollment – 1881, (4.0%)
 - Fall – 1117, (4.4%)
 - Spring – 764, (3.5%)
- # of Courses Taught – 3, (1.7%)
 - Fall – 3, (2.3%)
 - Spring – 2, (1.4%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

English

- Capacity – 6059, (12.0%)
 - Fall – 3184, (11.6%)
 - Spring – 2875, (12.4%)
- Enrollment – 5893, (12.5%)

- Fall – 3135, (12.4%)
- Spring – 2758, (12.7%)
- # of Courses Taught – 7, (4.0%)
 - Fall – 7, (5.3%)
 - Spring – 7, (5.1%)
- # of Distribution Lists – 4, (44.4%)
 - Fall – 4, (44.4%)
 - Spring – 4, (44.4%)
- # of Common Courses – 1, (20.0%)
 - Fall – 1, (20.0%)
 - Spring – 1, (20.0%)

Environmental Science

- Capacity – 1175, (2.3%)
 - Fall – 580, (2.1%)
 - Spring – 595, (2.6%)
- Enrollment – 1059, (2.2%)
 - Fall – 527, (2.1%)
 - Spring – 532, (2.4%)
- # of Courses Taught – 7, (4.0%)
 - Fall – 7, (5.3%)
 - Spring – 7, (5.1%)
- # of Distribution Lists – 3, (33.3%)
 - Fall – 3, (33.3%)
 - Spring – 3, (33.3%)

Film & Digital Media

- Capacity – 806, (1.6%)
 - Fall – 424, (1.5%)
 - Spring – 351, (1.5%)
- Enrollment – 702, (1.5%)
 - Fall – 397, (1.6%)
 - Spring – 312, (1.4%)
- # of Courses Taught – 3, (1.7%)
 - Fall – 3, (2.3%)
 - Spring – 3, (2.2%)
- # of Distribution Lists – 2, (22.2%)
 - Fall – 2, (22.2%)
 - Spring – 2, (22.2%)

Geosciences

- Capacity – 764, (1.5%)
 - Fall – 402, (1.5%)
 - Spring – 362, (1.6%)
- Enrollment – 609, (1.3%)
 - Fall – 307, (1.2%)
 - Spring – 302, (1.4%)
- # of Courses Taught – 4, (2.3%)
 - Fall – 4, (3.0%)
 - Spring – 4, (2.9%)
- # of Distribution Lists – 2, (22.2%)
 - Fall – 2, (22.2%)
 - Spring – 2, (22.2%)



History

- Capacity – 2490, (4.9%)
 - Fall – 1200, (4.4%)
 - Spring – 1290, (5.6%)
- Enrollment – 2339, (5.0%)
 - Fall – 1105, (4.4%)
 - Spring – 1234, (5.7%)
- # of Courses Taught – 2, (1.1%)
 - Fall – 2, (1.5%)
 - Spring – 2, (1.4%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)
- # of Common Courses – 1, (20.0%)
 - Fall – 1, (20.0%)
 - Spring – 1, (20.0%)

Journalism, Public Relations, & New Media

- Capacity – 681, (1.3%)
 - Fall – 388, (1.4%)
 - Spring – 293, (1.3%)
- Enrollment – 586, (1.2%)
 - Fall – 342, (1.4%)
 - Spring – 244, (1.1%)
- # of Courses Taught – 3, (1.7%)
 - Fall – 3, (2.3%)
 - Spring – 3, (2.2%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)
 -

Modern Languages & Culture

- **MLC - Asian & African**
 - Capacity – 698, (1.4%)
 - Fall – 394, (1.4%)
 - Spring – 321, (1.4%)
 - Enrollment – 570, (1.2%)
 - Fall – 325, (1.3%)
 - Spring – 254, (1.2%)
 - # of Courses Taught – 25, (14.4%)
 - Fall – 13 (9.8%)
 - Spring – 12, (8.7%)
 - # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)
- **MLC - French & Italian**
 - Capacity – 986, (1.9%)
 - Fall – 536, (1.9%)
 - Spring – 450, (1.9%)
 - Enrollment – 849, (1.8%)
 - Fall – 468, (1.8%)
 - Spring – 381, (1.7%)

- # of Courses Taught – 15, (8.6%)
 - Fall – 12, (9.1%)
 - Spring – 8, (5.8%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)
- **MLC - German & Russian**
 - Capacity – 521, (1.0%)
 - Fall – 277, (1.0%)
 - Spring – 244, (1.1%)
 - Enrollment – 383, (0.8%)
 - Fall – 211, (0.8%)
 - Spring – 172, (0.8%)
 - # of Courses Taught – 13, (7.5%)
 - Fall – 9, (6.8%)
 - Spring – 8, (5.8%)
 - # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)
- **MLC - Spanish & Portuguese**
 - Capacity – 3142, (6.2%)
 - Fall – 1667, (6.1%)
 - Spring – 1475, (6.4%)
 - Enrollment – 2851, (6.1%)
 - Fall – 1483, (5.9%)
 - Spring – 1368, (6.3%)
 - # of Courses Taught – 20, (11.5%)
 - Fall – 17, (12.9%)
 - Spring – 16, (11.6%)
 - # of Distribution Lists – 3, (33.3%)
 - Fall – 2, (22.2%)
 - Spring – 3, (33.3%)

Mathematics

- Capacity – 2761, (5.4%)
 - Fall – 1998, (7.3%)
 - Spring – 763, (3.3%)
- Enrollment – 2316, (4.9%)
 - Fall – 1584, (6.3%)
 - Spring – 732, (3.4%)
- # of Courses Taught – 3, (1.7%)
 - Fall – 3, (2.3%)
 - Spring – 3, (2.2%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

Philosophy

- Capacity – 920, (1.8%)
 - Fall – 566, (2.1%)
 - Spring – 354, (1.5%)
- Enrollment – 760, (1.6%)
 - Fall – 439, (1.7%)



- Spring – 321, (1.5%)
- # of Courses Taught – 5, (2.9%)
 - Fall – 5, (3.8%)
 - Spring – 5, (3.6%)
- # of Distribution Lists – 4, (44.4%)
 - Fall – 4, (44.4%)
 - Spring – 4, (44.4%)

Physics

- Capacity – 2268, (4.5%)
 - Fall – 1202, (4.4%)
 - Spring – 1066, (4.6%)
- Enrollment – 1944, (4.1%)
 - Fall – 994, (3.9%)
 - Spring – 950, (4.4%)
- # of Courses Taught – 8, (4.6%)
 - Fall – 7, (5.3%)
 - Spring – 7, (5.1%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

Political Science

- Capacity – 3457, (6.8%)
 - Fall – 1651, (6.0%)
 - Spring – 1806, (7.8%)
- Enrollment – 3457, (7.3%)
 - Fall – 1662, (6.6%)
 - Spring – 1795, (8.2%)
- # of Courses Taught – 4, (2.3%)
 - Fall – 3, (2.3%)
 - Spring – 4, (2.9%)
- # of Distribution Lists – 2, (22.2%)
 - Fall – 1, (11.1%)
 - Spring – 2, (22.2%)
- # of Common Courses – 1, (20.0%)
 - Fall – 1, (20.0%)
 - Spring – 1, (20.0%)

Psychology & Neuroscience

- Capacity – 2205, (4.3%)
 - Fall – 1227, (4.5%)
 - Spring – 978, (4.2%)
- Enrollment – 1923, (4.1%)
 - Fall – 1102, (4.4%)
 - Spring – 821, (3.8%)
- # of Courses Taught – 2, (1.1%)
 - Fall – 2, (1.5%)
 - Spring – 2, (1.4%)
- # of Distribution Lists – 2, (22.2%)
 - Fall – 2, (22.2%)
 - Spring – 2, (22.2%)

Religion

- Capacity – 6231, (12.3%)
 - Fall – 3417, (12.4%)
 - Spring – 2814, (12.2%)
- Enrollment – 5965, (12.7%)
 - Fall – 3213, (12.7%)
 - Spring – 2752, (12.6%)
- # of Courses Taught – 10, (5.7%)
 - Fall – 7, (5.3%)
 - Spring – 6, (4.3%)
- # of Distribution Lists – 4, (44.4%)
 - Fall – 3, (33.3%)
 - Spring – 3, (33.3%)
- # of Common Courses – 2, (40.0%)
 - Fall – 2, (40.0%)
 - Spring – 2, (40.0%)

Sociology

- Capacity – 1989, (3.9%)
 - Fall – 1199, (4.4%)
 - Spring – 790, (3.4%)
- Enrollment – 2003, (4.3%)
 - Fall – 1227, (4.8%)
 - Spring – 776, (3.6%)
- # of Courses Taught – 2, (1.1%)
 - Fall – 2, (1.5%)
 - Spring – 2, (1.4%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

Statistical Science

- Capacity – 610, (1.2%)
 - Fall – 259, (0.9%)
 - Spring – 351, (1.5%)
- Enrollment – 590, (1.3%)
 - Fall – 249, (1.0%)
 - Spring – 341, (1.6%)
- # of Courses Taught – 2, (1.1%)
 - Fall – 1, (0.8%)
 - Spring – 2, (1.4%)
- # of Distribution Lists – 2, (22.2%)
 - Fall – 1, (11.1%)
 - Spring – 2, (22.2%)

Theatre Arts

- Capacity – 973, (1.9%)
 - Fall – 463, (1.7%)
 - Spring – 510, (2.2%)
- Enrollment – 997, (2.1%)
 - Fall – 494, (2.0%)
 - Spring – 503, (2.3%)
- # of Courses Taught – 3, (1.7%)



- Fall – 2, (1.5%)
- Spring – 3, (2.2%)
- # of Distribution Lists – 2, (22.2%)
 - Fall – 1, (11.1%)
 - Spring – 2, (22.2%)

Other Units

● Business – Economics

- Capacity – 370, (0.7%)
 - Fall – 208, (0.8%)
 - Spring – 162, (0.7%)
- Enrollment – 349, (0.7%)
 - Fall – 191, (0.8%)
 - Spring – 158, (0.7%)
- # of Courses Taught – 1, (0.6%)
 - Fall – 1, (0.8%)
 - Spring – 1, (0.7%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

● Engineering – Computer Science

- Capacity – 20, (0.0%)
 - Fall – 0, (0.0%)
 - Spring – 20, (0.1%)
- Enrollment – 20, (0.0%)
 - Fall – 0, (0.0%)
 - Spring – 20, (0.1%)
- # of Courses Taught – 1, (0.6%)
 - Fall – 0, (0.0%)
 - Spring – 1, (0.7%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 0, (0.0%)
 - Spring – 1, (11.1%)

● Honors – Great Texts

- Capacity – 684, (1.3%)
 - Fall – 328, (1.2%)

G. Courses of Note

- Courses Not Taught this Year – 26
 - Not Offered – 23
 - ANT 4311/ENV 4310, World Food Problems
 - AST 4388, Contemporary Chinese Society and Culture
 - CHI 3310, Chinese Language and Culture through Films
 - CLA 3302, Greek Civilization
 - CLA 3315, Ancient Drama in Performance
 - FRE 3308, French and Francophone Pop Culture
 - FRE 3330, Introduction to French Cinema
 - GEO 1307, Evolution and Extinction
 - GEO 1309, Origins of Habitable Worlds
 - GEO 1410, Gems and Minerals
 - GER 3341, Introduction to German Culture: Germany in the Making
 - ITA 3301, Advanced Italian Grammar

- Spring – 356, (1.5%)
- Enrollment – 665, (1.4%)
 - Fall – 336, (1.3%)
 - Spring – 329, (1.5%)
- # of Courses Taught – 3, (1.7%)
 - Fall – 2, (1.5%)
 - Spring – 3, (2.2%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

● Music – Music

- Capacity – 538, (1.1%)
 - Fall – 233, (0.8%)
 - Spring – 305, (1.3%)
- Enrollment – 504, (1.1%)
 - Fall – 222, (0.9%)
 - Spring – 282, (1.3%)
- # of Courses Taught – 5, (2.9%)
 - Fall – 3, (2.3%)
 - Spring – 4, (2.9%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 1, (11.1%)
 - Spring – 1, (11.1%)

● Social Work – Social Work

- Capacity – 65, (0.1%)
 - Fall – 0, (0.0%)
 - Spring – 65, (0.3%)
- Enrollment – 62, (0.1%)
 - Fall – 0, (0.0%)
 - Spring – 62, (0.3%)
- # of Courses Taught – 1, (0.6%)
 - Fall – 0, (0.0%)
 - Spring – 1, (0.7%)
- # of Distribution Lists – 1, (11.1%)
 - Fall – 0, (0.0%)
 - Spring – 1, (11.1%)

- ITA 3302, Italian Conversation, Reading, and Composition
 - JOU 3387, International Communication
 - PHY 1404, Light, Vision, and Optics
 - PHY 3305, History of Invention and Technology
 - REL 3301, Psalms and Wisdom Literature
 - REL 3394, War and Peace in the Christian Tradition
 - REL 4349, The World's Religions and Violence
 - SWA 1302, Elementary Swahili
 - SWA 2320, Intermediate Swahili II
 - THEA/JPN 3352, Japanese Theatre and Culture
 - WGS 2300, Women's and Gender Studies: An Introduction
- Didn't Make – 3
 - CSS 1304, Argumentation, Discussion, and Debate
 - SWA 1301, Elementary Swahili
 - SWA 2310, Intermediate Swahili I
- Courses Not Taught in the Last 2 Years⁷ – 9
 - AST 4388, Contemporary Chinese Society and Culture
 - CHI 3310, Chinese Language and Culture through Films
 - CLA 3302, Greek Civilization
 - CLA 3315, Ancient Drama in Performance
 - PHY 1404, Light, Vision, and Optics
 - PHY 3305, History of Invention and Technology
 - REL 3301, Psalms and Wisdom Literature
 - REL 3394, War and Peace in the Christian Tradition
 - THEA/JPN 3352, Japanese Theatre and Culture
- Courses Added to the Core – 11
 - ENV/PSC 4307, Environmental Law – Contemporary Social Issues
 - FAS 1310, Freshman Academic Seminar: The Christian Scriptures – Common Course
 - FAS 1311, Modern Languages, Cultures, and Global Communities – Foreign Language & Cultures
 - FAS 1350, Freshman Academic Seminar: The Christian Heritage – Common Course
 - FRE 2321, French for Health Professions – Foreign Language & Cultures
 - FRE 3315, Panorama of French Theatre – Literature in Context
 - HIS 2395, Historiography – Research Writing
 - JPN 3306, Japanese Cinema – Foreign Language & Cultures
 - PHY 3305, History of Invention and Technology – Scientific Method II
 - STA/CSI 2300, Introduction to Data Science – Scientific Method II
 - WGS 2300, Women's and Gender Studies: An Introduction – Contemporary Social Issues
- Courses Removed from the Core – 0

⁷ In fall 2021 the CCAC voted to extend this period by one year in response to challenges that departments faced related to the COVID-19 pandemic and the large class of freshman students.

2. COMMON COURSES / DISTRIBUTION LISTS⁸
A. Common Courses

This section indicates totals for each Common Course in terms of sections, capacity, and actual enrollment, along with how many instructors taught those sections and students. It is broken up between fall and spring. The Instructor total is not the summation of the fall and spring due to many instructors teaching both terms.

ENG 2310

- 95 Sections (6.9%)
 - 43 Fall (6.1%)
 - 52 Spring (7.7%)
- 2458 Capacity (4.8%)
 - 1158 Fall (4.2%)
 - 1300 Spring (5.6%)
- 2393 Enrollment (5.1%)
 - 1131 Fall (4.5%)
 - 1262 Spring (5.8%)
- 33 Instructors (5.5%)
 - 25 Fall (5.4%)
 - 28 Spring (6.2%)

REL 1310

- 57 Sections (4.1%)
 - 46 Fall (6.5%)
 - 11 Spring (1.6%)
- 3247 Capacity (6.4%)
 - 2612 Fall (9.5%)
 - 635 Spring (2.7%)
- 3107 Enrollment (6.6%)
 - 2486 Fall (9.8%)
 - 621 Spring (2.9%)
- 28 Instructors (4.7%)
 - 26 Fall (5.6%)
 - 8 Spring (1.8%)

HIS 1300

- 59 Sections (4.3%)
 - 29 Fall (4.1%)
 - 30 Spring (4.5%)
- 2432 Capacity (4.8%)
 - 1171 Fall (4.3%)
 - 1261 Spring (5.4%)
- 2282 Enrollment (4.8%)
 - 1077 Fall (4.3%)
 - 1205 Spring (5.5%)
- 16 Instructors (2.7%)
 - 13 Fall (2.8%)
 - 14 Spring (3.1%)

REL 1350

- 46 Sections (3.3%)
 - 8 Fall (1.1%)
 - 38 Spring (5.6%)
- 2779 Capacity (5.5%)
 - 693 Fall (2.5%)
 - 2086 Spring (9.0%)
- 2679 Enrollment (5.7%)
 - 622 Fall (2.5%)
 - 2057 Spring (9.4%)
- 26 Instructors (4.4%)
 - 7 Fall (1.5%)
 - 25 Spring (5.5%)

PSC 1387

- 29 Sections (2.1%)
 - 16 Fall (2.3%)
 - 13 Spring (1.9%)
- 3380 Capacity (6.7%)
 - 1628 Fall (5.9%)
 - 1752 Spring (7.6%)
- 3375 Enrollment (7.2%)
 - 1635 Fall (6.5%)
 - 1740 Spring (8.0%)
- 13 Instructors (2.2%)
 - 11 Fall (2.4%)
 - 10 Spring (2.2%)

⁸ See Appendix 2 – Course Names

B. Distribution Lists

This section breaks down each Distribution List and indicates what each DL handled in terms of courses, sections, capacity, and actual enrollment, along with how many instructors handled those sections and students. It is broken up between Fall and Spring. The Instructor total is not the summation of the Fall and Spring due to many instructors teaching both terms. It also examines the percentage of students that each department (or division) managed of the total student enrollment in that Distribution List, separated Fall, Spring, and Overall.

Communication & Media Literacy DL

- 8 Courses in DL – 1 cross-listed
 - CSS 1301 – both
 - CSS 1302 – both
 - CSS 1304 – Fall
 - FDM/JOU 1303 – both
 - FDM 4340 – both
 - JOU 3387 – neither
 - JOU 4305 – both
 - JOU 4380 – both
- 7 Courses Offered in DL (4.0%)
 - 7 Fall (5.3%)
 - 6 Spring (4.3%)
- 64 Sections in DL (4.6%)
 - 35 Fall (5.0%)
 - 28 Spring (4.2%)
- 3149 Capacity in DL (6.2%)
 - 1857 Fall (6.7%)
 - 1292 Spring (5.6%)
- 3029 Enrollment in DL (6.4%)
 - 1769 Fall (7.0%)
 - 1260 Spring (5.8%)
- 25 Instructors in DL (4.2%)
 - 18 Fall (3.9%)
 - 14 Spring (3.1%)
- 3 Departments/Units in DL (10.0%)
 - 3 Fall (10.0%)
 - 3 Spring (10.0%)
- Enrolled Student Distribution by Department
 - CSS: 1881 (62.1%) – 3 courses
 - Fall: 1117 (63.1%) – 3 courses
 - Spring: 764 (60.6%) – 2 courses
 - FDM: 562 (18.6%) – 2 courses
 - Fall: 310 (17.5%) – 2 courses
 - Spring: 252 (20.0%) – 2 courses
 - JOU: 586 (19.3%) – 3 courses
 - Fall: 342 (19.3%) – 3 courses
 - Spring: 244 (19.4%) – 3 courses

Contemporary Social Issues DL

- 19 Courses Listed in DL – 4 cross-listed
 - ANT 1306 – both
 - ANT 1325 – both
 - ANT/ENV 3320 – both
 - ECO 1305 – both
 - ENV 2376 – both
 - ENV/PSC 4307 – both
 - ENV 4310/ANT 4311 – neither
 - LING 1305 – both
 - PHI 1308 – both
 - PSC/ENV 3300 – both
 - REL 3390 – both
 - REL 3394 – neither
 - REL 3397 – Fall
 - REL 4349 – neither
 - REL/ENV 4393 – neither
 - SOC 1305 – both
 - SOC 3311 – both
 - SWO 2320 – Spring
 - WGS 2300 – neither
- 14 Courses Offered in DL (8.0%)
 - 13 Fall (9.8%)
 - 13 Spring (9.4%)
- 71 Sections in DL (5.1%)
 - 36 Fall (5.1%)
 - 35 Spring (5.2%)
- 3175 Capacity in DL (6.3%)
 - 1805 Fall (6.6%)
 - 1370 Spring (5.9%)
- 3147 Enrollment in DL (6.7%)
 - 1797 Fall (7.1%)
 - 1350 Spring (6.2%)
- 40 Instructors in DL (6.7%)
 - 25 Fall (5.4%)
 - 24 Spring (5.3%)
- 9 Departments/Units in DL (30.0%)
 - 8 Fall (26.7%)
 - 9 Spring (30.0%)
- Enrolled Student Distribution by Department
 - ANT: 295 (9.4%) – 3 courses
 - Fall: 151 (8.4%) – 3 courses
 - Spring: 144 (10.7%) – 3 courses
 - ECO: 349 (11.1%) – 1 course
 - Fall: 191 (10.6%) – 1 course
 - Spring: 158 (11.7%) – 1 course
 - ENV: 155 (4.9%) – 4 courses

- Fall: 86 (4.8%) – 4 courses
- Spring: 69 (5.1%) – 4 courses
- ENG: 36 (1.1%) – 1 course
 - Fall: 86 (4.8%) – 1 course
 - Spring: 14 (1.0%) – 1 course
- PHI: 125 (4.0%) – 1 course
 - Fall: 55 (3.1%) – 1 course
 - Spring: 70 (5.2%) – 1 course
- PSC: 62 (2.0%) – 2 courses
 - Fall: 27 (1.5%) – 2 courses
 - Spring: 35 (2.6%) – 2 courses
- REL: 60 (1.9%) – 2 courses
 - Fall: 38 (2.1%) – 2 courses
 - Spring: 22 (1.6%) – 1 course
- SOC: 2003 (63.6%) – 2 courses
 - Fall: 1227 (68.3%) – 2 courses
 - Spring: 776 (57.5%) – 2 courses
- SWO: 62 (2.0%) – 1 course
 - Fall: 0 (0.0%) – 0 course
 - Spring: 62 (4.6%) – 1 course

Fine Arts and Performing Arts DL

- 14 Courses Listed in DL – 1 cross-listed
 - ARTH 1300 – both
 - ARTH 2302 – Fall
 - ARTH 2303 – both
 - CLA 3315 – neither
 - ENG 3304 – both
 - ENG 3306 – both
 - FDM 1309 – both
 - MUS 1321 – both
 - MUS 3321 – both
 - MUS 3322 – Spring
 - MUS 3323 – Fall
 - MUS/LAS 4364 – Spring
 - THEA 1301 – both
 - THEA 1306 – both
- 13 Courses Offered in DL (7.5%)
 - 11 Fall (8.3%)
 - 12 Spring (8.7%)
- 76 Sections in DL (5.5%)
 - 39 Fall (5.5%)
 - 38 Spring (5.6%)
- 2866 Capacity in DL (5.7%)
 - 1359 Fall (4.9%)
 - 1507 Spring (6.5%)
- 2821 Enrollment in DL (6.0%)
 - 1359 Fall (5.4%)
 - 1462 Spring (6.7%)
- 28 Instructors in DL (4.7%)
 - 20 Fall (4.3%)
 - 21 Spring (4.6%)
- 6 Departments/Units in DL (20.0%)
 - 5 Fall (16.7%)
 - 6 Spring (20.0%)
- Enrolled Student Distribution by Department
 - ARTH: 1047 (37.1%) – 3 courses
 - Fall: 495 (36.4%) – 3 courses
 - Spring: 552 (37.8%) – 2 courses
 - ENG: 147 (5.2%) – 2 courses
 - Fall: 61 (4.5%) – 2 courses
 - Spring: 86 (5.9%) – 2 courses
 - FDM: 147 (5.2%) – 1 course
 - Fall: 87 (6.4%) – 1 course
 - Spring: 60 (4.1%) – 1 course
 - MUS: 504 (17.9%) – 5 courses
 - Fall: 222 (16.3%) – 3 courses
 - Spring: 282 (19.3%) – 4 courses
 - MLC: 7 (0.2%) – 1 course
 - Fall: 0 (0.0%) – 0 courses
 - Spring: X (X%) – X course
 - THEA: 969 (34.3%) – 2 courses
 - Fall: 494 (36.4%) – 2 courses
 - Spring: 475 (32.5%) – 2 courses

Foreign Language DL⁹

- 96 Courses Listed in DL – 0 cross-listed
 - ARB 1301 – Fall
 - ARB 1302 – Spring
 - ARB 2310 – Fall
 - ARB 2320 – neither
 - AST 2380 – Spring
 - CHI 1301 – Fall
 - CHI 1302 – Spring
 - CHI 2310 – Fall
 - CHI 2320 – Spring
 - CHI 3305 – Fall
 - CHI 3306 – Spring

⁹ Language Labs (1101 & 1102) were special considerations made for Music and Nursing students for the 2019-2020 Academic year and are not their own course and are not counted in Core numbers.



- CHI 3310 – neither
- CLA 3301 – Spring
- CLA 3302 – neither
- FAS 1311 – both
- FRE 1301 – both
- FRE 1302 – both
- FRE 1412 – Fall
- FRE 2310 – both
- FRE 2320 – both
- FRE 2321 – Fall
- FRE 3301 – Fall
- FRE 3302 – both
- FRE 3308 – neither
- FRE 3310 – Fall
- FRE 3330 – neither
- GER 1301 – both
- GER 1302 – both
- GER 1412 – Fall
- GER 2310 – both
- GER 2320 – both
- GER 2412 – Spring
- GER 3301 – Fall
- GER 3341 – neither
- GER 3345 – Spring
- GRK 1301 – both
- GRK 1302 – both
- GRK 2310 – both
- GRK 2320 – Spring
- HEB 1301 – Fall
- HEB 1302 – Spring
- HEB 2310 – Fall
- HEB 2320 – Spring
- ITA 1301 – Fall
- ITA 1302 – Spring
- ITA 2310 – Fall
- ITA 2320 – Spring
- ITA 3301 – neither
- ITA 3302 – neither
- ITA 3310 – Fall
- ITA 3330 – Spring
- JPN 1301 – Fall
- JPN 1302 – Spring
- JPN 2310 – Fall
- JPN 2320 – Spring
- JPN 3301 – Fall
- JPN 3302 – Spring
- JPN 3305 – Fall
- JPN 3306 – Spring
- KOR 1301 – Fall
- KOR 1302 – Spring
- KOR 2310 – Fall
- KOR 2320 – Spring
- LAS 2301 – Fall
- LAT 1301 – both
- LAT 1302 – both
- LAT 2310 – both
- LAT 2320 – both
- MES 2301 – Spring
- POR 1301 – Fall
- POR 1302 – Spring
- POR 2310 – Fall
- POR 2320 – Spring
- RUS 1301 – Fall
- RUS 1302 – Spring
- RUS 2310 – Fall
- RUS 2320 – Spring
- RUS 3301 – Fall
- SPA 1301 – both
- SPA 1302 – both
- SPA 1412 – both
- SPA 2304 – Fall
- SPA 2310 – both
- SPA 2320 – both
- SPA 2321 – both
- SPA 2322 – both
- SPA 2324 – both
- SPA 2412 – both
- SPA 3302 – both
- SPA 3309 – both
- SWA 1301 – Fall
- SWA 1302 – neither
- SWA 2310 – Fall
- SWA 2320 – neither
- THEA/JPN 3352 – neither
- 84 Courses Offered in DL (48.3%)
 - 59 Fall (44.7%)
 - 53 Spring (38.4%)
- 350 Sections in DL (25.3%)
 - 174 Fall (24.6%)
 - 176 Spring (26.1%)
- 5945 Capacity in DL (11.7%)
 - 3181 Fall (11.6%)
 - 2764 Spring (11.9%)
- 5044 Enrollment in DL (10.7%)
 - 2698 Fall (10.7%)
 - 2346 Spring (10.8%)
- 88 Instructors in DL (14.7%)
 - 74 Fall (15.8%)
 - 69 Spring (15.2%)
- 5 Departments/Units in DL (16.7%)
 - 5 Fall (16.7%)
 - 5 Spring (16.7%)
- Enrolled Student Distribution by Department
 - MLC Asian/African: 579 (11.5%) – 22 courses
 - Fall: 325 (12.0%) – 13 courses
 - Spring: 254 (10.8%) – 12 courses

- MLC French/Italian: 849 (16.8%) – 15 courses
 - Fall: 468 (17.3%) – 12 courses
 - Spring: 381 (16.2%) – 8 courses
- MLC German/Russian: 383 (7.6%) – 12 courses
 - Fall: 211 (7.8%) – 8 courses
 - Spring: 352 (15.0%) – 8 courses
- MLC Spanish/Portuguese: 2729 (54.1%) – 20 courses
 - Fall: 1441 (53.4%) – 16 courses
 - Spring: 1288 (54.9%) – 14 courses
- CLA: 428 (8.5%) – 8 courses
 - Fall: 211 (7.8%) – 7 courses
 - Spring: 217 (9.2%) – 5 courses
- REL: 76 (1.5%) – 4 courses
 - Fall: 21 (0.8%) – 2 courses
 - Spring: 34 (1.4%) – 2 courses

Formal Reasoning DL

- 5 Courses Listed in DL – 0 cross-listed
 - MTH 1301 – both
 - MTH 1320 – both
 - MTH 1321 – both
 - PHI 1306 – both
 - STA 1380 – both
- 5 Courses Offered in DL (2.9%)
 - 5 Fall (3.8%)
 - 5 Spring (3.6%)
- 102 Sections in DL (7.4%)
 - 62 Fall (8.8%)
 - 40 Spring (5.9%)
- 3905 Capacity in DL (7.7%)
 - 2645 Fall (9.6%)
 - 1260 Spring (5.4%)
- 3315 Enrollment in DL (7.0%)
 - 2113 Fall (8.4%)
 - 1202 Spring (5.5%)
- 41 Instructors in DL (6.9%)
 - 33 Fall (7.1%)
 - 29 Spring (6.4%)
- 3 Departments/Units in DL (10.0%)
 - 3 Fall (10.0%)
 - 3 Spring (10.0%)
- Enrolled Student Distribution by Department
 - MTH: 2316 (69.9%) – 3 courses
 - Fall: 1584 (75.0%) – 3 courses
 - Spring: 732 (60.9%) – 3 courses
 - PHI: 431 (13.0%) – 1 course
 - Fall: 280 (13.3%) – 1 course
 - Spring: 151 (12.6%) – 1 course
 - STA: 568 (17.1%) – 1 course
 - Fall: 249 (11.8%) – 1 course
 - Spring: 319 (26.5%) – 1 course

Literature in Context DL

- 14 Courses Listed in DL – 1 cross-listed
 - CLA 2301 – both
 - CLA 2302 – Spring
 - CLA 2306 – both
 - ENG 2301 – both
 - ENG 2306 – both
 - FRE 3312 – neither
 - FRE 3315 – neither
 - GTX 2301 – both
 - GTX 2302 – both
 - GTX/THEA 3341 – Spring
 - PHI 2303 – both
 - REL 3301 – neither
 - REL 3308 – Spring
 - SPA 3305 – both
- 11 Courses Offered in DL (6.3%)
 - 8 Fall (6.1%)
 - 11 Spring (8.0%)
- 126 Sections in DL (9.1%)
 - 58 Fall (8.2%)
 - 68 Spring (10.1%)
- 2580 Capacity in DL (5.1%)
 - 1234 Fall (4.5%)
 - 1346 Spring (5.8%)
- 2432 Enrollment in DL (5.2%)
 - 1190 Fall (4.7%)
 - 1242 Spring (5.7%)
- 71 Instructors in DL (11.9%)
 - 46 Fall (9.9%)
 - 48 Spring (10.5%)
- 7 Departments/Units in DL (23.3%)
 - 5 Fall (16.7%)
 - 7 Spring (23.3%)
- Enrolled Student Distribution by Department
 - CLA: 183 (7.5%) – 3 courses

- Fall: 73 (6.1%) – 2 courses
- Spring: 110 (8.9%) – 3 courses
- ENG: 1383 (56.9%) – 2 courses
 - Fall: 720 (60.5%) – 2 courses
 - Spring: 663 (53.4%) – 2 courses
- GTX: 665 (27.3%) – 3 courses
 - Fall: 336 (28.2%) – 2 courses
 - Spring: 329 (26.5%) – 3 courses
- PHI: 40 (1.6%) – 1 course
 - Fall: 19 (1.6%) – 1 course
- Spring: 21 (1.7%) – 1 course
- REL: 18 (0.7%) – 1 course
 - Fall: 0 (0.0%) – 0 courses
 - Spring: 18 (1.4%) – 1 course
- MLC: 115 (4.7%) – 1 course
 - Fall: 42 (3.5%) – 1 course
 - Spring: 73 (5.9%) – 1 course
- THEA: 28 (1.2%) – 1 course
 - Fall: 0 (0.0%) – 0 courses
 - Spring: 28 (2.3%) – 1 course

Research Writing DL

- 8 Courses Listed in DL – 0 cross-listed
 - CLA 1304 – both
 - ENG 1310 – both
 - ENV 43C2 – both
 - HIS 2395 – both
 - PHI 1301 – both
 - PHI 2305 – both
 - PSC 3301 – Spring
 - REL 3305 – Fall
- 8 Courses Offered in DL (4.6%)
 - 7 Fall (5.3%)
 - 7 Spring (5.1%)
- 138 Sections in DL (10.0%)
 - 77 Fall (10.9%)
 - 61 Spring (9.1%)
- 2330 Capacity in DL (4.6%)
 - 1387 Fall (5.0%)
 - 943 Spring (4.1%)
- 2262 Enrollment in DL (4.8%)
 - 1370 Fall (5.4%)
 - 892 Spring (4.1%)
- 55 Instructors in DL (9.2%)
 - 43 Fall (9.2%)
 - 36 Spring (7.9%)
- 7 Departments/Units in DL (23.3%)
 - 6 Fall (20.0%)
 - 6 Spring (20.0%)
- Enrolled Student Distribution by Department
 - CLA: 36 (1.6%) – 1 course
 - Fall: 24 (1.8%) – 1 course
 - Spring: 12 (1.3%) – 1 course
 - ENG: 1934 (85.5%) – 1 course
 - Fall: 1201 (87.7%) – 1 course
 - Spring: 733 (82.2%) – 1 course
 - ENV: 26 (1.1%) – 1 course
 - Fall: 7 (0.5%) – 1 course
 - Spring: 19 (2.1%) – 1 course
 - HIS: 57 (2.5%) – 1 course
 - Fall: 28 (2.0%) – 1 course
 - Spring: 29 (3.3%) – 1 course
 - PHI: 164 (7.3%) – 2 courses
 - Fall: 85 (6.2%) – 2 courses
 - Spring: 79 (8.9%) – 2 courses
 - PSC: 20 (0.9%) – 1 course
 - Fall: 0 (0.0%) – 0 courses
 - Spring: 20 (2.2%) – 1 course
 - REL: 25 (1.1%) – 1 course
 - Fall: 25 (1.8%) – 1 course
 - Spring: 0 (0.0%) – 0 courses

Scientific Methods I DL

- 26 Courses Listed in DL – 0 cross-listed
 - ANT 1404 – both
 - ANT 1407 – both
 - BIO 1305 – both
 - BIO 1306 – both
 - BIO 1401 – both
 - BIO 1403 – Spring
 - BIO 1405 – Fall
 - BIO 1406 – Spring
 - CHE 1301 – both
 - CHE 1302 – both
 - ENV 1301 – both
 - ENV 1303 – both
 - GEO 1401 – both
 - GEO 1402 – both
 - GEO 1405 – both
 - GEO 1410 – neither
 - NSC 1306 – both
 - PHY 1404 – neither
 - PHY 1405 – Spring



- PHY 1407 – both
- PHY 1408 – both
- PHY 1409 – both
- PHY 1420 – both
- PHY 1430 – both
- PHY 1455 – both
- PHY 2455 – Fall
- 24 Courses Offered in DL (13.8%)
 - 21 Fall (15.9%)
 - 22 Spring (15.9%)
- 157 Sections in DL (11.4%)
 - 78 Fall (11.0%)
 - 79 Spring (11.7%)
- 10,960 Capacity in DL (21.1%)
 - 5828 Fall (21.2%)
 - 4862 Spring (21.0%)
- 9643 Enrollment in DL (20.5%)
 - 5143 Fall (20.3%)
 - 4500 Spring (20.7%)
- 61 Instructors in DL (10.2%)
 - 44 Fall (9.4%)
 - 47 Spring (10.3%)
- 7 Departments/Units in DL (23.3%)
 - 7 Fall (23.3%)
 - 7 Spring (23.3%)
- Enrolled Student Distribution by Department
 - ANT: 224 (2.3%) – 2 courses
 - Fall: 107 (2.1%) – 2 courses
 - Spring: 117 (2.6%) – 2 courses
 - BIO: 2730 (28.3%) – 6 courses
 - Fall: 1486 (28.9%) – 4 courses
 - Spring: 1244 (27.6%) – 5 courses
 - CHE: 2850 (29.6%) – 2 courses
 - Fall: 1622 (31.5%) – 2 courses
 - Spring: 1228 (27.3%) – 2 courses
 - ENV: 878 (9.1%) – 2 courses
 - Fall: 434 (8.4%) – 2 courses
 - Spring: 444 (9.9%) – 2 courses
 - GEO: 502 (5.2%) – 3 courses
 - Fall: 258 (5.0%) – 3 courses
 - Spring: 244 (5.4%) – 3 courses
 - PSYN: 515 (5.3%) – 1 course
 - Fall: 242 (4.7%) – 1 course
 - Spring: 273 (6.1%) – 1 course
 - PHY: 1944 (20.2%) – 8 courses
 - Fall: 994 (19.3%) – 7 courses
 - Spring: 950 (21.1%) – 7 courses

Scientific Methods II DL

- 6 Courses Listed in DL – 1 cross-listed
 - GEO 1306 – both
 - GEO 1307 – neither
 - GEO 1309 – neither
 - PHY 3305 – neither
 - PSY 1305 – both
 - STA/CSI 2300 – Spring
- 3 Courses Offered in DL (1.7%)
 - 2 Fall (1.5%)
 - 3 Spring (2.2%)
- 11 Sections in DL (0.8%)
 - 6 Fall (0.8%)
 - 5 Spring (0.7%)
- 1758 Capacity in DL (3.5%)
 - 978 Fall (3.6%)
 - 780 Spring (3.4%)
- 1557 Enrollment in DL (3.3%)
 - 909 Fall (3.6%)
 - 648 Spring (3.0%)
- 13 Instructors in DL (2.2%)
 - 8 Fall (1.7%)
 - 10 Spring (2.2%)
- 4 Departments/Units in DL (13.3%)
 - 2 Fall (6.7%)
 - 4 Spring (13.3%)
- Enrolled Student Distribution by Department
 - GEO: 107 (6.9%) – 1 course
 - Fall: 49 (5.4%) – 1 course
 - Spring: 58 (9.0%) – 1 course
 - PSY: 1408 (90.4%) – 1 course
 - Fall: 860 (94.6%) – 1 course
 - Spring: 548 (84.6%) – 1 course
 - STAT: 22 (1.4%) – 1 course
 - Fall: 0 (0.0%) – 0 courses
 - Spring: 22 (3.4%) – 1 course
 - CSI: 20 (1.3%) – 1 course
 - Fall: 0 (0.0%) – 0 courses
 - Spring: 20 (3.1%) – 1 course

3. CO-CURRICULARS

This section analyzes the Creative Arts Experience program and the events, attended students, and unique students in the Fall, Spring, and Overall, including the percentage of the whole that each category handled for both students and events. The categories include Art, Theatre, Music, Film, and Literature & World Cultures.

A. Creative Arts Experience

- 284 Events
 - 145 Fall
 - 139 Spring
- 11,101 Total Attended Students
 - 4763 Fall
 - 6338 Spring
- Art Events
 - 1575 Total Art Attendance (14.2%)
 - 591 Fall (12.4%)
 - 984 Spring (15.5%)
 - 123 Total Art Events (43.3%)
 - 69 Fall (47.6%)
 - 54 Spring (38.8%)
- Theatre Events
 - 1811 Total Theatre Attendance (16.3%)
 - 734 Fall (15.4%)
 - 1077 Spring (17.0%)
 - 36 Total Theatre Events (12.7%)
 - 20 Fall (13.8%)
 - 16 Spring (11.5%)
- Music Events
 - 5090 Total Music Attendance (45.9%)
 - 2403 Fall (50.5%)
 - 2687 Spring (42.4%)
 - 54 Total Music Events (19.0%)
 - 24 Fall (16.6%)
 - 30 Spring (21.6%)
- Film Events
 - 727 Total Film Attendance (6.5%)
 - 269 Fall (5.6%)
 - 458 Spring (7.2%)
 - 31 Total Film Events (10.9%)
 - 12 Fall (8.3%)
 - 19 Spring (13.7%)
- Literature & World Cultures Events
 - 1889 Total Lit/World Attendance (17.0%)
 - 757 Fall (15.9%)
 - 1132 Spring (17.9%)
 - 38 Total Lit/World Events (13.4%)
 - 18 Fall (12.4%)
 - 20 Spring (14.4%)

B. Civic Engagement

Civic Engagement is in progress and being created over a multi-year schedule. 1 Lifetime Fitness is required and language has been added to the 2020-2021 Academic Catalog to allow LF substitutions by Civic Engagement courses.

C. Chapel

- 41 Sections
 - 25 Fall
 - 16 Spring
- 21,091 Capacity
 - 4885 Fall
 - 16,206 Spring
- 8518 Enrollment
 - 4562 Fall
 - 3956 Spring
- 8 Instructors
 - 6 Fall
 - 5 Spring

4. FACULTY

This section analyzes the Instructors in the Core and their various demographics, including faculty rank, gender, race/ethnicity, duration at Baylor, and terminal degree. The percentage of each demographic for each term is provided. Foreign Language and Cultures Labs, Scientific Methods I Labs, and Formal Reasoning Labs are not included.

A. Instructors

- 431 Unique Faculty¹⁰
 - Fall – 365
 - Spring – 353

Gender

- Male – 260, (60.3%)
- Female – 171, (39.7%)

Ethnicity

- African American/Black – 6, (1.4%)
- Asian – 20, (4.6%)
- Hispanic – 30, (6.9%)
- Multiracial – 8, (1.9%)
- Nonresident Alien – 7, (1.6%)
- Not Specified – 5, (1.2%)
- White – 356, (82.4%)

Faculty Rank

- Professor – 58, (13.4%)
- Associate Professor – 75, (17.4%)
- Assistant Professor – 24, (5.6%)
- Senior Lecturer – 69, (16.0%)
- Lecturer – 45, (10.4%)
- Clinical – 3, (0.7%)
- Temporary – 57, (13.2%)
- Staff – 14, (3.2%)
- Graduate Student¹¹ – 87, (20.1%)

B. New2BU Survey¹²

- 300 Unique Core Faculty Listed of 708 Total = 42.4%
- 1521 Core Faculty Mentions of 2885 Total = 52.7%
 - 12 Core Faculty mentioned 20+ times
 - 43 Core Faculty mentioned 10+ times

Highest Degree

- Bachelors – 21, (4.9%)
- Masters – 107, (24.8%)
- Professional – 17, (3.9%)
- Doctoral – 286, (66.4%)

Years of Service

- Student – 87, (20.1%)
- Temporary – 57, (13.2%)
- First Year – 10, (2.3%)
- 1-5 Years – 66, (15.3%)
- 6-10 Years – 58, (13.4%)
- 11-20 Years – 101, (23.4%)
- 21-30 Years – 30, (6.9%)
- 31-40 Years – 19, (4.4%)
- 41+ Years – 4, (0.9%)

¹⁰ This is the full total of unique instructors who taught over the course of the year. Many of the same instructors taught in both semesters.

¹¹ Please note, this number does not include graduate instructors teaching labs in Foreign Languages & Cultures, Formal Reasoning,

and Scientific Methods I. When labs are included, Graduate Students make up 37.1% (208 instructors).

¹² This survey asked, “Please let us know which faculty or staff member(s) has/have taken an interest in your success?”. These AS Core faculty/staff members were listed by name according to the Fall 2020 New2BU Survey.

5. OFFICE OF THE CORE

A. CCAC

- 2020-2021 Members:
 - Chair—Julie deGraffenried (HIS); term expires August 2022
 - Critical Thinking—Hope Johnston (ENG); term expires August 2023
 - Scientific Reasoning—Julie King (ENV); term expires August 2023
 - Civic Engagement—Alex McNair (MLC); term expires August 2021
 - Christian Tradition—Natalie Carnes (REL); term expires August 2022
 - Creative Thinking—Jennings Sheffield (ART); term expires August 2022
 - At-large—Hugh Riley (PSY/NSC); term expires August 2021
 - *ex officio*—Lauren Poor (HIS/Core)
 - *ex officio*—Lauren Muhl (Dean's Office)
- 2021-2022 Members:
 - Chair, At-large—Julie deGraffenried (HIS); term expires August 2022
 - Critical Thinking—Hope Johnston (ENG); term expires August 2023
 - Scientific Reasoning—Julie King (ENV); term expires August 2023
 - Civic Engagement—Andy Hogue (PSC); term expires August 2024
 - Christian Tradition—Natalie Carnes (REL); term expires August 2022
 - Creative Thinking—Jennings Sheffield (ART); term expires August 2022
 - At-large—Tom McGrath (CHE); term expires August 2024
 - *ex officio*—Danielle Williams (ENG/Core)
 - *ex officio*—Lauren Muhl (Dean's Office)

B. CAE Committee

- 2020-2021 Members:
 - Chair & Art—Jennings Sheffield (ART), term expires 2022
 - Film—Jim Kendrick (FDM), term expires 2021
 - Literature—Maura Jortner (ENG), term expires 2023
 - Music—Randy Umstead (SOM), term expires 2021
 - Theatre—Stephen Pounders (THEA), term expires 2021
 - World Cultures—Jennifer Good (MLC), term expires 2023
 - *ex officio*—Kaity Briscoe
 - *ex officio*—Lauren Poor
- 2021-2022 Members:
 - Chair & Art—Jennings Sheffield (ART), term expires 2022
 - Film—David Garcia (FDM), term expires 2024
 - Literature—Maura Jortner (ENG), term expires 2023
 - Music—Michael Alexander (SOM), term expires 2024
 - Theatre—Sam Henderson (THEA), term expires 2024
 - World Cultures—Jennifer Good (MLC), term expires 2023
 - *ex officio*—Kaity Briscoe
 - *ex officio*—Gracie Beard
 - *ex officio*—Danielle Williams

C. Common Readers

- ENG 2310 – American Literary Cultures Reader, edited by Joe Fulton & Elizabeth Dell (published July 2020)
- HIS 1300 – United States in Global Perspective, edited by Julie deGraffenried & Stephen Sloan (Published July 2020)

D. Core Faculty Newsletter

- Fall 2020 Edition published on September 8, 2020.
- Spring 2021 Edition published on February 8, 2021.
- Contributions to Newsletter from Campus Partners:
 - IFL, ATL, Office of Multicultural Affairs, Chapel, CAE Office, BU Press, among others.



Baylor University

COLLEGE OF ARTS & SCIENCES
Core Curriculum

Appendix B
General Education Matrix



Baylor University

COLLEGE OF ARTS & SCIENCES
Core Curriculum

Appendix C
Course Names

Common Courses and Distribution Lists of Course Choices

2021-2022

Common Courses

ENG 2310, American Literary Cultures

HIS 1300, The United States in Global Perspective

PSC 1387, The U.S. Constitution, Its Interpretation, and the American Political Experience

REL 1310, The Christian Scriptures

REL 1350, The Christian Heritage

Communication and Media Literacy Distribution List—one course.

CSS 1301, Fundamentals of Public Communication

CSS 1302, Speech for Business and Professional Students

CSS 1304, Argumentation, Discussion, and Debate

FDM 1303/JOU 1303, Introduction to Mass Communication

FDM 4340, Media and Society

JOU 3387, International Communication

JOU 4305, Gender, Race, & Media

JOU 4380, Law and Ethics of Journalism

Contemporary Social Issues Distribution List —one course.

ANT 1306, Cultural Anthropology in Global Context

ANT 1325, Introduction to Global Health

ANT 3320/ENV 3320, Environment and Human Behavior

ECO 1305, Issues in Economics for Non-Business Majors

ENV 2376, Environment and Society

ENV 4307/PSC 4307, Environmental Law

ENV 4310/ANT 4311, World Food Problems

LING 1305, Language in Society

PHI 1308, Contemporary Moral Problems

PSC 3300/ENV 3300, The Environment and Political Processes

REL 3390, Christian Ethics

REL 3394, War and Peace in the Christian Tradition

REL 3397, Gender, Feminism and Theology

REL 4349, The World's Religions and Violence

REL 4393/ENV 4393, Environmental Ethics

SOC 1305, Introduction to Sociology

SOC 3311, The Sociology of Race and Ethnicity

SWO 2320, Human Diversity and Leadership

WGS 2300, Women's and Gender Studies: An Introduction

Fine Arts and Performing Arts Distribution List —one course.

ART 1300, Introduction to Art (for non-art majors only)

ART 2302, Survey of Western Art I

ART 2303, Survey of Western Art II

CLA 3315, Ancient Drama in Performance
ENG 3304, Creative Writing: Poetry
ENG 3306, Creative Writing: Prose
FDM 1309, Introduction to Film
MUS 1321, Engaging with Music
MUS 3321, Music in World Cultures
MUS 3322, Popular Musics
MUS 3323, History of Jazz
MUS 4364/LAS 4364, Traditional Music and Culture in Latin America
THEA 1301, Acting I: Realism
THEA 1306, Introduction to Theatre

Foreign Language and Culture Distribution List—see requirement for more information.

Modern Foreign Languages* 1301 (* includes: ARB, CHI, FRE, GER, ITA, JPN, KOR, POR, RUS, SPA, SWA)

Modern Foreign Languages* 1302 (* includes: ARB, CHI, FRE, GER, ITA, JPN, KOR, POR, RUS, SPA, SWA)

Modern Foreign Languages* 1412 (* includes: GER, SPA)

Modern Foreign Languages* 2412 (* includes: GER, SPA)

Modern Foreign Languages* 2310 (* includes: ARB, CHI, FRE, GER, ITA, JPN, KOR, POR, RUS, SPA, SWA)

Classical Languages* 1301 (* includes: GKC, HEB, LAT)

Classical Languages* 1302 (* includes: GKC, HEB, LAT)

Classical Languages* 2310 (* includes: GKC, HEB, LAT)

All students must demonstrate proficiency through the 2310 level in a modern or classical language or through the 1302 level in 2 Classical Languages (Greek, Latin, Hebrew) or complete GER, SPA 1412 & 2412. For those who already have credit for 2310 (pre-Baylor) or place into a higher level, the following options are available:

ARB 2320, Arabic Popular Culture

AST 2380, The Peoples and Culture of Asia

AST 4388, Contemporary Chinese Society and Culture

CHI 2320, Communication in Intermediate Chinese

CHI 3305, Chinese for Business I

CHI 3306, Chinese for Business II

CHI 3310, Chinese Language and Culture Through Films

CLA 3301, Roman Civilization

CLA 3302, Greek Civilization

FAS 1311, Modern Languages, Cultures, and Global Communities

FRE 1412, Accelerated Elementary French

FRE 2320, Passport to the French-Speaking World

FRE 2321, French for Health Professions

FRE 3301, Advanced French Grammar

FRE 3302, Conversational French

FRE 3308, French and Francophone Pop Culture

FRE 3310, Introduction to French Literature

FRE 3330, Introduction to French Cinema
GER 2320, German for Modern Life
GER 3301, German Conversation and Composition
GER 3341, Introduction to German Culture: Germany in the Making
GER 3345, Introduction to German Film: German Culture from Berlin to Hollywood
GKC 2320, Intermediate Greek Poetry
HEB 2320, Intermediate Hebrew II
ITA 2320, Pathways in Italian Culture
ITA 3301, Advanced Italian Grammar
ITA 3302, Italian Conversation, Reading, and Composition
ITA 3310, Introduction to Italian Literature
ITA 3330, Italian Through Film
JPN 2320, Explore Japan
JPN 3301, Advanced Japanese I
JPN 3302, Japanese Culture Through Reading
JPN 3305, Japanese for Business
JPN 3306, Japanese Cinema
KOR 2320, Intermediate Korean II
LAS 2301, An Introduction to Latin American Studies
LAT 2320, Intermediate Latin Poetry
MES 2301, Introduction to the Middle East
POR 2320, Exploring the Portuguese-Speaking World
RUS 2320, Russian Culture in Context
RUS 3301, Russian Conversation and Composition
SPA 2304, Spanish for Heritage Speakers
SPA 2320, Exploring the Spanish-Speaking World
SPA 2321, Intermediate Spanish for Medical Professions
SPA 2322, Spanish for Christian Ministry
SPA 2324, Spanish for Business
SPA 3302, Conversation and Composition
SPA 3309, Introduction to Spanish Linguistics
SWA 2320, Intermediate Swahili II
THEA 3352/JPN 3352, Japanese Theatre and Culture

Formal Reasoning Distribution List —one course.

MTH 1301, Ideas in Mathematics
MTH 1320, Pre-calculus Mathematics
MTH 1321, Calculus I
PHI 1306, Logic
STA 1380, Elementary Statistics

Literature in Context Distribution List —one course.

CLA 2301, Literature of Ancient Greece
CLA 2302, Literature of Ancient Rome
CLA 2306, Greek and Roman Mythology

ENG 2301, British Literature
ENG 2306, World Literature
FRE 3312, Children's Literature in French
FRE 3315, Panorama of French Theatre
GTX 2301, Intellectual Traditions of the Ancient World: Literature and Thought
GTX 2302, Medieval Intellectual Traditions: Literature and Thought in Context
GTX 3341/THEA 3341, Master Works in Drama
PHI 2303, Philosophy in Literature
REL 3301, Psalms and Wisdom Literature
REL 3308, The Literature of the Pentateuch: Narrative, Poetry, Genealogy, and Law
SPA 3305, Introduction to Hispanic Literature

Research Writing Distribution List —one course.

CLA 1304, From Ancient Rhetoric to Modern Research Writing
ENG 1310, Writing and Academic Inquiry Seminars
ENV 43C2, Environmental Capstone
HIS 2395, Historiography
PHI 1301, Introductory Topics in Philosophy
PHI 2305, Philosophy and Religion
PSC 3301, Scope and Methods of Political Science
REL 3305, Interpreting the Old Testament

Scientific Method I: Course with Laboratory Experience Distribution List —one 4-hour course with included lab or 3-hour lecture and matching 1-hour lab course

ANT 1404, Introduction to Human Evolution
ANT 1407, Introduction to Archaeology
BIO 1305 & BIO 1105, Modern Concepts of Bioscience & Lab
BIO 1306 & BIO 1106, Modern Concepts of Bioscience, continued, & Lab
BIO 1401, Current Issues in Human Biology
BIO 1403, Exploring the Living World
BIO 1405, Investigations of Modern Biology Concepts I
BIO 1406, Investigations of Modern Biology Concepts II
CHE 1301 & 1101, Basics Principles of Modern Chemistry I
CHE 1302 & 1102, Basic Principles of Modern Chemistry II
ENV1301 & ENV 1101, Exploring Environmental Issues & Lab
ENV 1303 & ENV 1103, Wildlife Ecology & Lab
GEO 1401, Earthquakes and Other Natural Disasters
GEO 1402, World Oceans
GEO 1405, The Dynamic Earth
GEO 1410, Gems and Minerals
NSC 1306 & NSC 1106, Introduction to Neuroscience & Lab
PHY 1404, Light, Vision and Optics
PHY 1405, Everyday Physics
PHY 1407, Sound and Acoustics
PHY 1408, General Physics for Natural and Behavioral Sciences I

PHY 1409, General Physics for Natural and Behavioral Sciences II

PHY 1420, General Physics I

PHY 1430, General Physics II

PHY 1455, Descriptive Astronomy

PHY 2455, Foundations of Astronomy

Scientific Method II: Grand Challenges of Science Distribution List or an additional course from the Scientific Method I—Course with Laboratory Experience Distribution List. —one 3 to 4-hour course.

GEO 1306, The Earth Through Time

GEO 1307, Evolution and Extinction

GEO 1309, Origins of Habitable Worlds

PHY 3305, History of Invention and Technology

PSY 1305, Psychological Science: Understanding Human Behavior

STA/CSI 2300, Introduction to Data Science

-Or-

One additional course from item O: Scientific Method I: Course with Laboratory Experience Distribution List

Lifetime Fitness and Civic Engagement —one course.

Lifetime Fitness* 1100 (*includes all LFs)

HIS 3300, Methods of Oral and Public History

HIS 3301, Internship in History

JOU 3366, Public Relations for Non-Profit Organizations

PPS 1100, Introduction to Citizenship and Community Service

PPS 1102, Community Law Enforcement

PPS 2301, Leadership and Social Change

PPS 3300, Citizenship, Community, and Service Learning

PPS 3301, Public Policy Innovation and the Common Good

PPS 3302/PSC 3302, Criminal Justice and Community Law Enforcement

PPS 3372/PSC 3372, Law, Justice, and the Community

PPS 4310, Philanthropy, Civil Society, and the Public Good

PPS 4V98, Advanced Study in Philanthropy and Social Innovation

PSC 3382, Public Service Internship

PSC 3392, Washington Internship

PSC 3398, Bob Bullock Internship

PWR 3300, Technical Writing


PWR 3318, Writing for the Workplace

REL 2480, Introduction to Ministry

SIC 4V98, Special Topics in Innovation





Appendix D Sample Syllabus Assessment Form (SAF) for HIS 1300

Course – Common Course – HIS 1300

Instructor – 

Title – The United States in Global Perspective

They are:

1. Students' knowledge and understanding of history will be enriched by understanding how domestic developments in the U.S. fit within, were influenced by, and shape our increasingly connected world.
EXAMPLE: 
2. Having knowledge of the global context within which the U.S. and all nations function, students will be better enabled and better equipped to practice informed engagement with diverse cultures, races, ethnic groups, and value systems, both American and non-American, by developing the virtues of empathy and humility.
EXAMPLE: 
3. As a common course providing all Arts & Sciences students with a shared foundation of knowledge through the study of history, this course will provide an introduction to major events, ideas, and figures in U.S. and world history.
EXAMPLE: 
4. Students will gain understanding of and practice in the evaluation and interpretation of historical evidence (both primary and secondary), the construction of coherent arguments, an awareness of change over time, analysis of relationships among historical causes and effects, and appreciation for differing cultures and attitudes. Evaluation of evidences will include examples of American virtue and vice throughout its history.
EXAMPLE: 

5. According to the Core Curriculum Objectives, this course will “better enable[] and better equip[] [students] to practice informed engagement with diverse cultures, races, ethnic groups, and value systems”, and “appreciat[e] differing cultures and attitudes.”

What examples of a deeper engagement with diversity & inclusion are present in this course based upon the syllabus? (Assigned readings, assignments, statements in policies...):

