



SPRING HILL COLLEGE

Academic Program Report Cards

The Academic Program Report Card process is used to inform assessments of program health. This can help to identify programs in need of particular attention, revisions, investments, or sunseting. Division Chairs and Program Directors are asked to provide a one page summary document for each Division and for each academic program.

The summary document for each program includes estimates of demand and cost, as well as data on overall program enrollment (and trends), number of recent graduates, average class size overall (and trends), and average class sizes at each course level. We additionally collect data for each program on the number of inquiries from prospective students. The summary report for each Division includes data on the number of majors, minors, and graduate students (and trends), as well as the number of full and part-time faculty, faculty-to-student ratios, percentage of courses taught by adjunct instructors, number of sections and seats offered, and utilization rate (percentage of seats filled). Program Directors and Division Chairs also provide program recommendations, along with qualitative feedback on their program's accomplishments, strengths, challenges, goals, and opportunities.

For the current year, Program Report Cards were submitted for forty-seven programs across eight academic Divisions.

We intend to repeat this report card process annually, and we will continue to refine the process to make it more efficient and to optimize its usefulness over time. It is however important to note that the data collected in the report cards is informative but not determinative in assessing the health and value of academic programs. Many other factors need to be considered, including depth of student engagement, student success, and of course alignment with Spring Hill's mission as a Jesuit liberal arts college.

Other limitations include:

- The program data is best understood in the context of the distinctive features of each academic program. As such, comparisons between programs are not entirely straightforward and can be misleading. For example, the appropriate class size within a program will depend in part on the content of its courses.
- Courses are coded by department or division, not program, and some programs have substantial overlap in their course requirements. Additionally some programs require courses across multiple divisions. As a result, it can be difficult to disaggregate the data, especially when there are multiple programs within a department or division.

Challenges:

Chairs reported a wide range of student successes and faculty accomplishments. There is a high degree of confidence in the quality of our academic programs.

Common challenges include adapting to reductions in faculty size. In some cases, smaller faculties have made it challenging to offer the range of courses required to serve majors, while continuing to meet student needs in the core. Increased reliance on part-time instructors reduces costs relative to full-time faculty but can also add challenges related to ensuring quality, consistency, and retention. Facility maintenance and the need to maintain and update technology were also significant concerns.



Opportunities and Recommendations:

Common opportunities include increased coordination with both admissions and marketing to improve program enrollments, potential improvements to facilities and/or more optimal use of existing spaces, and the further development of community partnerships.

By far the most common program recommendations involve increasing enrollment and changing marketing strategies. Other recommendations include increasing faculty and administrative support, revising programs to attract students, and considering pathways to advanced degrees.



Averages Across Academic Programs:

Majors (updated 10.23.23): 23.1

Class Size:

1xx AVG: 19.2

2xx AVG: 14.9

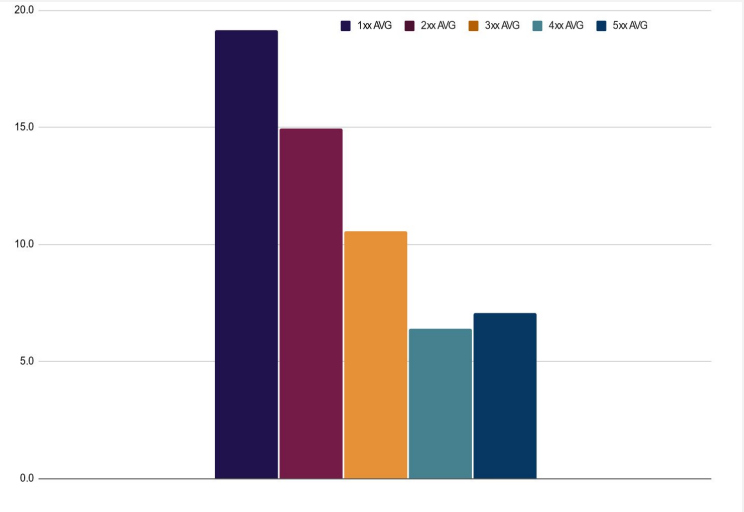
3xx AVG: 10.6

4xx AVG: 6.4

5xx AVG: 7.1

Applicant Inquiries for FA2023: 43.9

Overall Seat Utilization Rate: 62.7%



Majors and Average Class Size by Academic Division

Note that class sizes are affected at times by classroom size and often by pedagogical needs. A writing class, for example, will need to be relatively small to accommodate appropriate feedback.

