

A&S Core Assessment Data Overview
Core Curriculum Advisory Committee Meeting
March 29, 2023

Dr. Lauren Poor, Director, Office of the Core

Overview and Methods

The 2021-2022 academic year is considered “Year Two” of the implementation of the Core Assessment Plan. The 2021-2022 Core Assessment data provides a foundation for future assessments, examining seven dimensions of the Core to identify areas of strength and potential areas of improvement. Methods of evaluation include collection and analysis of 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 a departmental assessment, the Core Curriculum Assessment Report on Learning Outcomes (CARLO) form.

Key Findings from 2021-2022 Core Assessment Data

1. *Student learning across the core curriculum* appears to meet 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 (administered every three years; last issued 2020-2021) 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. In addition, 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. However, an area of potential improvement 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), assessment could be more streamlined. Currently, no targeted assessments are in place for Scientific Method or Creativity, and the Office of Institutional Effectiveness does not assess these areas.
2. Data related to the assessment of *student learning within the core curriculum* is provided for the 2021-2022 academic year via the Core Curriculum Assessment Report on Learning Outcomes (CARLO) forms completed for four of the five common core courses (PSC1387, HIS1300, REL1310, and REL1350). While 2021-2022 marks the first time these common core departments have utilized the CARLO form, and there remains an opportunity for the development of more robust forms of direct and indirect assessment, the information gathered by the CARLO forms so far finds that student learning within the common core curriculum classes is meeting many of the objectives set in the Official Core Documents for those courses. Although both ENG2310 and 1/3 of the Foreign Languages & Cultures DL (Asian & African languages) were also assigned to complete the CARLO form for the 2021-2022 academic year, both chose to postpone completion due to departmental challenges. Please refer to the CARLO Summary Reports_COMMONS_2021-2022.pdf included in the CCAC March Meeting folder for further information gathered by each CARLO form.
3. Syllabi were collected and analyzed from faculty teaching in the Core during the fall and spring semesters to determine *adherence to official Core documents and CCAC guidelines*. According to the Syllabi Assessment Form (SAF) Summary Reports from 2021-2022, syllabi from all teachers of record offering a course in the Contemporary Social Issues DL, the Research Writing DL, and a section of ENG 2310, HIS 1300, REL 1310, and REL 1350 demonstrate that a significant majority of faculty syllabi incorporate the correct title of their course, reflect the course descriptions, and communicate the course objectives in the official Core documents for each Common course or Distribution List. During the first week of August 2022, the Director of the Core shared summative syllabus assessment data with



214 individual faculty, and 17 reports (with names removed) were sent to department chairs and undergraduate program directors to identify departmental trends. Please refer to the SAF Summary Reports_2021-2022_For CCAC.pdf included in the CCAC March Meeting folder to view the summative data gathered by the SAF forms for the 2021-2022 academic year.

4. Over half (52%) of faculty highlighted in the Baylor Senior Student Survey were A&S Core faculty, and 33.3% of the Baylor faculty mentioned 20+ times by students in the New2BU Survey were A&S Core faculty, which speaks to *faculty commitment and expertise*. Out of 632 unique core faculty (including lab instructors), 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 continues to be “Graduate Student” (222) at 35.2%, followed by Associate Professors (89) at 14.1%.
5. Co-curricular elements of the Core (the Creative Arts Experience (CAE), Chapel, and Civic Engagement) continue to be in various stages of implementation. Metrics gathered on co-curriculars demonstrate the exceptional success of the Creative Arts Experience, which offered 333 events and had a student attendance of 13,445. Chapel offered four course options via 44 sections and managed an enrollment of 9,564 students during the 2021-2022 academic year. Formal assessment measures will be developed next year to determine *co-curricular adherence to CCAC guidelines and course requirements*.
6. *Diversity and inclusion efforts in Core* courses are evident through the approved course objectives related to diversity for each of the five Common courses. In addition, diversity requirements appear in the objectives of five of the nine Distribution Lists. However, according to the data gathered for question #5 in the syllabi assessment reports, more attention needs to be given to include deeper engagement with diversity and inclusion in core courses. In addition, the co-curricular experiences in the Core offer unique opportunities for students to consider diversity through the Creative Arts Experience (CAE) requirement and Chapel.
7. The Core Assessment report concludes with a *summary of key metrics of the core curriculum during the 2021-2022 academic year*. There were 189 unique courses offered in the 2021-2022 core curriculum, 89 of which were at the 1000-level, 54 of which were at the 2000-level, 37 of which were at the 3000-level, and 9 of which were at the 4000-level. As of July 1, 2022, 1,201 A&S students have graduated under the unified core curriculum catalog. Future metrics will include tracking graduating students to see how they might benefit from the reduced Core size.

The findings present in the CARLO Summary Reports, Syllabi Assessment Reports, and the Core Metrics Report provide meaningful information and assist the Office of the Core in having a clearer sense of where to focus future assessments to help develop a continuous plan of improvement. Here are summarized recommendations on the next steps based on findings from each of the seven sections of the 2021-2022 Core Assessment Data:

- 1) **Student Learning across the Core:** Develop assessment methods for missing Core areas of student learning (Creativity and Scientific Method); Work with GEAC to consider revising traditional assessments for Civic Engagement, Christian Tradition, and Written Communication; Continue discussions to streamline assessment language between the A&S Core Curriculum and the Office of Institutional Effectiveness; Design student surveys to assess areas not currently captured by existing forms of assessment; Create assessments for co-curricular experiences; Develop a plan of improvement in response to Baylor Senior Student Survey.
- 2) **Student Learning within the Core:** Continue to train departments to assess student learning within the Core utilizing the CARLO forms (Year 3 rotation includes departments offering courses in Formal Reasoning, Foreign Languages & Cultures (FRE/ITA and other non-MLC), Scientific Method I & II, and Research Writing; Underscore that the Office of the Core assesses objectives in the official Core documents and address any ambiguous language in those documents; Communicate expectations and

current information.

- 3) **CCAC Adherence and Course Guidelines.** Continue to increase awareness of official Core documents and make expectations for assessment clear; Send Core Faculty Newsletter early August every year to highlight Core Website & official Core documents; Remind Core faculty to complete Qualtrics Self-Assessment Survey (SSA) each semester; and send departments summative findings from SSA reports.
- 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.** Continue to work with the Office of Spiritual Life to design an assessment for Chapel; Use data from the Chapel assessment in the Christian Tradition assessment for Student Learning Across the Core; Design an assessment tool for the CAE; Use data from the CAE assessment in the Creativity assessment for Student Learning Across the Core; Track metrics data for co-curriculars; Design assessment for the Civic Engagement co-curricular; Use data from the Civic Engagement assessment in the Civic Engagement assessment for Student Learning Across the Core.
- 6) **Diversity and Inclusion in the Core:** Consider revising the official Core documents and/or proposals to increase diversity in the Core (making DEIB more explicit where it currently exists in official Core documents and adding it all together to the remaining four distribution lists that do not now have DEIB objectives incorporated into their official Core document); Respond to relevant recommendations in Pillar 5 of A&Spire to Illuminate; Promote diversity and the Core in various ways; Support pedagogical training related to DEIB; 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 benefit from the reduced Core size; Determine the flexibility of the Core; Identify areas of shared knowledge within and across the Core.

Next Steps for the Office of the Core

- Maintain open communication with members of the General Education Assessment Committee (GEAC) and the Office of Institutional Effectiveness as they redevelop their assessment plan for Written Communication across general education at Baylor.
- In fall 2023, work with departments offering courses in the Foreign Languages & Cultures (Non-MLC), Formal Reasoning, Research Writing, Scientific Methods I, Scientific Methods II, Foreign Languages & Cultures – French & Italian Distribution Lists to prepare CARLO forms; complete CARLO forms due May 31, 2024.
- Develop assessments for learning across the Core related to Creativity and Scientific Method.
- Design Core Curriculum Survey to administer to first-year and senior students.
- Design assessment for co-curriculars (CAE, Chapel, and Civic Engagement) in the Core.

Once the CCAC endorses this Core Data Summary Report for 2021-2022, it will be published on a password-protected page on the Faculty tab of the Core website.



THE COLLEGE OF ARTS & SCIENCES CORE CURRICULUM

A distinctive element of Baylor University's transformational undergraduate education

The unified core curriculum at Baylor University enables students to acquire the shared knowledge, skills and virtues needed to uncover and recognize truth, deepen their faith, live virtuously, strengthen their communities and affect the world in transformative ways.

The core curriculum is based on who Baylor students are:

Students are **rational** beings.
 Students are **spiritual** beings.
 Students are **creative** beings.
 Students are **citizens**.
 Students are **inhabitants of the physical world**.
 These values and beliefs lay the groundwork for how Baylor's curriculum is designed.

How The Core Curriculum Works

Core Curriculum (47-54 hours)	+ Major	+ Secondary Major and/or Double Major Minors Certificates Exploratory Courses Study Abroad Experiences	= Baylor Degree
Common Courses (15 hours) + Distribution Lists (32-39 hours)	(27-36 hours)	(36-50 hours)	124 hours to graduate

Common Courses (15 hours): Shared Experience

Arts & Sciences' students complete the following common courses and experiences, setting the foundation for future studies.

- 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: Christian Scriptures
- REL 1350: Christian Heritage
- Chapel (2 semesters)
- Creative Arts Experience (events from Baylor's art, music, theatre, film, and literature and world cultures programs)

Distribution Lists (32-39 hours): Flexibility and Personalization

Baylor's core curriculum is designed to give students flexibility and space within their degree to pursue minors, secondary majors and certificates. Students have the freedom to choose from a wide variety of courses within each distribution list below to satisfy requirements.

- Communication and Media Literacy
- Contemporary Social Issues
- Fine Arts and Performing Arts
- Foreign Languages and Cultures
- Formal Reasoning
- Lifetime Fitness
- Literature in Context
- Research Writing
- Scientific Method I: Laboratory Experience
- Scientific Method II: Grand Challenges of Science

2021-2022 CARLO Assessment Report
HIS 1300: The United States in Global Perspective
Department of History

1. Introductory Content

Department Reflection & Comments

HIS 1300: The US in Global Perspective is a common core course that was a new course to the Department of History when it debuted as part of the core curriculum in Fall 2019. The goals and objectives for the course were the product of department-wide discussion and collaboration. Faculty with both US and non-US specializations teach this course, which is offered in multiple sections each semester.

2. Student Learning Outcome Summary Table

a. Learning Outcome: Shared Knowledge

Statement: 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.

Method	Type	Target/Criteria Met	Action Plan Provided
Dept. Question	Direct	Met	Yes
Syllabus	Indirect	New	No

b. Learning Outcome: Virtues

Statement: 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.

Method	Type	Target/Criteria Met	Action Plan Provided
Faculty self-report	Indirect	Met	Yes
Faculty professional development	Indirect	New	Yes

c. Learning Outcome: Shared Knowledge

Statement: 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.

Method	Type	Target/Criteria Met	Action Plan Provided
Dept. Question	Direct	Met	Yes
Syllabus	Indirect	New	No

d. Learning Outcome: Skills

Statement: 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.

Method	Type	Target/Criteria Met	Action Plan Provided
Dept. Question	Direct	Met	Yes
Syllabus	Indirect	New	No

3. Prior Improvement Plans Status

Describe the status of any plans reported in prior years to be implemented this year. Were changes/improvements initiated or completed? Do you have any evidence to date that they have been effective?

This is the first attempt at a formal assessment for HIS 1300, so no plans reported in prior years.

4. Assessment Team and Review Process Description

Assessment team is primarily the UPD; however, assessment plans have been, over time, a collaborative effort of 1.) the whole department; 2.) the Undergraduate Studies Committee, specifically; and 3.) the UPD and Director of the Core.

The assessment question was developed in conjunction with the workshopping of HIS 1300 prior to its introduction. Faculty have been requested to ask “the question” in any format they wish, near the end of the semester, since Fall 2019, and are reminded each semester. Faculty send class averages on the assessment question for each section of HIS 1300 they teach to the UPD at the conclusion of the semester. The UPD calculates a department average that takes into account the differing sizes of the sections.

The values portion of the assessment is still being developed. This year, we asked each faculty member to self-report readings, activities, and assignments intended to address cultural humility and empathy for other peoples and cultures. Office of the Core assessments of syllabi also note the inclusion or absence of measures intended to address DEI in the classroom. Further discussion among faculty about ways to measure student virtue development will continue.

5. Appendices List

- i. Spring 2022 data analysis for HIS 1300 assessment question broken down by section
- ii. Sample faculty self-reports for virtues development (3)

6. Office of the Core Response

In Fall 2023, the Director of the Office of the Core (Dr. Lauren Poor) met with the Department Chair and the Undergraduate Program Director in the Department of History to review the 2021-2022 CARLO form. History was encouraged to continue developing additional forms of direct and indirect assessment that would provide meaning and manageable forms of assessment of student learning outcomes for HIS1300.

2021-2022 CARLO Assessment Report

PSC 1387: The US Constitution, Its Interpretation, and the American Political Experience Department of Political Science

1. Introductory Content

Department Reflection & Comments

Assessment Methods and Evaluation Period

For our first triennial Core Curriculum assessment of PSC 1387 The U.S. Constitution, Its Interpretation, and the American Political Experience (hereinafter PSC 1387) we used a combination of direct and indirect methods of assessment. Two of the three surveys reached all faculty who taught and all students who were enrolled in the course during the last calendar year (Summer 2021, Fall 2021, Wintermester 2021-2022, and Spring 2022), and the third survey was administered to students enrolled in the Spring 2021 semester.

Reflection

In this report we provide 2-3 assessment methods per Outcome, using the surveys described above. As discussed below we find in our first triennial Core assessment that PSC 1387 is achieving admirably the learning outcomes established in the Core vision documents and is inspiring the moral, intellectual, and spiritual virtues outlined in these vision documents as well. Nevertheless, despite these successes, we strive for further excellence and outline proposals to undertake in the coming semesters that both aim to build upon our existing strengths and bolster areas where we have the most room to grow, as identified by both faculty and students.

Additional Comments

In addition to the work our faculty do with students in PSC 1387, the Department of Political Science encourages students to deepen their understanding of the U.S. Constitution outside the classroom as well. Each year we host the University's Constitution Day lecture, which is typically attended by more than 300 students, faculty and staff. Our department also hosts numerous lectures throughout the year, and in fall 2021 launched the Zavala Program in Constitutional Studies, which hosts lectures for the general public which were widely attended by students in various sections of 1387 in the 2021-2022 academic year. In Spring 2022 the Department of Political Science partnered with the Women's and Gender Studies Program to host a Creative Arts Experience screening of the film *Suffragette* as well as a panel discussion of the Supreme Court's pending decision in *Dobbs v. Jackson Women's Health*, after the draft of the opinion that would overturn the landmark case *Roe v. Wade* was leaked to the public. Other noteworthy ways members of our department have contributed to celebrating and implementing the Core include helping train new Baylor Admissions staff on "elevator speeches" about the Core curriculum in Summer 2021. Finally, we were delighted when one of our instructors, Dr. Bridge, received one of the inaugural Core Virtues Awards in May 2022.

Our commitment to civic and constitutional education extends beyond the immediate Baylor community. For example, one of our faculty members, Dr. Benjamin Kleinerman, serves as Editor of *The Constitutionalist*, a blog "dedicated to the intellectual and political work of constitutional democracy." Another faculty member, Dr. Rebecca Flavin, currently serves on the Teacher Advisory Council (TAC) of the National Constitution Center. More locally and especially noteworthy, in summer 2022 the Zavala program will host approximately 20 Waco-area high school teachers for a week-long seminar on teaching the U.S. Constitution.



2. Student Learning Outcome Summary Table

a. Learning Outcome: Shared Knowledge

Statement: It is self-evident, one might argue, that “civic learning is the first and necessary step of civic engagement,” and that the “character of human beings is improved by a better understanding of the nature of the political community in which they live.” (Oversight Integration Working Group). Thus, PSC 13XX will provide students the essential knowledge and skills to understand and nurture the U.S. Constitution, American democracy, and the major values and ideals (liberty, equality, justice, rule of law) that undergird our political and social order.

Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Survey	Indirect	Met	Yes
Student Survey	Indirect	Met	Yes
Student Test	Direct	Met	Yes

b. Learning Outcome: Shared Knowledge

Statement: The course will help students to understand the different standards used by the Court in constitutional interpretations and their implications for the moral and ethical responsibilities and rights of students and American citizens.

Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Survey	Direct	Met	Yes
Student Survey	Indirect	Met	Yes
Student Test	Direct	Met	Yes

c. Learning Outcome: Shared Knowledge

Statement: PSC 13XX addresses the fundamentals of the American Constitution and its interpretation by the Supreme Court, American federalism, and separation of powers. 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.

Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Survey	Direct	Met	Yes
Student Survey	Indirect	Met	Yes
Student Test	Direct	Met	Yes

d. Learning Outcome: Virtues

Statement: As a result, PSC 13XX will help to enhance students’ appreciation of the virtues of justice, humility, prudence, and charity and challenge them to find their role in civic responsibility and engagement. This in turn will provide students with a heightened ethical and moral consciousness and respect for their fellow citizens and humanity.



Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Survey	Direct	Met	Yes
Student Survey	Indirect	Met	Yes

e. Learning Outcome: Skills

Statement: The course will serve as a foundation for the expansion of civic engagement opportunities across departmental and disciplinary boundaries. Perhaps the basic knowledge provided by PSC 13XX “could be further explored in sophomore, junior, and senior-level core courses taught in many departments so that the core fully realizes the call for civic engagement.”

Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Survey	Direct	Met	Yes
Student Survey	Indirect	Met	Yes

3. Prior Improvement Plans Status

Describe the status of any plans reported in prior years to be implemented this year. Were changes/improvements initiated or completed? Do you have any evidence to date that they have been effective?

Not applicable as this is the First Core Triennial Assessment.

4. Assessment Team and Review Process Description

In this section of the report, we define assessment team to be the Department Chair, Dr. David Clinton and the Undergraduate Program Director, Dr. Rebecca Flavin; additional valuable assistance was provided by Dr. Steve Block, who administered the Student Test that is used for our department’s biennial SLOPE form. We define the review process to be the steps we will take to act upon the goals for improvement outlined above between now and the next triennial assessment of PSC 1387 in 2025.

Recap of Ideas for Future Growth Outlined Above

Although our assessment shows we met all outcomes, save 4B, which we report as partially met but with a note that this could be due to survey error, we outline for each Outcome above potentially opportunities for future growth. These ideas include 5 broad themes, with notes indicating the Outcomes to which they relate above in parenthesis:

- The UPD will encourage more formal best practice sharing among 1387 instructors using a dedicated Box along with informal opportunities such as gathering all 1387 instructors together for lunch during the fall to share ideas (1A, 3A, 4A, 2C, 3B).
- Intentional messaging to students in our class about the ways in which this course builds on but doesn’t duplicate their past studies and the important place this course holds in the Core, broadly (1B, 3C).
- Developing study tools for students to help them anticipate in advance topic areas they may find to be more challenging, such as study guides with commonly missed vocabulary (1C, 2B).



- Continuing to encourage students to seek opportunities to deepen their learning outside of class through optional lectures, but seeking additional and intentional ways to foster students' informed civic engagement, too (2A, 5A).
- Improving the survey instruments themselves for the next triennial Core Assessment to be sure that we are effectively measuring Outcomes (4B, 5B).

5. Appendices List

- i. Student Survey Responses

6. Office of the Core Response

In Fall 2023, the Director of the Office of the Core (Dr. Lauren Poor) met with the Undergraduate Program Director (UPD) in the Department of Political Science to review the 2021-2022 CARLO form. Political Science was strongly encouraged to review the process and methods of assessment used to complete the CARLO form and whether it was indeed manageable. The UPD went above and beyond with filling out the CARLO form for PSC 1387, and while the data analysis was helpful, it is important to the Office of the Core that departments also develop manageable forms of assessment over the long term. Therefore, the Office of the Core especially encouraged the incorporation of the student and faculty surveys into Qualtrics to automate the process moving forward. Identifying meaning and manageable forms of assessment of student learning outcomes in PSC1387 is the goal for Political Science.

2021-2022 CARLO Assessment Report
REL 1310: The Christian Scriptures
Department of Religion

1. Introductory Content

Department Reflection & Comments

As the new UPD for the Religion Department (just completed first year in that role), the assessment of REL 1310 for the core curriculum has been a challenge in a couple of ways. First, the Religion Department offers approximately 50 – 60 sections of REL 1310 in an academic year (not including summers). The Department does not have a common syllabus for REL 1310, so assignments and assessments can vary widely. For SACS purposes, the Department has developed and administered a common 20-question test for all sections in Fall semesters (used for Learning Outcome #1 below), but a method for assessing skills and virtues in relation to all sections of REL 1310 has proven elusive (again, being a new UPD contributes to this elusiveness; there was no way to plan ahead for this report/assessment). Second, most faculty and instructors do not know that the College of Arts & Sciences Core Curriculum have stated course objectives and learning goals for REL 1310, and that their course syllabus should reflect and relate to these purposes. Moving forward in preparation for assessing REL 1310 in three years, I plan to do the following:

- To work closely with the Office of the Core to strategize about ways to assess skills and values, especially with so many sections of REL 1310.
- To inform and educate Religion faculty and instructors about the College of Arts & Science Core Curriculum objectives and goals for REL 1310.

2. Student Learning Outcome Summary Table

a. Learning Outcome: Shared Knowledge

Statement: As a common course providing all A&S students a shared foundation of knowledge through the study of the Christian Scriptures, this course will introduce students to the basic building blocks of the historic, living Christian faith.

Method	Type	Target/Criteria Met	Action Plan Provided
Department Exam	Direct	Met	No

b. Learning Outcome: Shared Knowledge

Statement: Students will acquire a greater and deeper understanding of the history, religion, ethics, literature, and text of the Christian Bible, the basic authority for Christian faith and practice.

Method	Type	Target/Criteria Met	Action Plan Provided
NO RESPONSE			

c. Learning Outcome: Skills

Statement: Students will learn to appropriate critically informed strategies for the interpretation of the Bible –learning various critical perspectives needed to evaluate contemporary interpretation 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.



Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Self-Report	Direct	Partially Met	No

d. Learning Outcome: Virtues

Statement: 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 values.

Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Self-Report	Indirect	N/A	No

3. Prior Improvement Plans Status

Describe the status of any plans reported in prior years to be implemented this year. Were changes/improvements initiated or completed? Do you have any evidence to date that they have been effective?

NO RESPONSE

4. Assessment Team and Review Process Description

NO RESPONSE

5. Appendices List

- i. Assignments for Assessing Learning Outcomes for Skills
- ii. Self-Reports for Assessing Learning Outcome for Virtues

6. Office of the Core Response

In Fall 2023, the Director of the Office of the Core (Dr. Lauren Poor) met with the Undergraduate Program Director in the Department of Religion to review the 2021-2022 CARLO form for REL1310. Religion was encouraged to consider incorporating additional forms of direct and indirect assessment that would provide meaning and manageable forms of assessment of *all* of the student learning outcomes for REL1310.

2021-2022 CARLO Assessment Report
REL 1350: The Christian Heritage
Department of Religion

1. Introductory Content

Department Reflection & Comments

As the new UPD for the Religion Department (just completed first year in that role), the assessment of REL 1350 for the core curriculum has been a challenge in a couple of ways. First, the Religion Department offers approximately 50 – 60 sections of REL 1350 in an academic year (not including summers). The Department does not have a common syllabus for REL 1350, so assignments and assessments can vary widely. For SACS purposes, the Department has developed and administered a common 20-question test for all sections in Spring semesters (used for Learning Outcome #1 below), but a method for assessing skills and virtues in relation to all sections of REL 1350 has proven elusive (again, being a new UPD contributes to this elusiveness; there was no way to plan ahead for this report/assessment). Second, most faculty and instructors do not know that the College of Arts & Sciences Core Curriculum have stated course objectives and learning goals for REL 1350, and that their course syllabus should reflect and relate to these purposes. Moving forward in preparation for assessing REL 1350 in three years, I plan to do the following:

- To work closely with the Office of the Core to strategize about ways to assess skills and values, especially with so many sections of REL 1350.
- To inform and educate Religion faculty and instructors about the College of Arts & Science Core Curriculum objectives and goals for REL 1350.

2. Student Learning Outcome Summary Table

a. Learning Outcome: Shared Knowledge

Statement: As a common course provided all A&S students a shared foundation of knowledge through the study of the Christian heritage/tradition, this course will introduce students to the basic building blocks of the historic, living Christian faith.

Method	Type	Target/Criteria Met	Action Plan Provided
Departmental Exam	Direct	Met	No

b. Learning Outcome: Shared Knowledge

Statement: Students will acquire a greater and deeper understanding of the broad development of Christianity, its theological convictions and practices (beliefs, ethics, witness, and institutions)

Method	Type	Target/Criteria Met	Action Plan Provided
NO RESPONSE			

c. Learning Outcome: Skills

Statement: 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 transformation Christian education.

Method	Type	Target/Criteria Met	Action Plan Provided
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Faculty Self-Report	N/A	Not Met	No
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d. Learning Outcome: Virtues

Statement: 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.

Method	Type	Target/Criteria Met	Action Plan Provided
Faculty Self-Report	Indirect	N/A	No

3. Prior Improvement Plans Status

Describe the status of any plans reported in prior years to be implemented this year. Were changes/improvements initiated or completed? Do you have any evidence to date that they have been effective?

NO RESPONSE

4. Assessment Team and Review Process Description

NO RESPONSE

5. Appendices List

- i. Assignments for Assessing Learning Outcomes for Skills
- ii. Self-Reports for Assessing Learning Outcome for Virtues

6. Office of the Core Response

In Fall 2023, the Director of the Office of the Core (Dr. Lauren Poor) met with the Undergraduate Program Director in the Department of Religion to review the 2021-2022 CARLO form for REL1350. Religion was encouraged to consider incorporating additional forms of direct and indirect assessment that would provide meaning and manageable forms of assessment of *all* of the student learning outcomes for REL1350.

Dear Drs. Gardner and Kenley:

Thank you for leadership of faculty teaching a course in the unified core curriculum in the College of Arts & Sciences. In accordance with the decision endorsed by the CCAC and presented to the Council of Chairs, the Office of the Core requested copies of course syllabi as part of a larger assessment project designed to ensure that courses in the Core are taught consistently and articulate the goals and objectives as described in the official Core documents (attached). While we recognize that a course syllabus is not a comprehensive view of what happens day to day in the classroom, we are hopeful that you will be able to use this information to enrich discussions among your faculty and improve onboarding for new instructors.

English has one course in the Research Writing Distribution List:

- ENG 1310, Writing and Academic Inquiry Seminars

The syllabi for all faculty teaching in the Core in AY 2021-2022 were analyzed, and each faculty member will receive a personalized email from me that explains the SAF process and attached to that email a copy of their detailed SAF and a copy of the official core document for their specific common course or distribution list. **Here are some highlights from all faculty teaching in the Research Writing Distribution List.** You will find a more detailed breakdown on the attached 2021-2022 Syllabi Assessment Report – Research Writing; names have been removed to protect anonymity.

- While 80% of RW DL faculty use the correct **Course Title** listed in the catalog, 91% of faculty use a **Course Description** that matches the official core document for this distribution list.
- To varying degrees, ~88% of the faculty explicitly list the 9 **Core Curriculum Objectives**; however, based on an analysis of their assignments and course readings, nearly all instructors (93%) appear to be actively pursuing these objectives in class through their assignments and/or readings.
- Objective #7 (i.e., “Provide the opportunity for students to recognize that the choices writers make have ethical dimensions and implications.”) is the objective least referenced (78% of total RW DL faculty), but Objective #4 (i.e., “Allow students to conduct different methods of inquiry-based research.”) is least pursued (87% of total RW DL faculty) in syllabi.

A healthy majority of the syllabi from Research Writing faculty are aligned with the official Core documents. However, the consistency of these Core courses could be improved by taking the following steps:

1. Encourage faculty to use shared language (i.e., course title and description) from the Research Writing Distribution List official core document.
2. Encourage faculty to use the course objectives from the Research Writing Distribution List official core document on their syllabi to ensure consistency across sections.
3. Encourage faculty to adopt the suggested syllabus statements related to diversity and inclusion from the Provost’s Office and consider how they might diversify their course readings as a response to Pillar 5 of the Dean’s 5-year plan, *A&Spire-to-Illuminate*.

The syllabi from in the Core will be evaluated on a three-year cycle, according to the schedule provided on the [core website](#). Please note that this syllabus assessment process is separate from the CARLO form, which will be an opportunity for your department to assess student learning in more robust, department-specific ways. Collectively, these multiple measures will inform our overall assessment of the courses in the Core and contribute towards our overarching goal of ensuring transformational undergraduate education at Baylor. Thank you for your commitment to these goals.

Best,

Lauren Poor, Ph.D.

2021-2022 Syllabus Assessment Report
Research Writing

Of the 54 instructors who taught in the Research Writing Distribution List in the 2021-22 Academic Year, 9 did not submit syllabi for assessment. All percentages found below are from the submitted 45 syllabi.

I. Is the Course Title listed according to the catalog?

Yes	35	77.8%
Yes, but verbiage differs	1	2.2%
No	9	20.0%

2. Does this course meet the Distribution List description, which states: *Students will learn and practice writing and research skills integral to academic, civic, professional or technical pursuits.*

Yes	0	0%
Yes, but verbiage differs	41	91.1%
No	4	8.9%

3. Are all nine (9) the Core Curriculum Objectives clearly listed on the syllabus?

a. These courses will allow students to practice critical reasoning through the process of composing and reading in various contexts. (Skills)

Yes	0	0%
Yes, but verbiage differs	44	97.8%
No	1	2.2%

b. Provide the opportunity for students to apply skills used in analytical, technical, persuasive and critical writing such as interpretation, synthesis, and critique. (Skills)

Yes	0	0%
Yes, but verbiage differs	42	93.3%
No	3	6.7%

c. Provide the opportunity for students to effectively construct arguments, use evidence to support arguments, and consider alternative viewpoints. (Skills)

Yes	0	0%
Yes, but verbiage differs	42	93.3%
No	3	6.7%



d. Allow students to conduct different methods of inquiry---based research. (Skills)

Yes	32	71.1%
Yes, but verbiage differs	7	15.6%
No	6	13.3%

e. Allow students to read sources carefully to evaluate information and arguments for credibility, sufficiency, accuracy, timeliness, bias, etc. (Skills)

Yes	32	71.1%
Yes, but verbiage differs	8	17.8%
No	5	11.1%

f. Provide the opportunity for students to represent sources accurately and ethically through summary, paraphrase, quotation, and numerical representations (percentages, averages, etc.), and to appropriately incorporate and document sources. (Skills)

Yes	33	73.3%
Yes, but verbiage differs	8	17.8%
No	4	8.9%

g. Provide the opportunity for students to recognize that the choices writers make have ethical dimensions and implications. (Virtues)

Yes	0	0%
Yes, but verbiage differs	35	77.8%
No	10	22.2%

h. Provide the opportunity for students to develop flexible strategies for drafting, reviewing, revising, and editing. (Skills)

Yes	0	0%
Yes, but verbiage differs	37	82.2%
No	8	17.8%

i. Allow students to respond to the writing of others productively and effectively. (Skills)

Yes	1	2.2%
Yes, but verbiage differs	35	77.8%
No	9	20.0%



4. Are all nine (9) the Core Curriculum Objectives pursued in the classroom or laboratory according to information provided on the syllabus?

a. These courses will allow students to practice critical reasoning through the process of composing and reading in various contexts. (Skills)

Explicit	41	91.1%
Implicit	4	8.9%
No	0	0%

b. Provide the opportunity for students to apply skills used in analytical, technical, persuasive and critical writing such as interpretation, synthesis, and critique. (Skills)

Explicit	42	93.3%
Implicit	3	6.7%
No	0	0%

c. Provide the opportunity for students to effectively construct arguments, use evidence to support arguments, and consider alternative viewpoints. (Skills)

Explicit	40	88.9%
Implicit	5	11.1%
No	0	0%

d. Allow students to conduct different methods of inquiry---based research. (Skills)

Explicit	35	77.8%
Implicit	4	8.9%
No	6	13.3%

e. Allow students to read sources carefully to evaluate information and arguments for credibility, sufficiency, accuracy, timeliness, bias, etc. (Skills)

Explicit	34	75.6%
Implicit	9	20.0%
No	2	4.4%

f. Provide the opportunity for students to represent sources accurately and ethically through summary, paraphrase, quotation, and numerical representations (percentages, averages, etc.), and to appropriately incorporate and document sources. (Skills)

Explicit	38	84.4%
Implicit	6	13.3%
No	1	2.2%



- g. Provide the opportunity for students to recognize that the choices writers make have ethical dimensions and implications. (Virtues)

Explicit	1	2.2%
Implicit	39	86.7%
No	5	11.1%

- h. Provide the opportunity for students to develop flexible strategies for drafting, reviewing, revising, and editing. (Skills)

Explicit	38	84.4%
Implicit	2	4.4%
No	5	11.1%

- i. Allow students to respond to the writing of others productively and effectively. (Skills)

Explicit	35	77.8%
Implicit	2	4.4%
No	8	17.8%

2021-2022 Syllabus Assessment Report
Contemporary Social Issues

Of the 50 instructors who taught in the Contemporary Social Issues Distribution List in the 2021-22 Academic Year, 16 did not submit syllabi for assessment. All percentages found below are from the submitted 34 syllabi.

I. Is the Course Title listed according to the catalog?

Yes	29	85.3%
Yes, but verbiage differs	0	0%
No	5	14.7%

2. Does this course meet the Distribution List description, which states: *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. Various methods of inquiry test for connections between the familiar and the exotic, the traditional and the contemporary, and the individual and the group. 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. We do regard the understanding of human relationships and their consequences to be the center of the Civic Engagement curricula. These courses provide a foundation for both the how and the why of civic engagement.*

Yes	7	20.6%
Yes, but verbiage differs	25	73.5%
No	2	5.9%

3. Are all seven (7) the Core Curriculum Objectives clearly listed on the syllabus?

a. As citizens of local, national, and global communities, these courses will equip students with the moral foundation, cultural context, and/or knowledge and skill sets for informed and constructive civic engagement. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	24	70.6%
No	10	29.4%



b. 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—in ways that provide students fundamental knowledge of the topic. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	24	70.6%
No	10	29.4%

c. Students will explore the inter-connectedness of factors/phenomena that contribute to the complexity of societal issues. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	22	64.7%
No	12	35.3%

d. Courses will demonstrate that social issues do not develop or impact society in isolation of other factors. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	22	64.7%
No	12	35.3%

e. 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. (Virtues)

Yes	0	0%
Yes, but verbiage differs	21	61.8%
No	13	38.2%

f. 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. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	24	70.6%
No	10	29.4%



- g. 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. (Skills)

Yes	0	0%
Yes, but verbiage differs	23	67.6%
No	11	32.4%

- 4. Are all seven (7) the Core Curriculum Objectives pursued in the classroom or laboratory according to information provided on the syllabus?

- a. As citizens of local, national, and global communities, these courses will equip students with the moral foundation, cultural context, and/or knowledge and skill sets for informed and constructive civic engagement. (Shared Knowledge)

Explicit	1	2.9%
Implicit	33	97.1%
No	0	0%

- b. 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—in ways that provide students fundamental knowledge of the topic. (Shared Knowledge)

Explicit	1	2.9%
Implicit	33	97.1%
No	0	0%

- c. Students will explore the inter-connectedness of factors/phenomena that contribute to the complexity of societal issues. (Shared Knowledge)

Explicit	4	11.8%
Implicit	30	88.2%
No	0	0%

- d. Courses will demonstrate that social issues do not develop or impact society in isolation of other factors. (Shared Knowledge)

Explicit	1	2.9%
Implicit	32	94.1%
No	1	2.9%



e. 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. (Virtues)

Explicit	5	14.7%
Implicit	23	67.6%
No	6	17.6%

f. 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. (Shared Knowledge)

Explicit	3	8.8%
Implicit	31	91.2%
No	0	0%

g. 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. (Skills)

Explicit	18	52.9%
Implicit	12	35.3%
No	4	11.8%

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

	Policy/Statement	Readings/Lectures	Other
Explicit	N/A	25, (73.5%)	0
Implicit	26, (76.5%)	1, (2.9%)	0
No	8, (23.5%)	8, (23.5%)	28, (100%)

2021-2022 Syllabus Assessment Report
ENG 2310: American Literary Cultures

Of the 33 instructors who taught ENG 2310 in the 2021-22 Academic Year, 5 did not submit syllabi for assessment. All percentages found below are from the submitted 28 syllabi.

I. Is the Course Title listed according to the catalog, which says: ‘American Literary Cultures?’

Yes	25	89.3%
Yes, but verbiage differs	0	0%
No	3	10.7%

2. Does the Course Description match that of the official core document, which states: *An introduction to the literature of the United States, from the colonial encounter to the 21st century. 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.*

Yes	15	53.6%
Yes, but verbiage differs	9	32.1%
No	4	14.3%

3. Are all six (6) the Core Curriculum Objectives clearly listed on the syllabus?

a. By studying American literature in its historical and social contexts, students will learn to comprehend the diverse heritage of our cultures. (Shared Knowledge)

Yes	11	39.3%
Yes, but verbiage differs	6	21.4%
No	11	39.3%

b. The course will foster cultural literacy while developing creativity, critical thinking, and essential reading and writing skills in our students. A research paper or essays will be required. (Skills)

Yes	10	35.7%
Yes, but verbiage differs	5	17.9%
No	13	46.4%

c. Students will develop the ability to read literary texts for meaning, structure, and style. (Skills)

Yes	11	39.3%
Yes, but verbiage differs	6	21.4%
No	11	39.3%



d. Students will develop critical reading and writing skills through the analysis of a variety of literary genres. This will involve students in reflecting critically and sensitively about the variety of ethical perspectives in the literature they read and analyze. (Skills)

Yes	12	42.9%
Yes, but verbiage differs	5	17.9%
No	11	39.3%

e. Students will increase their ability to express thoughts well. (Skills)

Yes	11	39.3%
Yes, but verbiage differs	3	10.7%
No	14	50.0%

f. Students will gain a global appreciation of the many cultures that have shaped the United States and how globalizing impulses continue to shape our nation. (Virtue)

Yes	11	39.3%
Yes, but verbiage differs	4	14.3%
No	13	46.4%

4. Are all six (6) the Core Curriculum Objectives pursued in the classroom or laboratory according to information provided on the syllabus?

a. By studying American literature in its historical and social contexts, students will learn to comprehend the diverse heritage of our cultures. (Shared Knowledge)

Explicit	0	0%
Implicit	22	78.6%
No	6	21.4%

b. The course will foster cultural literacy while developing creativity, critical thinking, and essential reading and writing skills in our students. A research paper or essays will be required. (Skills)

Explicit	22	78.6%
Implicit	0	0%
No	6	21.4%

i. Research Paper Required

Explicit (paper)	21	75.0%
Implicit (exam essay)	1	3.6%
No	6	21.4%



c. Students will develop the ability to read literary texts for meaning, structure, and style. (Skills)

Explicit	4	14.3%
Implicit	21	75.0%
No	3	10.7%

d. Students will develop critical reading and writing skills through the analysis of a variety of literary genres. This will involve students in reflecting critically and sensitively about the variety of ethical perspectives in the literature they read and analyze. (Skills)

Explicit	7	25.0%
Implicit	14	50.0%
No	7	25.0%

e. Students will increase their ability to express thoughts well. (Skills)

Explicit	0	0%
Implicit	23	82.1%
No	5	17.9%

f. Students will gain a global appreciation of the many cultures that have shaped the United States and how globalizing impulses continue to shape our nation. (Virtue)

Explicit	0	0%
Implicit	21	75.0%
No	7	25.0%

5. According to the Core Curriculum Objectives, this course will teach student to “comprehend the diverse heritage of our cultures” and to “gain a global appreciation of the many cultures that have shaped the United States and how globalizing impulses continue to shape our nation.”

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

	Common Reader	Policy/Statement	Readings/Lectures	Other
Explicit	N/A	N/A	28, (100%)	0
Implicit	3, (10.7%)	27, (96.4%)	0	0
No	25, (89.3%)	1, (3.6%)	0	28, (100%)

2021-2022 Syllabus Assessment Report
HIS 1300: The U.S. in Global Perspective

Of the 18 instructors who taught HIS 1300 in the 2021-22 Academic Year, 4 did not submit syllabi for assessment. All percentages found below are from the submitted 14 syllabi.

I. Is the Course Title listed according to the catalog, which says: "The United States in Global Perspective"?

Yes	14	100%
Yes, but verbiage differs	0	0%
No	0	0%

2. Does the Course Description match that of the official core document, which states: *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.*

Yes	0	0%
Yes, but verbiage differs	14	100%
No	0	0%

3. Are all four (4) the Core Curriculum Objectives clearly listed on the syllabus?

a. 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. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	13	92.9%
No	1	7.1%

b. 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. (Virtues)

Yes	1	7.1%
Yes, but verbiage differs	10	71.4%
No	3	21.5%



c. 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. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	13	92.9%
No	1	7.1%

d. 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. (Skills)

Yes	0	0%
Yes, but verbiage differs	12	85.7%
No	2	14.3%

4. Are all four (4) the Core Curriculum Objectives pursued in the classroom or laboratory according to information provided on the syllabus?

a. 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. (Shared Knowledge)

Explicit	0	0%
Implicit	14	100%
No	0	0%

b. 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. (Virtues)

Explicit	1	7.1%
Implicit	6	42.9%
No	7	50.0%

c. 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. (Shared Knowledge)

Explicit	0	0%
Implicit	13	92.9%
No	1	7.1%



d. 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. (Skills)

Explicit	8	57.2%
Implicit	3	21.4%
No	3	21.4%

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...):

	Common Reader	Policy/Statement	Readings/Lectures	Other
Explicit	N/A	N/A	11, (78.6%)	0
Implicit	10, (71.4%)	12, (85.7%)	0	0
No	4, (28.6%)	2, (14.3%)	3, (21.4%)	14, (100%)

2021-2022 Syllabus Assessment Report
REL 1310: The Christian Scriptures

Of the 29 instructors who taught REL 1310 in the 2021-22 Academic Year, all submitted syllabi for assessment. All percentages found below are from all 29 submitted syllabi.

I. Is the Course Title listed according to the catalog, which says: "The Christian Scriptures"?

Yes	25	86.2%
Yes, but verbiage differs	0	0%
No	4	13.8%

2. Does the Course Description match that of the official core document, which states: *An introduction to the Old and new Testaments (their contents, historical backgrounds, and major themes) and to appropriate strategies for interpretation of the Bible.*

Yes	14	48.3%
Yes, but verbiage differs	10	34.5%
No	5	17.2%

3. Are all four (4) the Core Curriculum Objectives clearly listed on the syllabus?

a. As a common course providing all A&S students a shared foundation of knowledge through the study of the Christian Scriptures, this course will introduce students to the basic building blocks of the historic, living Christian faith. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	27	93.1%
No	2	6.9%

b. Students will acquire a greater and deeper understanding of the history, religion, ethics, literature, and text of the Christian Bible, the basic authority for Christian faith and practice. (Shared Knowledge)

Yes	0	0%
Yes, but verbiage differs	27	93.1%
No	2	6.9%



c. Students will learn to appropriate critically informed strategies for the interpretation of the Bible –learning various critical perspectives needed to evaluate contemporary interpretation 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. (Skills)

Yes	0	0%
Yes, but verbiage differs	21	72.4%
No	8	27.6%

d. 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 values. (Virtues)

Yes	0	0%
Yes, but verbiage differs	15	51.7%
No	14	48.3%

4. Are all four (4) the Core Curriculum Objectives pursued in the classroom or laboratory according to information provided on the syllabus?

a. As a common course providing all A&S students a shared foundation of knowledge through the study of the Christian Scriptures, this course will introduce students to the basic building blocks of the historic, living Christian faith. (Shared Knowledge)

Explicit	6	20.7%
Implicit	23	79.3%
No	0	0%

b. Students will acquire a greater and deeper understanding of the history, religion, ethics, literature, and text of the Christian Bible, the basic authority for Christian faith and practice. (Shared Knowledge)

Explicit	5	17.2%
Implicit	24	82.8%
No	0	0%



c. Students will learn to appropriate critically informed strategies for the interpretation of the Bible –learning various critical perspectives needed to evaluate contemporary interpretation 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. (Skills)

Explicit	10	34.5%
Implicit	7	24.1%
No	12	41.4%

d. 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 values. (Virtues)

Explicit	1	3.4%
Implicit	4	13.8%
No	24	82.8%

5. According to the Core Curriculum Objectives, this course will “better enable[] and better equip[] [students] to have informed engagement with others” and “facilitate the process of students becoming informed and productive citizens of a democracy and servant leaders of faith communities”.

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

	Common Reader	Policy/Statement	Readings/Lectures	Other
Explicit	N/A	N/A	9, (31.0%)	0
Implicit	18, (62.1%)	29, (100%)	0	0
No	11, (37.9%)	0	20, (69.0%)	28, (100%)

2021-2022 Syllabus Assessment Report
REL 1350: The Christian Heritage

Of the 23 instructors who taught REL 1350 in the 2021-22 Academic Year, all submitted syllabi for assessment. All percentages found below are from the 23 submitted syllabi.

I. Is the Course Title listed according to the catalog, which says: "The Christian Heritage"?

Yes	20	87.0%
Yes, but verbiage differs	0	0%
No	3	13.0%

2. Does the Course Description match that of the official core document, which states: *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.*

Yes	13	56.5%
Yes, but verbiage differs	8	34.8%
No	2	8.7%

3. Are all four (4) the Core Curriculum Objectives clearly listed on the syllabus?

a. As a common course provided all A&S students a shared foundation of knowledge through the study of the Christian heritage/tradition, this course will introduce students to the basic building blocks of the historic, living Christian faith.

Yes	2	8.7%
Yes, but verbiage differs	18	78.3%
No	3	13.0%

b. Students will acquire a greater and deeper understanding of the broad development of Christianity, its theological convictions and practices (beliefs, ethics, witness, and institutions).

Yes	0	0%
Yes, but verbiage differs	20	87.0%
No	3	13.0%

c. 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 – acritical dimension of a transformation Christian education.

Yes	0	0%
Yes, but verbiage differs	19	82.6%
No	4	17.4%



d. 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.

Yes	1	4.3%
Yes, but verbiage differs	16	69.6%
No	6	26.1%

4. Are all four (4) the Core Curriculum Objectives pursued in the classroom or laboratory according to information provided on the syllabus?

a. As a common course providing all A&S students a shared foundation of knowledge through the study of the Christian Scriptures, this course will introduce students to the basic building blocks of the historic, living Christian faith.

Explicit	2	8.7%
Implicit	21	91.3%
No	0	0%

b. Students will acquire a greater and deeper understanding of the broad development of Christianity, its theological convictions and practices (beliefs, ethics, witness, and institutions).

Explicit	6	26.1%
Implicit	17	73.9%
No	0	0%

c. 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 transformation Christian education.

Explicit	15	65.2%
Implicit	2	8.7%
No	6	26.1%

d. 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 values.

Explicit	3	13.0%
Implicit	5	21.7%
No	15	65.2%

5. According to the Core Curriculum Objectives, this course will “better enable[] and better equip[] [students] to have informed engagement with others” and “facilitate the process of students becoming informed and productive citizens of a democracy and servant leaders of faith communities”.

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

	Common Reader	Policy/Statement	Readings/Lectures	Other
Explicit	N/A	N/A	23, (100%)	2, (8.7%)
Implicit	21, (91.3%)	22, (95.7%)	0	0
No	2, (8.7%)	1, (4.3%)	0	21, (91.3%)

A&S Core Curriculum Metrics Report 2021-2022 Academic Year

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1. 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.

2. OVERVIEW OF THE WHOLE CORE

A. General Course Breakdown¹

	Full Year	Fall	Spring	Summer
Unique Courses ²	189	152	146	75
1000-level	89			
2000-level	54			
3000-level	37			
4000-level	9			
Sections ³	1883	820	762	301
Capacity ⁴	60583	29338	26052	5262
Enrollment ⁵	55016	27145	24067	3862
Instructors	495	406	364	141
Departments Represented ⁶	25			
Other Units	5			

B. Student Information Breakdown

A&S Students Currently in the Core	6390
A&S Students Switched to the Core	1272
A&S Students Graduated from the Core	1201

C. Enrolled Student Survey

The Enrolled Senior Student Survey is administered every three years; the most recent year was 2020-2021.

D. Distribution List Course Count⁷

Communication & Media Literacy	10
Contemporary Social Issues	19
Fine Arts & Performing Arts	14
Foreign Languages & Cultures	98
Formal Reasoning	5
Literature in Culture	14
Research Writing	8
Scientific Method 1: Laboratory Science	25
Scientific Method 2: Grand Challenges	8

¹ Does not reflect Co-curricular elements of the Core. This includes 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 Capacity is how many students a course can hold.

⁵ Enrollment is how many students were registered in the course.

⁶ Modern Languages & Cultures separated by Division (4)

⁷ Total number of Courses approved by CCAC for Distribution List

E. 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 Full Year percentage, as well as broken out data for each term. "Summer" refers to Summer 2021.

ANTHROPOLOGY	Full Year		Fall		Spring		Summer	
Courses	7	3.7%	6	3.9%	6	4.1%	3	4.0%
Sections	24	1.3%	9	1.1%	8	1.0%	7	2.3%
Capacity	757	1.2%	348	1.2%	348	1.3%	61	1.2%
Enrollment	637	1.2%	264	1.0%	339	1.4%	34	0.9%
Instructors	12	2.4%	10	2.5%	8	2.2%	2	1.4%
# Distribution Lists	3		3		3		2	

ART & ART HISTORY	Full Year		Fall		Spring		Summer	
Courses	3	1.6%	3	2.0%	3	2.1%	1	1.3%
Sections	27	1.4%	11	1.3%	12	1.6%	4	1.3%
Capacity	1287	2.1%	633	2.2%	594	2.3%	60	1.1%
Enrollment	1162	2.1%	588	2.2%	548	2.3%	26	0.7%
Instructors	4	0.8%	3	0.7%	4	1.1%	2	1.4%
# Distribution Lists	1		1		1		1	

BIOLOGY	Full Year		Fall		Spring		Summer	
Courses	6	3.2%	4	2.6%	4	2.7%	2	2.7%
Sections	46	2.4%	21	2.6%	21	2.8%	4	1.3%
Capacity	3356	5.5%	1702	5.8%	1523	5.8%	130	2.5%
Enrollment	3237	5.9%	1657	6.1%	1466	6.1%	112	2.9%
Instructors	22	4.4%	17	4.2%	16	4.4%	2	1.4%
# Distribution Lists	2		1		1		1	

CHEMISTRY & BIOCHEMISTRY	Full Year		Fall		Spring		Summer	
Courses	2	1.1%	2	1.3%	2	1.4%	2	2.7%
Sections	59	3.1%	30	3.7%	20	2.6%	9	3.0%
Capacity	3302	5.5%	1719	5.9%	1359	5.2%	224	4.3%
Enrollment	3139	5.7%	1664	6.1%	1297	5.4%	178	4.6%
Instructors	15	3.0%	12	3.0%	10	2.7%	5	3.5%
# Distribution Lists	1		1		1		1	

CLASSICS	Full Year		Fall		Spring		Summer	
Courses	16	8.5%	11	7.2%	11	7.5%	7	9.3%
Sections	69	3.7%	29	3.5%	30	3.9%	10	3.3%
Capacity	1156	1.9%	486	1.7%	525	2.0%	145	2.8%
Enrollment	872	1.6%	397	1.5%	404	1.7%	71	1.8%
Instructors	14	2.8%	11	2.7%	13	3.6%	5	3.5%
# Distribution Lists	4		3		3		2	

COMMUNICATION	Full Year		Fall		Spring		Summer	
Courses	3	1.6%	3	2.0%	2	1.4%	1	1.3%
Sections	87	4.6%	32	3.9%	20	2.6%	35	11.6%
Capacity	2369	3.9%	1226	4.2%	895	3.4%	248	4.7%
Enrollment	2338	4.2%	1209	4.5%	913	3.8%	216	5.6%
Instructors	15	3.0%	11	2.7%	7	1.9%	9	6.4%
# Distribution Lists	1		1		1		1	

ENGLISH	Full Year		Fall		Spring		Summer	
Courses	8	4.2%	8	5.3%	8	5.5%	5	6.7%
Sections	346	18.4%	159	19.4%	150	19.7%	37	12.3%
Capacity	7308	12.1%	3370	11.5%	3310	12.7%	628	11.9%
Enrollment	6836	12.4%	3174	11.7%	3114	12.9%	548	14.2%
Instructors	80	16.2%	69	17.0%	64	17.6%	17	12.1%
# Distribution Lists	6		6		6		4	

ENVIRONMENTAL SCIENCE	Full Year		Fall		Spring		Summer	
Courses	9	4.8%	8	5.3%	7	4.8%	2	2.7%
Sections	42	2.2%	22	2.7%	18	2.4%	5	1.7%
Capacity	1295	2.1%	662	2.3%	605	2.3%	100	1.9%
Enrollment	1097	2.0%	550	2.0%	573	2.4%	29	0.8%
Instructors	9	1.8%	7	1.7%	8	2.2%	2	1.4%
# Distribution Lists	3		3		3		2	

FILM & DIGITAL MEDIA	Full Year		Fall		Spring		Summer	
Courses	3	1.6%	3	2.0%	3	2.1%	3	4.0%
Sections	25	1.3%	9	1.1%	9	1.2%	7	2.3%
Capacity	1269	2.1%	536	1.8%	638	2.4%	95	1.8%
Enrollment	1062	1.9%	487	1.8%	516	2.1%	59	1.5%
Instructors	7	1.4%	5	1.2%	4	1.1%	4	2.8%
# Distribution Lists	2		2		2		2	

GEOSCIENCES	Full Year		Fall		Spring		Summer	
Courses	7	3.7%	4	2.6%	4	2.7%	4	5.3%
Sections	18	1.0%	7	0.9%	7	0.9%	4	1.3%
Capacity	1223	2.0%	514	1.8%	573	2.2%	135	2.6%
Enrollment	894	1.6%	364	1.3%	476	2.0%	52	1.3%
Instructors	30	6.1%	21	5.2%	21	5.8%	7	5.0%
# Distribution Lists	2		2		2		2	

HISTORY	Full Year		Fall		Spring		Summer	
Courses	2	1.1%	2	1.3%	2	1.4%	1	1.3%
Sections	95	5.0%	39	4.8%	39	5.1%	17	5.6%
Capacity	3211	5.3%	1637	5.6%	1299	5.0%	275	5.2%
Enrollment	3011	5.5%	1562	5.8%	1227	5.1%	222	5.7%
Instructors	19	3.8%	17	4.2%	16	4.4%	5	3.5%
# Distribution Lists	2		2		2		1	

JOURNALISM, PR & NEW MEDIA	Full Year		Fall		Spring		Summer	
Courses	4	2.1%	4	2.6%	4	2.7%	1	1.3%
Sections	25	1.3%	11	1.3%	10	1.3%	4	1.3%
Capacity	866	1.4%	441	1.5%	385	1.5%	40	0.8%
Enrollment	702	1.3%	367	1.4%	303	1.3%	32	0.8%
Instructors	7	1.4%	5	1.2%	4	1.1%	2	1.4%
# Distribution Lists	1		1		1		1	

MATHEMATICS	Full Year		Fall		Spring		Summer	
Courses	3	1.6%	3	2.0%	3	2.1%	3	4.0%
Sections	94	5.0%	48	5.9%	25	3.3%	21	7.0%
Capacity	2917	4.8%	1692	5.8%	893	3.4%	332	6.3%
Enrollment	2618	4.8%	1542	5.7%	853	3.5%	223	5.8%
Instructors	25	5.1%	21	5.2%	14	3.8%	9	6.4%
# Distribution Lists	1		1		1		1	

MODERN LANGUAGES & CULTURES	Full Year		Fall		Spring		Summer	
Courses	78	41.3%	57	37.5%	48	32.9%	19	25.3%
Sections	385	20.4%	177	21.6%	174	22.8%	34	11.3%
Capacity	6464	10.7%	3279	11.2%	2716	10.4%	469	8.9%
Enrollment	5422	9.9%	2767	10.2%	2355	9.8%	300	7.8%
Instructors	83	16.8%	75	18.5%	70	19.2%	24	17.0%
# Distribution Lists	3		2		3		2	

AFRICAN & ASIAN	Full Year		Fall		Spring		Summer	
Courses	28	14.8%	13	8.6%	14	9.6%	3	4.0%
Sections	53	2.8%	24	2.9%	25	3.3%	3	1.0%
Capacity	862	1.4%	439	1.5%	394	1.5%	28	0.5%
Enrollment	733	1.3%	384	1.4%	326	1.4%	23	0.6%
Instructors	12	2.4%	10	2.5%	10	2.7%	3	2.1%
# Distribution Lists	1		1		1		1	

FRENCH & ITALIAN	Full Year		Fall		Spring		Summer	
Courses	17	9.0%	17	11.2%	12	8.2%	4	5.3%
Sections	81	4.3%	40	4.9%	37	4.9%	4	1.3%
Capacity	1148	1.9%	608	2.1%	460	1.8%	80	1.5%
Enrollment	929	1.7%	507	1.9%	387	1.6%	35	0.9%
Instructors	12	2.4%	12	3.0%	10	2.7%	3	2.1%
# Distribution Lists	2		2		2		1	

<i>GERMAN & RUSSIAN</i>	Full Year		Fall		Spring		Summer	
Courses	13	6.9%	10	6.6%	7	4.8%	5	6.7%
Sections	39	2.1%	20	2.4%	14	1.8%	5	1.7%
Capacity	619	1.0%	343	1.2%	216	0.8%	60	1.1%
Enrollment	410	0.7%	227	0.8%	158	0.7%	25	0.6%
Instructors	11	2.2%	11	2.7%	10	2.7%	3	2.1%
# Distribution Lists	1		1		1		1	

<i>SPANISH & PORTUGUESE</i>	Full Year		Fall		Spring		Summer	
Courses	20	10.6%	17	11.2%	15	10.3%	6	8.0%
Sections	212	11.3%	92	11.2%	98	12.9%	22	7.3%
Capacity	3835	6.3%	1888	6.4%	1646	6.3%	301	5.7%
Enrollment	3350	6.1%	1649	6.1%	1484	6.2%	217	5.6%
Instructors	51	10.3%	44	10.8%	42	11.5%	15	10.6%
# Distribution Lists	3		2		3		2	

PHILOSOPHY	Full Year		Fall		Spring		Summer	
Courses	5	2.6%	5	3.3%	5	3.4%	2	2.7%
Sections	53	2.8%	25	3.0%	23	3.0%	5	1.7%
Capacity	1172	1.9%	585	2.0%	510	2.0%	77	1.5%
Enrollment	958	1.7%	484	1.8%	435	1.8%	39	1.0%
Instructors	23	4.6%	20	4.9%	14	3.8%	2	1.4%
# Distribution Lists	4		4		4		2	

PHYSICS	Full Year		Fall		Spring		Summer	
Courses	9	4.8%	6	3.9%	7	4.8%	5	6.7%
Sections	47	2.5%	18	2.2%	18	2.4%	11	3.7%
Capacity	2342	3.9%	948	3.2%	1144	4.4%	250	4.8%
Enrollment	1895	3.4%	785	2.9%	927	3.9%	183	4.7%
Instructors	50	10.1%	37	9.1%	34	9.3%	26	18.4%
# Distribution Lists	2		1		1		1	

POLITICAL SCIENCE	Full Year		Fall		Spring		Summer	
Courses	4	2.1%	4	2.6%	3	2.1%	3	4.0%
Sections	72	3.8%	29	3.5%	22	2.9%	21	7.0%
Capacity	4309	7.1%	2134	7.3%	1671	6.4%	504	9.6%
Enrollment	4064	7.4%	2072	7.6%	1623	6.7%	369	9.6%
Instructors	18	3.6%	14	3.4%	12	3.3%	8	5.7%
# Distribution Lists	3		3		2		3	

PSYCHOLOGY & NEUROSCIENCE	Full Year		Fall		Spring		Summer	
Courses	2	1.1%	2	1.3%	2	1.4%	2	2.7%
Sections	37	2.0%	9	1.1%	11	1.4%	17	5.6%
Capacity	2354	3.9%	1074	3.7%	1102	4.2%	178	3.4%
Enrollment	2131	3.9%	1032	3.8%	952	4.0%	147	3.8%
Instructors	11	2.2%	10	2.5%	9	2.5%	4	2.8%
# Distribution Lists	2		2		2		2	

RELIGION	Full Year		Fall		Spring		Summer	
Courses	12	6.3%	7	4.6%	10	6.8%	3	4.0%
Sections	159	8.4%	62	7.6%	67	8.8%	30	10.0%
Capacity	7645	12.6%	3529	12.0%	3284	12.6%	832	15.8%
Enrollment	7275	13.2%	3445	12.7%	3138	13.0%	692	17.9%
Instructors	44	8.9%	34	8.4%	35	9.6%	15	10.6%
# Distribution Lists	5		4		4		2	

SOCIOLOGY	Full Year		Fall		Spring		Summer	
Courses	2	1.1%	2	1.3%	2	1.4%	2	2.7%
Sections	35	1.9%	14	1.7%	14	1.8%	7	2.3%
Capacity	2124	3.5%	1075	3.7%	839	3.2%	210	4.0%
Enrollment	2065	3.8%	1057	3.9%	826	3.4%	182	4.7%
Instructors	20	4.0%	13	3.2%	12	3.3%	6	4.3%
# Distribution Lists	1		1		1		1	

STATISTICAL SCIENCE	Full Year		Fall		Spring		Summer	
Courses	2	1.1%	1	0.7%	2	1.4%	1	1.3%
Sections	22	1.2%	9	1.1%	10	1.3%	3	1.0%
Capacity	674	1.1%	292	1.0%	330	1.3%	52	1.0%
Enrollment	638	1.2%	277	1.0%	321	1.3%	40	1.0%
Instructors	9	1.8%	8	2.0%	9	2.5%	1	0.7%
# Distribution Lists	2		1		2		1	

THEATRE ARTS	Full Year		Fall		Spring		Summer	
Courses	4	2.1%	2	1.3%	4	2.7%	1	1.3%
Sections	44	2.3%	19	2.3%	18	2.4%	7	2.3%
Capacity	1037	1.7%	438	1.5%	519	2.0%	80	1.5%
Enrollment	1032	1.9%	456	1.7%	514	2.1%	62	1.6%
Instructors	15	3.0%	12	3.0%	11	3.0%	4	2.8%
# Distribution Lists	3		1		3		1	

OTHER

A&S GENERAL	Full Year		Fall		Spring		Summer	
Courses	1	0.5%	1	0.7%	1	0.7%	0	0.0%
Sections	2	0.1%	1	0.1%	1	0.1%	0	0.0%
Capacity	65	0.1%	30	0.1%	35	0.1%	0	0.0%
Enrollment	62	0.1%	28	0.1%	34	0.1%	0	0.0%
Instructors	2	0.4%	1	0.2%	1	0.3%	0	0.0%
# Distribution Lists	1		1		1		0	

BUSINESS	Full Year		Fall		Spring		Summer	
Courses	1	0.5%	1	0.7%	1	0.7%	1	1.3%
Sections	11	0.6%	5	0.6%	5	0.7%	1	0.3%
Capacity	366	0.6%	176	0.6%	165	0.6%	25	0.5%
Enrollment	342	0.6%	163	0.6%	161	0.7%	18	0.5%
Instructors	4	0.8%	1	0.2%	3	0.8%	1	0.7%
# Distribution Lists	1		1		1		1	

<i>ENGINEERING & COMPUTER SCIENCE</i>	Full Year		Fall		Spring		Summer	
Courses	2	1.1%	2	1.3%	1	0.7%	0	0.0%
Sections	4	0.2%	2	0.2%	2	0.3%	0	0.0%
Capacity	60	0.1%	45	0.2%	15	0.1%	0	0.0%
Enrollment	64	0.1%	34	0.1%	30	0.1%	0	0.0%
Instructors	2	0.4%	2	0.5%	1	0.3%	0	0.0%
# Distribution Lists	2		2		1		0	

<i>HONORS</i>	Full Year		Fall		Spring		Summer	
Courses	3	1.6%	2	1.3%	3	2.1%	2	2.7%
Sections	50	2.7%	25	3.0%	23	3.0%	2	0.7%
Capacity	848	1.4%	449	1.5%	367	1.4%	32	0.6%
Enrollment	767	1.4%	400	1.5%	341	1.4%	26	0.7%
Instructors	23	4.6%	17	4.2%	16	4.4%	2	1.4%
# Distribution Lists	1		1		1		1	

<i>MUSIC</i>	Full Year		Fall		Spring		Summer	
Courses	5	2.6%	3	2.0%	4	2.7%	0	0.0%
Sections	18	1.0%	7	0.9%	11	1.4%	0	0.0%
Capacity	731	1.2%	370	1.3%	361	1.4%	0	0.0%
Enrollment	692	1.3%	357	1.3%	335	1.4%	0	0.0%
Instructors	8	1.6%	7	1.7%	7	1.9%	0	0.0%
# Distribution Lists	1		1		1		0	

<i>SOCIAL WORK</i>	Full Year		Fall		Spring		Summer	
Courses	1	0.5%	1	0.7%	1	0.7%	1	1.3%
Sections	4	0.2%	1	0.1%	2	0.3%	1	0.3%
Capacity	87	0.1%	20	0.1%	47	0.2%	20	0.4%
Enrollment	66	0.1%	18	0.1%	46	0.2%	2	0.1%
Instructors	2	0.4%	1	0.2%	2	0.5%	1	0.7%
# Distribution Lists	1		1		1		1	

F. Specific Courses of Note

Courses Not Taught this Year	17
	CLA 3301, Roman History and Civilization
	CLA 3302, Greek History and Civilization
	CLA 3315, Ancient Drama in Performance
	ENV 4310/ANT 4311, World Food Problems
	GEO 1309, Origins of Habitable Worlds
	GEO 1410, Gems and Minerals
	GER 3345, Introduction to German Film: German Culture from Berlin to Hollywood
	ITA 3301, Advanced Italian Grammar
	ITA 3302, Italian Conversation, Reading, and Composition
	ITA 3310, Introduction to Italian Literature
	ITA 3330, Italian Through Film
	PHY 1404, Light, Vision and Optics
	POR 2320, Exploring the Portuguese-Speaking World
	REL 3301, Psalms and Wisdom Literature
	REL 3394, War and Peace in the Christian Tradition
	SWA 2310, Intermediate Swahili I
	SWA 2320, Intermediate Swahili II
Courses that Didn't Make	0
Courses Not Taught in the Last 2 Years	9
	CLA 3302, Greek History and Civilization*
	CLA 3315, Ancient Drama in Performance*
	GEO 1410, Gems and Minerals
	ITA 3301, Advanced Italian Grammar
	ITA 3302, Italian Conversation, Reading, and Composition
	PHY 1404, Light, Vision and Optics*
	REL 3301, Psalms and Wisdom Literature*
	REL 3394, War and Peace in the Christian Tradition*
	SWA 2320, Intermediate Swahili II
<i>*Courses given a one-year extension in Fall 2021 due to COVID-19 Pandemic</i>	
Courses Added to the Core	5
	CSI 1337, Introduction to Video Game Design
	PWR 2314, Introduction to Professional Writing and Rhetoric
	CLA 3303, Hellenistic History and Civilization
	SPA 1304, Elementary Spanish for Heritage Speakers



ANT 1307, The Evolution of Human Societies: An Interdisciplinary Perspective

Courses Removed from the Core

2

FAS 1310, The Christian Scriptures

FAS 1350, The Christian Heritage

Other Changes

1

BIO 1403, Exploring the Living World

Moved from Scientific Method I to
Scientific Method 2

3. COMMON COURSES / DISTRIBUTION LISTS⁸
A. Common Courses

This section indicates how much each Common Course handled in terms of sections, capacity, and actual enrollment, along with how many instructors handled those sections and students. There is a Full Year percentage, as well as broken out data for each term. The instructor total is not the summation of the terms due to many instructors teaching both terms.

ENG 2310	Full Year		Fall		Spring		Summer	
Sections	127	6.7%	57	7.0%	57	7.5%	13	4.3%
Capacity	3119	5.1%	1411	4.8%	1468	5.6%	240	4.6%
Enrollment	2885	5.2%	1271	4.7%	1388	5.8%	226	5.9%
Instructors	36	7.3%	29	7.2%	29	8.0%	6	4.3%

HIS 1300	Full Year		Fall		Spring		Summer	
Sections	93	4.9%	38	4.6%	38	5.0%	17	5.6%
Capacity	3153	5.2%	1608	5.5%	1270	4.9%	275	5.2%
Enrollment	2952	5.4%	1533	5.6%	1197	5.0%	222	5.7%
Instructors	18	3.7%	16	4.0%	15	4.1%	5	3.6%

PSC 1387	Full Year		Fall		Spring		Summer	
Sections	60	3.2%	23	2.8%	19	2.5%	18	6.0%
Capacity	4168	6.9%	2071	7.1%	1641	6.3%	456	8.7%
Enrollment	3949	7.2%	2012	7.4%	1594	6.6%	343	8.9%
Instructors	16	3.2%	12	3.0%	11	3.0%	8	5.7%

REL 1310	Full Year		Fall		Spring		Summer	
Sections	82	4.4%	48	5.9%	15	2.0%	19	6.3%
Capacity	4048	6.7%	2796	9.5%	800	3.1%	452	8.6%
Enrollment	3869	7.0%	2752	10.1%	761	3.2%	356	9.2%
Instructors	31	6.3%	27	6.7%	10	2.8%	10	7.1%

REL 1350	Full Year		Fall		Spring		Summer	
Sections	59	3.1%	7	0.9%	42	5.5%	10	3.3%
Capacity	3279	5.4%	600	2.0%	2329	8.9%	350	6.7%
Enrollment	3170	5.8%	592	2.2%	2258	9.4%	320	8.3%
Instructors	29	5.9%	7	1.7%	24	6.6%	7	5.0%

⁸ See Appendix A for 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. There is a Full Year percentage, as well as broken out data for each term. The instructor total is not the summation of the terms 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.

Communication & Media Literacy								
CSI 1337	Fall							
CSS 1301	Fall	Spring						
CSS 1302	Fall	Spring	Summer					
CSS 1304	Fall							
FDM/JOU 1303	Fall	Spring	Summer					
FDM 4340	Fall	Spring	Summer					
JOU 3387	Fall	Spring						
JOU 4305	Fall	Spring						
JOU 4380	Fall	Spring						
PWR 2314	Fall	Spring						
	Full Year		Fall		Spring		Summer	
Courses	10	5.3%	10	6.6%	8	5.5%	3	4.0%
Sections	128	6.8%	50	6.1%	38	5.0%	40	13.3%
Capacity	4279	7.1%	2140	7.3%	1781	6.8%	358	6.8%
Enrollment	3878	7.0%	1996	7.4%	1596	6.6%	286	7.4%
Instructors	30	6.1%	22	5.4%	17	4.7%	13	9.3%
Departments/Units								
CSI Enrollment	16	0.0%	16	0.1%	0	0.0%	0	0.0%
CSS Enrollment	2338	4.2%	1209	4.5%	913	3.8%	216	5.6%
ENG Enrollment	38	0.1%	15	0.1%	23	0.1%	0	0.0%
FDM Enrollment	784	1.4%	389	1.4%	357	1.5%	38	1.0%
JOU Enrollment	702	1.3%	367	1.4%	303	1.3%	32	0.8%

Contemporary Social Issues

ANT 1306	Fall	Spring	
ANT 1325	Fall	Spring	Summer
ANT/ENV 3320	Fall	Spring	
ECO 1305	Fall	Spring	Summer
ENV 2376	Fall		
ENV/PSC 4307	Fall	Spring	Summer
ENV 4310 / ANT 4311			
LING 1305	Fall	Spring	Summer
PHI 1308	Fall	Spring	
PSC/ENV 3300	Fall	Spring	
REL 3390	Fall	Spring	Summer
REL 3394			
REL 3397	Fall	Spring	
REL 4349		Spring	
REL/ENV 4393		Spring	
SOC 1305	Fall	Spring	Summer
SOC 3311	Fall	Spring	Summer
SWO 2320	Fall	Spring	Summer
WGS 2300	Fall	Spring	

	Full Year		Fall		Spring		Summer	
Courses	17	9.0%	14	9.2%	16	11.0%	8	10.7%
Sections	101	5.4%	42	5.1%	42	5.5%	17	5.6%
Capacity	3669	6.1%	1766	6.0%	1553	6.0%	350	6.7%
Enrollment	3422	6.2%	1673	6.2%	1507	6.3%	242	6.3%
Instructors	50	10.1%	29	7.2%	32	8.8%	12	8.6%
Departments/Units								
ANT Enrollment	344	0.6%	149	0.5%	186	0.8%	9	0.2%
ECO Enrollment	342	0.6%	163	0.6%	161	0.7%	18	0.5%
ENG Enrollment	47	0.1%	18	0.1%	22	0.1%	7	0.2%
ENV Enrollment	162	0.3%	93	0.3%	68	0.3%	1	0.0%
PHI Enrollment	154	0.3%	83	0.3%	71	0.3%	0	0.0%
PSC Enrollment	71	0.1%	35	0.1%	29	0.1%	7	0.2%
REL Enrollment	109	0.2%	29	0.1%	64	0.3%	16	0.4%
SOC Enrollment	2065	3.8%	1057	3.9%	826	3.4%	182	4.7%
SWO Enrollment	66	0.1%	18	0.1%	46	0.2%	2	0.1%
WGS Enrollment	62	0.1%	28	0.1%	34	0.1%	0	0.0%

Fine Arts & Performing Arts			
ARTH 1300	Fall	Spring	Summer
ARTH 2302	Fall	Spring	
ARTH 2303	Fall	Spring	
CLA 3315			
ENG 3304	Fall	Spring	
ENG 3306	Fall	Spring	
FDM 1309	Fall	Spring	Summer
MUS 1321	Fall	Spring	
MUS 3321	Fall	Spring	
MUS 3322		Spring	
MUS 3323	Fall		
MUS/LAS 4364		Spring	
THEA 1301	Fall	Spring	
THEA 1306	Fall	Spring	Summer

	Full Year		Fall		Spring		Summer	
Courses	13	6.9%	11	7.2%	12	8.2%	3	4.0%
Sections	106	5.6%	43	5.2%	50	6.6%	13	4.3%
Capacity	3478	5.7%	1614	5.5%	1699	6.5%	165	3.1%
Enrollment	3242	5.9%	1552	5.7%	1581	6.6%	109	2.8%
Instructors	33	6.7%	27	6.7%	26	7.2%	7	5.0%
Departments/Units								
ARTH Enrollment	1162	2.1%	588	2.2%	548	2.3%	26	0.7%
CLA Enrollment	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ENG Enrollment	117	0.2%	53	0.2%	64	0.3%	0	0.0%
FDM Enrollment	278	0.5%	98	0.4%	159	0.7%	21	0.5%
MLC Enrollment	4	0.0%	0	0.0%	4	0.0%	0	0.0%
MUS Enrollment	692	1.3%	357	1.3%	335	1.4%	0	0.0%
THEA Enrollment	989	1.8%	456	1.7%	471	2.0%	62	1.6%

Foreign Languages & Cultures							
ARB 1301	Fall			ARB 1302		Spring	
ARB 2310	Fall			ARB 2320		Spring	
AST 2380		Spring		AST 4388	Fall		
CHI 1301	Fall			CHI 1302		Spring	
CHI 2310	Fall			CHI 2320		Spring	
CHI 3305	Fall			CHI 3306		Spring	
CHI 3310			Summer	CLA 3301			
CLA 3302				CLA 3303		Spring	
FAS 1311	Fall		Summer	FRE 1301	Fall	Spring	Summer
FRE 1302	Fall	Spring	Summer	FRE 1412	Fall		
FRE 2310	Fall	Spring	Summer	FRE 2320	Fall	Spring	Summer
FRE 2321	Fall			FRE 3301	Fall	Spring	
FRE 3302	Fall	Spring		FRE 3308	Fall		
FRE 3310	Fall	Spring		FRE 3330	Fall		
GER 1301	Fall	Spring	Summer	GER 1302	Fall	Spring	Summer
GER 1412	Fall	Spring		GER 2310	Fall	Spring	
GER 2320	Fall	Spring		GER 2412			Summer
GER 3301	Fall			GER 3341	Fall		
GER 3345				GKC 1301	Fall	Spring	Summer
GKC 1302	Fall	Spring	Summer	GKC 2310	Fall		
GKC 2320		Spring		HEB 1301	Fall		
HEB 1302		Spring		HEB 2310	Fall	Spring	
HEB 2320		Spring		ITA 1301	Fall	Spring	
ITA 1302	Fall	Spring		ITA 2310	Fall	Spring	
ITA 2320	Fall	Spring		ITA 3301			
ITA 3302				ITA 3310			
ITA 3330				JPN 1301	Fall		
JPN 1302		Spring		JPN 2310	Fall		Summer
JPN 2320		Spring	Summer	JPN 3301	Fall		
JPN 3302	Fall	Spring		JPN 3305	Fall		
JPN 3306		Spring		KOR 1301	Fall		
KOR 1302		Spring		KOR 2310	Fall		
KOR 2320		Spring		LAS 2301	Fall		
LAT 1301	Fall	Spring	Summer	LAT 1302	Fall	Spring	Summer
LAT 2310	Fall	Spring		LAT 2320	Fall	Spring	Summer

MES 2301		Spring		POR 1301		Fall	
POR 1302		Spring		POR 2310		Fall	
POR 2320				RUS 1301		Fall	Summer
RUS 1302		Spring	Summer	RUS 2310		Fall	
RUS 2320		Spring		RUS 3301		Fall	
SPA 1301	Fall	Spring	Summer	SPA 1302	Fall	Spring	Summer
SPA 1304	Fall	Spring		SPA 1412	Fall	Spring	
SPA 2304	Fall	Spring		SPA 2310	Fall	Spring	Summer
SPA 2320	Fall	Spring	Summer	SPA 2321	Fall	Spring	Summer
SPA 2322		Spring		SPA 2324	Fall		
SPA 2412	Fall	Spring		SPA 3302	Fall	Spring	
SPA 3309	Fall	Spring		SWA 1301	Fall		
SWA 1302		Spring		SWA 2310			
SWA 2320				THEA/JPN 3352		Spring	

	Full Year		Fall		Spring		Summer	
Courses	88	46.6%	64	42.1%	57	39.0%	23	30.7%
Sections	425	22.6%	193	23.5%	189	24.8%	43	14.3%
Capacity	7160	11.8%	3538	12.1%	3025	11.6%	597	11.3%
Enrollment	5830	10.6%	2951	10.9%	2537	10.5%	342	8.9%
Instructors	89	18.1%	81	20.0%	72	19.8%	26	18.6%
Departments/Units								
CLA Enrollment	475	0.9%	213	0.8%	213	0.9%	49	1.3%
MLC Enrollment	5253	9.5%	2684	9.9%	2276	9.5%	293	7.6%
REL Enrollment	90	0.2%	54	0.2%	36	0.1%	0	0.0%
THEA Enrollment	12	0.0%	0	0.0%	12	0.0%	0	0.0%

Formal Reasoning

MTH 1301	Fall	Spring	Summer
MTH 1320	Fall	Spring	Summer
MTH 1321	Fall	Spring	Summer
PHI 1306	Fall	Spring	Summer
STA 1380	Fall	Spring	Summer

	Full Year		Fall		Spring		Summer	
Courses	5	2.6%	5	3.3%	5	3.4%	5	6.7%
Sections	138	7.3%	67	8.2%	44	5.8%	27	9.0%
Capacity	4215	7.0%	2284	7.8%	1508	5.8%	423	8.0%
Enrollment	3767	6.8%	2071	7.6%	1407	5.8%	289	7.5%
Instructors	44	8.9%	39	9.6%	30	8.3%	11	7.9%
Departments/Units								
MTH Enrollment	2618	4.8%	1542	5.7%	853	3.5%	223	5.8%
PHI Enrollment	527	1.0%	252	0.9%	249	1.0%	26	0.7%
STA Enrollment	622	1.1%	277	1.0%	305	1.3%	40	1.0%

Literature in Context			
CLA 2301	Fall		Summer
CLA 2302	Fall	Spring	
CLA 2306	Fall	Spring	Summer
ENG 2301	Fall	Spring	Summer
ENG 2306	Fall	Spring	Summer
FRE 3312	Fall	Spring	
FRE 3315	Fall		
GTX 2301	Fall	Spring	Summer
GTX 2302	Fall	Spring	Summer
GTX/THEA 3341		Spring	
PHI 2303	Fall	Spring	
REL 3301			
REL 3308		Spring	
SPA 3305	Fall	Spring	Summer

	Full Year		Fall		Spring		Summer	
Courses	13	6.9%	11	7.2%	11	7.5%	7	9.3%
Sections	162	8.6%	70	8.5%	74	9.7%	18	6.0%
Capacity	3141	5.2%	1385	4.7%	1446	5.6%	310	5.9%
Enrollment	2831	5.1%	1270	4.7%	1347	5.6%	214	5.5%
Instructors	66	13.4%	43	10.6%	47	12.9%	10	7.1%
Departments/Units								
CLA Enrollment	286	0.5%	129	0.5%	135	0.6%	22	0.6%
ENG Enrollment	1507	2.7%	640	2.4%	708	2.9%	159	4.1%
GTX Enrollment	767	1.4%	400	1.5%	341	1.4%	26	0.7%
MLC Enrollment	165	0.3%	83	0.3%	1	0.0%	7	0.2%
PHI Enrollment	56	0.1%	18	0.1%	38	0.2%	0	0.0%
REL Enrollment	19	0.0%	0	0.0%	19	0.1%	0	0.0%
THEA Enrollment	31	0.1%	0	0.0%	31	0.1%	0	0.0%

Research Writing			
CLA 1304	Fall	Spring	
ENG 1310	Fall	Spring	Summer
ENV 43C2	Fall	Spring	
HIS 2395	Fall	Spring	
PHI 1301	Fall	Spring	Summer
PHI 2305	Fall	Spring	
PSC 3301	Fall		Summer
REL 3305	Fall		

	Full Year		Fall		Spring		Summer	
Courses	8	4.2%	8	5.3%	6	4.1%	3	4.0%
Sections	158	8.4%	82	10.0%	61	8.0%	15	5.0%
Capacity	2850	4.7%	1476	5.0%	1126	4.3%	248	4.7%
Enrollment	2718	4.9%	1444	5.3%	1086	4.5%	188	4.9%
Instructors	57	11.6%	49	12.1%	36	9.9%	7	5.0%
Departments/Units								
CLA Enrollment	111	0.2%	55	0.2%	56	0.2%	0	0.0%
ENG Enrollment	2242	4.1%	1177	4.3%	909	3.8%	156	4.0%
ENV Enrollment	23	0.0%	9	0.0%	14	0.1%	0	0.0%
HIS Enrollment	59	0.1%	29	0.1%	30	0.1%	0	0.0%
PHI Enrollment	221	0.4%	131	0.5%	77	0.3%	13	0.3%
PSC Enrollment	44	0.1%	25	0.1%	0	0.0%	19	0.5%
REL Enrollment	18	0.0%	18	0.1%	0	0.0%	0	0.0%

Scientific Methods 1: Laboratory Science							
ANT 1404	Fall	Spring	Summer	ANT 1407	Fall	Spring	Summer
BIO 1305	Fall	Spring	Summer	BIO 1306	Fall	Spring	Summer
BIO 1401	Fall	Spring		BIO 1405	Fall		
BIO 1406		Spring		CHE 1301	Fall	Spring	Summer
CHE 1302	Fall	Spring	Summer	ENV 1301	Fall	Spring	Summer
ENV 1303	Fall	Spring		GEO 1401	Fall	Spring	Summer
GEO 1402	Fall	Spring		GEO 1405	Fall	Spring	Summer
GEO 1410				NSC 1306	Fall	Spring	Summer
PHY 1404				PHY 1405		Spring	
PHY 1407	Fall	Spring		PHY 1408	Fall	Spring	Summer
PHY 1409	Fall	Spring	Summer	PHY 1420	Fall	Spring	Summer
PHY 1430	Fall	Spring	Summer	PHY 1455		Spring	Summer
PHY 2455	Fall						

	Full Year		Fall		Spring		Summer	
Courses	23	12.2%	20	13.2%	21	14.4%	15	20.0%
Sections	198	10.5%	87	10.6%	76	10.0%	35	11.6%
Capacity	11864	19.6%	5733	19.5%	5296	20.3%	835	15.9%
Enrollment	10595	19.3%	5157	19.0%	4852	20.2%	586	15.2%
Instructors	74	15.0%	54	13.3%	50	13.8%	18	12.9%
Departments/Units								
ANT Enrollment	247	0.4%	99	0.4%	123	0.5%	25	0.6%
BIO Enrollment	3235	5.9%	1657	6.1%	1466	6.1%	112	2.9%
CHE Enrollment	3139	5.7%	1664	6.1%	1297	5.4%	178	4.6%
ENV Enrollment	912	1.7%	448	1.7%	491	2.0%	28	0.7%
GEO Enrollment	571	1.0%	270	1.0%	270	1.1%	31	0.8%
PHY Enrollment	1895	3.4%	785	2.9%	927	3.9%	183	4.7%
PSYN Enrollment	596	1.1%	289	1.1%	278	1.2%	29	0.8%

4. 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 Experience⁹

Total	Full Year	Fall		Spring		Summer	
Events	333	152	45.6%	145	43.5%	36	10.8%
Attendance	13445	5622	41.8%	7068	52.6%	755	5.6%

		Full Year	% of Term	Fall	% of Term	Spring	% of Term	Summer	% of Term
Art	Events	106	31.8%	54	35.5%	46	31.7%	6	16.7%
	Attendance	1913	14.2%	718	12.8%	1042	14.7%	153	20.3%
Theatre	Events	62	18.6%	33	21.7%	24	16.6%	5	13.9%
	Attendance	2406	17.9%	1074	19.1%	1242	17.6%	90	11.9%
Music	Events	68	20.4%	26	17.1%	31	21.4%	11	30.6%
	Attendance	4822	35.9%	2410	42.9%	2168	30.7%	244	32.3%
Film	Events	52	15.6%	21	13.8%	25	17.2%	6	16.7%
	Attendance	2149	16.0%	679	12.1%	1345	19.0%	125	16.6%
Literature & World Cultures	Events	45	13.5%	18	11.8%	19	13.1%	8	22.2%
	Attendance	2155	16.0%	741	13.2%	1271	18.0%	143	18.9%

B. Civic Engagement Metrics

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.

⁹ Cultural Events Experience (CEE) was the name of the program for the 2019-2020 catalog. The name was officially changed to the Creative Arts Experience (CAE) for the 2020-2021 catalog. Due to COVID-19, the last CEE event in Spring 2020 was March 6.



C. Chapel

Chapel				
CHA 1088	Fall	Spring		
CHA 1089	Fall	Spring		
CHA 1090	Fall	Spring	Summer	
CHA 1091	Fall	Spring		

	Full Year	Fall	Spring	Summer
Courses	4	4	4	2
Sections	44	19	21	4
Capacity	37621	20851	16670	100
Enrollment	9564	4958	4600	6

5. 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.

A. Instructors

ALL - Including labs	Full Year		Fall		Spring		Summer	
Unique	632		509		449		186	

GENDER	Full Year		Fall		Spring		Summer	
Male	358	56.7%	277	54.4%	238	53.0%	118	63.4%
Female	274	43.4%	232	45.6%	211	47.0%	68	36.6%

ETHNICITY	Full Year		Fall		Spring		Summer	
African American/Black	24	3.8%	21	4.1%	18	4.0%	3	1.6%
Asian	59	9.4%	44	8.6%	37	8.2%	21	11.3%
Hispanic	53	8.4%	41	8.1%	42	9.4%	17	9.1%
Multi-racial	14	2.2%	12	2.4%	9	2.0%	3	1.6%
Nonresident Alien	5	0.8%	5	1.0%	4	0.9%	3	1.6%
Not Specified	19	3.0%	14	2.8%	14	3.1%	2	1.1%
White	460	72.9%	372	73.1%	325	72.4%	137	73.7%

FACULTY RANK	Full Year		Fall		Spring		Summer	
Professor	69	10.9%	43	8.4%	39	8.7%	21	11.3%
Associate Professor	89	14.1%	60	11.8%	55	12.2%	28	15.1%
Assistant Professor	30	4.8%	25	4.9%	19	4.2%	2	1.1%
Research Professor	1	0.2%	0	0.0%	1	0.2%	0	0.0%
Assistant Research Professor	1	0.2%	0	0.0%	1	0.2%	0	0.0%
Senior Lecturer	77	12.2%	64	12.6%	64	14.3%	42	22.6%
Lecturer	44	7.0%	38	7.5%	31	6.9%	21	11.3%
Clinical	1	0.2%	1	0.2%	0	0.0%	1	0.5%
Temporary	88	13.9%	78	15.3%	76	16.9%	18	9.7%
Staff	27	4.3%	24	4.7%	19	4.2%	8	4.3%
Graduate Student	222	35.2%	175	34.4%	144	32.1%	45	24.2%
Undergraduate Student	1	0.2%	1	0.2%	0	0.0%	0	0.0%

HIGHEST DEGREE	Full Year		Fall		Spring		Summer	
Bachelors	123	19.5%	96	18.9%	76	16.9%	27	14.5%
Masters	175	27.7%	139	27.3%	132	29.4%	49	26.3%
Doctoral	319	50.6%	252	49.5%	230	51.2%	108	58.1%
Professional	13	2.1%	13	2.6%	6	1.3%	1	0.5%

YEARS OF SERVICE	Full Year		Fall		Spring		Summer	
Student	223	35.3%	176	34.6%	144	32.1%	45	24.2%
Temporary	88	13.9%	78	15.3%	76	16.9%	18	9.7%
First Year	18	2.9%	16	3.1%	4	0.9%	5	2.7%
1-5 Years	83	13.2%	59	11.6%	57	12.7%	22	11.8%
6-10 Years	73	11.6%	50	9.8%	47	10.5%	27	14.5%
11-20 Years	120	19.0%	90	17.7%	78	17.4%	43	23.1%
21-30 years	41	6.5%	27	5.3%	23	5.1%	19	10.2%
31-40 Years	23	3.6%	10	2.0%	17	3.8%	6	3.2%
41+ Years	3	0.5%	3	0.6%	3	0.7%	1	0.5%

B. New2BU Survey¹⁰

New2BU Named Faculty	Core Count	Core Percent
Unique Core Faculty Listed (of 661 listed)	159	24.1%
Core Faculty Mentions (of 1848)	468	25.3%
Core Faculty Mentioned 20+ times (of 9)	3	33.3%
Core Faculty Mentioned 10+ times (of 18)	5	27.8%

¹⁰ 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.

6. OFFICE OF THE CORE

A. CCAC

2021-2022 Members:

- Chair—Julie deGraffenried (HIS); term expires August 2022
- Critical Thinking—Hope Johnson (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)

2022-2023 Members:

- Chair, 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—Derek Dodson (REL); term expires August 2025
- Creative Thinking—Lauren M. Weber (THEA); term expires August 2025
- At-large—Tom McGrath (CHE); term expires August 2024
- At-large—Jaquelyn Duke (BIO); term expires August 2025
- ex officio—Lauren Poor (HIS/Core)
- ex officio—Lauren Muhl (Dean's Office)

C. Core Faculty Newsletter

- Fall 2021 Edition published on 14 September 2021.
- Spring 2022 Edition published on 6 April 2022.
- Contributions to Newsletter from Campus Partners:
 - ATL, Office of Civic Engagement, Chaplain's Office, University Libraries, Office of Multicultural Affairs, CAE Office, and BU Press, among others.



Baylor University

COLLEGE OF ARTS & SCIENCES
Core Curriculum

Appendix A – 2021-2022 Core Courses

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