

PROGRAM REVIEW

February 7, 2011

UNIT Historic Preservation DEPARTMENT History COLLEGE College of Liberal Arts

GRADUATE _____ UNDERGRADUATE X

UNIT CONTACT PERSON _____

CHAIRPERSON SIGNATURE _____

DEAN SIGNATURE _____

EXECUTIVE SUMMARY UNDERGRADUATE

- The historic preservation program exemplifies Southeast's mission of providing professional education grounded in the liberal arts and practical experience.
- There is strong external demand. As 1 of only 7 accredited 4-year programs nationally, the program attracts a high number of out-of-state students.
- The program had 57 majors in AY09 and a 3 year mean of 55.7, up from the prior mean of 50.6 over the previous 5 years.
- In AY10 the program took steps to enhance its marketing efforts to increase majors. We created a new brochure and increased mailings to prospective students from 580 in AY08 and 365 in AY09 to 1906 in AY10.
- The program graduates an average of 10 students per year, and has a 6 year retention rate significantly higher than that of the college and university.
- According to Dr. Christina Frazier no comparable data is available to evaluate the program's mean SCHR. The comparison to History data is invalid because history departments have large general education classes and many lower level courses, and the HP program has no general education classes and relatively few lower level courses. Therefore one would expect HP SCHR to be lower and average cost per SCHR to be higher than for history.
- The mean cost per major was \$1,974 and the trend was identified as improving.
- The actual number of low enrollment courses in AY07 and AY09 was 2 courses each year with 8 students out of 25 courses offered during the review period. In AY08 and AY10 there were 0 courses under-enrolled. The 3 year average for the under-enrolled courses was 14.5, 13.3, 11.6 and 11.3.
- Several HP courses are taught off-load and subsidize smaller in-load courses. In the last five years, over 500 off-load credit hours were generated for an average of 100 credit hours per year.
- The decline in University Studies participation is an artifact of the data set and is not descriptive of actual course offerings. 1 HP faculty member teaches 3 upper division University Studies courses (1 every 2 years and 2 every 3 years. 3 faculty members teach 2-3 lower level University Studies courses per semester.
- In AY07, AY08 and AY09 41% of our graduates received Latin honors.
- The program has a high placement rate in graduate programs and employment in the field, averaging 60% for the period under review, which rises to 75% for graduates out for more than 1 year.
- The program helps the university achieve its mission by enhancing the region's historic, cultural and economic life through its work with the National Register of Historic Places, Cape Girardeau HP Commission, local historical societies, Old Town Cape and the Ste. Genevieve field school.

Program Review Final University Committee Chair Comments

I. SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

Briefly describe the depth and breadth of your unit's offerings (Undergraduate).

The HP program has a national reputation and is certified by the National Council for Preservation Education (NCPE), the accrediting body for historic preservation programs, and is only one of 7 undergraduate (BS/BA/BFA) degree programs with this credential. The historic preservation major consists of 66 credit hours, including 21 hours of required HP classes, 6 hours of HP electives, 9 hours of required HP internship credits, 9 hours of required history courses, 9 hours of history electives, and 12 hours of interdisciplinary electives. The required core courses in HP (12 hours) focus on built environment preservation. In addition, students take 9 hours in public history breadth requirements focusing on 2 of the 3 areas of Archives, Historic Site Administration, or Museum Studies. Students also take HP elective courses in either built environment preservation or public history.

SIZE and SCOPE DATA UNDERGRADUATE							
Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	38	60	57	53	57		
Historic Preservation [BS/BS/HSPV]			57	53	57		
Minors UNIT Total			10	9	8		
Historic Preservation			3	9	8		
Historic Preservation (Minor)			7	0	0		
Completers UNIT Total	7	12	11	9	8		
Historic Preservation [BS/BS/HSPV]			11	9	8		
% Completion Rate 6 YR	40	50	0	60	64		
Unit - % Retention FS YR 1 -- F YR 2	40	50	43	50	75		
Unit - % Retention FS YR 3 -- F YR 4	65	75	78	71	67		
UNIV - % Retention FS YR 1 -- F YR 2			57	83	75		
UNIV - % Retention FS YR 3 -- F YR 4			100	76	83		
SCH On Campus FS			561	447	519		
SCH Off Campus FS			0	0	0		
SCH Total FS			561	447	519		
SCH Summer On and Off Campus			123	60	78		
SCHR (SCH ratios) On Campus Fall/Spring	243	282	187	206	209		
SCHR (SCH ratios) Off Campus Fall/Spring	205	269	0	0	0		
SCHR (SCH ratios) Total	225	276	187	206	209		
Delaware SCHR			313	293			
% of Sections with Enrollment < 10 (GR < 8)	10	5	27	0	33		

Area of Concern for Size and Scope Data (Undergraduate)

A major concern of the review committee centered on the mean SCHR (200.7) for HP being below the Delaware mean (294.5) for history programs, and the related high SCHR (215) compared to the Delaware cost per SCHR (125). Unfortunately, an evaluation based on this data is not valid because the comparison with history is inappropriate, and according to Dr. Christina Frazier, there just is no good comparative data for our program. History departments have large general education classes and numerous lower level courses, and the HP program has no general education classes and relatively few lower level courses (only 2 of 11 HP prefixed courses are below 400 level). Based on this information, one would expect HP SCHR to be lower and average cost per SCHR to be higher than in traditional history programs. Of the 7 undergraduate HP programs certified by NCPE, no other program is in a history department. A better comparison might be with a program in the design field.

The review also noted a high percentage of under-enrolled courses (33%). This statistic is misleading and results from yearly course enrollment fluctuations the department hopes the new Degree Works advising program will help control. Although HP450 (plus HP650) has averaged 14.9 students over the last 5 years, actual enrollments fluctuated from 14 to 14 to 19 to 8 to 17. Another set of courses that occasionally suffers from low enrollment are HP405, 410 and 420. In the 3 year period under review, HP405 (offered every other year to maximize enrollments) had 8 students once and 19 the next time. HP410 and 420 are offered every year and together they had 23, 24 and 20 students, but in one year HP410 had 8 and 420 had 12. Evening out enrollment will help eliminate the appearance of any given course being under-enrolled.

TEACHING PERSONNEL DATA UNDERGRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number	1.25	2.00	3.00	3.00	3.00		
Unit Full Time Faculty Adjusted for Release	1.00	1.75	2.50	2.50	3.00		
Unit Full Time Faculty UG FTE			3.00	2.17	2.48		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel UG Number	0.00	0.00	0.00	0.00	0.00		
Other Teaching Personnel UG PTFTE	0.00	0.25	0.00	0.00	0.00		

Area of Concern for Teaching Personnel Data (Undergraduate)

The only areas of concern noted regarding teaching personnel related to participation in University Studies. The review committee suggested that “participation in University Studies has dropped by two-thirds in the last three years.” The review only looked at 3 of the 4 faculty teaching in historic preservation (Clements, Hoffman and Rhodes, but not Stepenoff), and it is uncertain what the data actually measures. It is true that the majority of University Studies courses taught by HP faculty are survey courses. Although these courses are counted as history department course offerings and not HP, they do represent a significant portion of the teaching load of faculty assigned to the HP program. Only one HP faculty member (Hoffman) teaches any upper level University Studies courses. For many years he has taught a rotation of 3 African American studies courses, 1 every spring, of which 2 were UI courses. He recently added IU306 (Perspectives on Urban Design) to his rotation which he offers every other fall. Therefore, the actual number of upper level courses taught by HP faculty has increased not decreased. Exactly why this showed up as a 33% decrease in the data set remains unclear. Perhaps it is a result of the fact that Rhodes taught 1 section of UI100 in fall 2006, but none since. The department’s commitment to offering UI100 has been met with non-HP faculty since 2007. Generally speaking, HP faculty other than Hoffman teach 2 or 3 lower level University Studies courses per semester, and the total number of HP prefixed courses taught in a given academic year alternates between 8 and 9. This area of concern seems unwarranted.

COMPARISONS UNDERGRADUATE

	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
% Completion Rate 6 YR	46.12	50.77	52.30	50.82	53.68	47.04				
Unit - % Retention FS YR 1 -- F YR 2	56.28	62.68	60.66	63.69	64.95	66.03				
Unit - % Retention FS YR 3 -- F YR 4	82.02	82.78	78.74	83.34	81.67	82.34				
UNIV - % Retention FS YR 1 -- F YR 2	71.06	62.81	72.33	63.69	74.27	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	87.59	83.02	83.89	83.73	85.29	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	262.00	262.00	261.00	261.00	247.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	240.00	227.00	335.00	290.00	236.00	213.00				
SCHR (SCH ratios) Total	259.00	242.00	270.00	265.00	247.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	12.21	17.54	11.46	17.42	20.61	22.70				

SIZE and SCOPE DATA SUMMARY UNDERGRADUATE

Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	55.7	Needs Improvement	92.76	Irregular
Historic Preservation [BS/BS/HSPV]	55.7			Irregular
Minors UNIT Total	9.0			Declining
Historic Preservation	6.7			Irregular
Historic Preservation (Minor)	2.3			Irregular
Completers UNIT Total	9.3	Needs Improvement	77.75	Declining
Historic Preservation [BS/BS/HSPV]	9.3			Declining
% Completion Rate 6 YR	41.3	Needs Improvement	82.66	Improving
Unit - % Retention FS YR 1 -- F YR 2	56.0	Aspiration	112	Improving
Unit - % Retention FS YR 3 -- F YR 4	72.0	Needs Improvement	96	Declining
UNIV - % Retention FS YR 1 -- F YR 2	71.7			Irregular
UNIV - % Retention FS YR 3 -- F YR 4	86.3			Irregular
SCH On Campus FS	509.0			Irregular
SCH Off Campus FS	0.0			Static
SCH Total FS	509.0			Irregular
SCH Summer On and Off Campus	87.0			Irregular
SCHR (SCH ratios) On Campus Fall/Spring	200.7	Red Flag	71.15	Improving
SCHR (SCH ratios) Off Campus Fall/Spring	0.0	Red Flag	0	Static
SCHR (SCH ratios) Total	200.7	Red Flag	72.7	Improving
% of Sections with Enrollment < 10 (GR < 8)	20.0	Aspiration	400	Irregular

UNDERGRADUATE

Brief Conclusion from Data

Although a relatively small program in terms of majors (55.7), the six year completion rate is significantly higher than college and university averages (64% in AY09 as compared to 53.68 for the college and 47.04 for the university). Without appropriate comparative data it is difficult to determine relative costs for the program.

The unfavorable ranking based on the Delaware comparison is inappropriate, as discussed above, and therefore should not be used for this analysis. The SCH ratios are more in keeping with programs in the design field, with mostly small upper level practicum courses and few large lower level general education courses.

The percent of sections with low enrollment data indicates a recurring pattern that needs to be addressed. The department expects the Degree Works system to help prevent alternating years of low enrollment in specific courses. The actual number of courses reflected in the percentage of total courses figure is relatively low with only 1 or 2 courses enrolling fewer than 10 students in any given year, and these low-enrolled courses are more than offset by other higher enrolled courses and courses taught off-load.

Although the program is credited with 3 faculty and a total of 2.48 UG FTE, the actual number of courses taught is 8 or 9 HP prefixed courses per year, which is the equivalent of 1 or 1.125 FTE. The majority of the courses taught by HP faculty support the history department's offerings for BA in History and BSEd in Social Studies majors, as well as the general education requirements of the University Studies program.

Additional Data or Comments

One area of concern implicit in the review process was the overall number of majors. The program was credited with 57 majors in 2009, and has averaged 55.7 majors over the past three years. This is up from the previous average of 50.6 for the prior five year period analyzed in our program review conducted in 2007. This positive trend appears to be continuing as the 4th week census statistics show that historic preservation increased its enrollment 12.5% from fall 2008 to fall 2009. In terms of actual numbers of low enrollment courses, of the 25 courses offered during the review period, in AY07 we had two courses with 8 students, and in AY09 we had two courses with 8 students. In AY08 and AY10 we had no courses under-enrolled. The 3 year average for the under-enrolled courses was 14.5, 13.3, 11.6 and 11.3. It is important to keep in mind, however, that many HP courses are offered off-load and these credit hours effectively subsidize the smaller in-load courses we offer. In the last five years, over 500 off-load credit hours were generated for an average of 100 credit hours per year. Eliminating the program because of 1 or 2 courses being under-enrolled by a few students would also eliminate the opportunity to capture these off-load student credit hours.

The data for completers seems to have missed several students who graduated in AY09. The report lists 8 completers, but university records show 11 individuals receiving BS in HP degrees during that time period (2 Fall 08 6 Spring 09 and 3 Summer 09). Perhaps the review did not pick up the 3 students who completed in summer.

During the period under review, the 4 faculty with primary teaching responsibilities in the program (as opposed to the 3 identified in the review document) taught 82 courses: 25 HP courses, 13 undergraduate US History courses, 9 graduate US History courses, 31 University Studies survey courses (12 US105 and 19 US107), 1 UI100 and 3 upper level University Studies courses. The 53 departmental history courses (non-HP and non-UI) generated a total of 3414 undergraduate and 180 graduate student credit hours, averaging 25.86 students per undergraduate section.

Plan to Address

Although the data suggesting a low SCHR and a high cost per SCHR is based on invalid comparisons, the program has adopted an enhanced marketing program to attract additional majors (discussed in more detail elsewhere in this document), which should improve these numbers absolutely regardless of the comparisons with the Delaware data.

The program will continue to monitor enrollments to maximize efficiency of course offerings and maintain HP405 on an alternate year schedule until increased enrollments encourage otherwise. The program coordinator anticipates using Degree Works to manage better the biannual fluctuations in HP410 and HP420.

There is no need to address the reported decline in University Studies offerings as that is an artifact of the dataset and not a reflection of an actual change in course offerings at the upper level.

The program has already initiated an enhanced marketing effort to increase the number of majors, particularly from out-of-state and out-of-region students (see extended discussion in "brief follow up" section below). A new brochure was created and the number of mailings was increased, which is anticipated to result in an increase in enrollment. The HP website will see improvements this year, as well as better integration into marketing efforts through NCPE (National Council for Preservation Education) and the university, which should also facilitate increased enrollment.

In order to further strengthen the number of completers the program will maintain its centralized advising system to assist students in completing the program in a timely manner, particularly with the incorporation of Degree Works into this process.

Brief Follow Up on Outcomes of Plans to Address from Last Review

The bullet points that follow represent a partial list of relevant items from “Phase III Review (2007): Actions Proposed for Program Improvement.”

- Continue to have the University: 1) purchase its annual marketing list for high school students interested in historic preservation and, 2) mail the program marketing brochure.

In the past year the department created a new historic preservation program brochure, and in coordination with the Admissions Office, has increased the number of mailings to potential history majors. Dips in enrollment in the past have been associated with the Admissions Office reducing the number of names they purchase for prospective student mailings. Observing a decline in enrollment, particularly among out-of-state students, we asked for a wider distribution list to be purchased. As a result, we have increased the number of mailings from 580 in 2007-08 and 365 in 2008-09 to 1906 in 2009-10. Each of these prospective students receives an HP brochure and a personal letter from the department chair. We anticipate this will increase the number of majors in future years.

- Enhance Program Web Page to market program more effectively.

After making minor modifications to the website since 2007, the program is now moving into the Red Dot system which should improve the overall look and feel of the website. We plan a significantly updating of the HP website this fall.

- Develop database of graduates to maintain better contact with graduates.

A database was developed but a more effective means of following graduates has been implemented using a Facebook group. Once university guidelines on social media are published, we will implement these recommendations.

- Collaborate with University Foundation to develop the Hunter Log Home site as a functioning Historic Preservation Laboratory in Historic Site Administration. Several classes and student projects were devoted to this task and an overall proposal was submitted to the University Foundation. No action was taken by the Foundation.

- Seek certification of the Graduate Emphasis in Historic Preservation from National Council for Preservation Education.

A new MA in Public History was developed and approved by the Board of Regents in March 2010. Accreditation of that program by NCPE will be pursued when that option becomes available.

- Explore creation of Public History minor or modification of Historic Preservation minor to attract more students.

The historic preservation minor was modified to attract more students and to provide for more options to take HP prefixed classes. There are currently 8 to 10 minors, mostly Anthropology and History majors.

Program Review Final University Committee Chair Comments

II. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM

REVENUE DATA UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	110,926.53	96,516.24	120,241.92		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	24,320.79	12,955.20	18,071.04		
Subtotal Revenue SCH	135,247.32	109,471.44	138,312.96		
All Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
All Courses - Total SCH and Fees	135,247.32	109,471.44	138,312.96		
Univ Studies Crses - SCH Revenue					
On Campus FS	32,625.45	16,194.00	12,510.72		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	32,625.45	16,194.00	12,510.72		
Univ Studies Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Univ Studies - Total SCH and Fees	32,625.45	16,194.00	12,510.72		
SER/BC/ROM Crses - SCH Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	0.00	0.00	0.00		
SER/BC/ROM Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue Fees	0.00	0.00	0.00		
SER/BC/ROM - Total SCH and Fees	0.00	0.00	0.00		
Major Courses - SCH Revenue					

On Campus FS	78,301.08	80,322.24	107,731.20		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	24,320.79	12,955.20	18,071.04		
Subtotal Revenue SCH	102,621.87	93,277.44	125,802.24		
Major Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Major Courses - Total SCH and Fees	102,621.87	93,277.44	125,802.24		
Unit Revenue External Grants	5,270.00	5,270.00	470.00		

SUMMARY UNDERGRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	109,228.23	Irregular
Off Campus FS	0.00	Static
Summer On and Off Campus	18,449.01	Irregular
Subtotal Revenue SCH	127,677.24	Irregular
All Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
All Courses - Total SCH and Fees	127,677.24	Irregular
Univ Studies Crses - SCH Revenue		
On Campus FS	20,443.39	Declining
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	20,443.39	Declining
Univ Studies Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Univ Studies - Total SCH and Fees	20,443.39	Declining
SER/BC/ROM Crses - SCH Revenue		
On Campus FS	0.00	Static

Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	0.00	Static
SER/BC/ROM Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue Fees	0.00	Static
SER/BC/ROM - Total SCH and Fees	0.00	Static
Major Courses - SCH Revenue		
On Campus FS	88,784.84	Improving
Off Campus FS	0.00	Static
Summer On and Off Campus	18,449.01	Irregular
Subtotal Revenue SCH	107,233.85	Irregular
Major Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Major Courses - Total SCH and Fees	107,233.85	Irregular
Unit Revenue External Grants	3,670.00	Declining

UNDERGRADUATE

Brief Conclusion from Data

Revenue from major courses varies between \$93,277 and \$125,802 with a mean of \$107,233. Only a small amount of revenue is generated from grants and other funding sources.

Additional Data or Comments

The mean revenue of \$107,233 for AY07, AY08 and AY09 is up significantly from our previous review in 2007 when the revenue figures generated by the office of Institutional Research indicated that HP courses generated \$67,905 in F05&S06 (AY06). The average revenue generated by the program over the five years prior to 2007 was \$62,626.

As one of only 7 NCPE certified historic preservation programs in the country, the program attracts a higher percentage of out-of-state students than most majors at the university. These students pay higher fees producing more revenue per student, and are unlikely to matriculate at the university in the absence of the historic preservation program. Although the percentage of out-of-state and out-of-region students was not generated by IR for this review, approximately 20% of the students enrolled in HP100 for fall 2010 have been identified as being out-of-state.

Plan to Address

Although previously addressed in the response to “Brief Follow Up on Outcomes of Plans to Address From Last Review (Undergraduate)” in section 1, the program’s plans for increasing revenue are worth reiterating here. In the past year the department created a new historic preservation program brochure, and in coordination with the Admissions Office, has increased the number of mailings to potential history majors. Dips in enrollment in the past have been associated with the Admissions Office reducing the number of names they purchase for prospective student mailings. Observing a decline in enrollment, particularly among out-of-state students, we asked for a wider distribution list to be purchased. As a result, we have increased the number of mailings from 580 in 2007-08 and 365 in 2008-09 to 1906 in 2009-10. The mailed brochure is the primary method of attracting out-of-state and out-of-region students. Each of these prospective students receives an HP brochure and a personal letter from the chair, and it is anticipated to increase the number of majors in future years. This will enhance program revenue through increased SCH production, given that the continued pace of rising enrollments can be met with current capacity up to a 10-15% increase in total number of majors.

Brief Follow Up on Outcomes of Plans to Address from Last Review

See response in “Brief Follow Up on Outcomes of Plans to Address From Last Review (Undergraduate)” in section 1.

Program Review Final University Committee Chair Comments

III. COSTS AND OTHER EXPENSES ASSOCIATED WITH THE PROGRAM

COSTS DATA UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	1,845.00	1,932.00	2,145.00		
Unit Costs per Major SCH - On campus FS	245.00	261.00	250.00		
Unit Costs per Major SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Major SCH - Summer	108.00	315.00	78.00		
Unit Costs per Major SCH - Overall	211.00	267.00	225.00		
Unit Costs for Major Crses - On campus FS	91,939.00	90,112.00	116,174.00		
Unit Costs for Major Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Major Crses - Summer	13,232.00	12,286.00	6,069.00		
Unit Costs for Major Crses - Overall	105,171.00	102,398.00	122,243.00		
Unit Costs per Univ Studies SCH - On campus FS	149.00	196.00	163.00		
Unit Costs per Univ Studies SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Summer	0.00	89.00	0.00		
Unit Costs per Univ Studies SCH - Overall	149.00	196.00	163.00		
Unit Costs for Univ Studies Crses - On campus FS	24,532.00	14,728.00	8,787.00		
Unit Costs for Univ Studies Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Summer	0.00	6,423.00	0.00		
Unit Costs for Univ Studies Crses - Overall	24,532.00	14,728.00	8,787.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Summer	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Overall	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Summer	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Overall	0.00	0.00	0.00		
Unit Costs per All SCH - On campus FS	216.00	216.00	241.00		
Unit Costs per All SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per All SCH - Summer	108.00	384.00	78.00		
Unit Costs per All SCH - Overall	196.00	231.00	219.00		
Unit Costs for All Crses - On campus FS	116,471.00	91,101.00	124,961.00		
Unit Costs for All Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for All Crses - Summer	13,232.00	14,979.00	6,069.00		
Unit Costs for All Crses - Overall	129,703.00	106,080.00	131,030.00		

COSTS COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	4,466.00	4,625.00	2,171.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	120.00	129.00	0.00		
College Cost per Major SCHR	211.00	226.00	223.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	130.00	97.00	98.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	180.00	160.00	139.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	130.00	132.00	133.00		
University Cost per all SCHR	153.00	155.00	161.00		

SUMMARY UNDERGRADUATE		
	Mean	Trend
Cost Per Major	1,974.00	Improving
Unit Costs per Major SCH - On campus FS	252.00	Irregular
Unit Costs per Major SCH - Off campus FS	0.00	Static
Unit Costs per Major SCH - Summer	167.00	Irregular
Unit Costs per Major SCH - Overall	234.33	Irregular
Unit Costs for Major Crses - On campus FS	99,408.33	Irregular
Unit Costs for Major Crses - Off campus FS	0.00	Static
Unit Costs for Major Crses - Summer	10,529.00	Declining
Unit Costs for Major Crses - Overall	109,937.33	Irregular
Unit Costs per Univ Studies SCH - On campus FS	169.33	Irregular
Unit Costs per Univ Studies SCH - Off campus FS	0.00	Static
Unit Costs per Univ Studies SCH - Summer	29.66	Irregular
Unit Costs per Univ Studies SCH - Overall	169.33	Irregular
Unit Costs for Univ Studies Crses - On campus FS	16,015.66	Declining
Unit Costs for Univ Studies Crses - Off campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Summer	2,141.00	Irregular
Unit Costs for Univ Studies Crses - Overall	16,015.66	Declining
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Summer	0.00	Static
Unit Costs per SER/BC/ROM SCH - Overall	0.00	Static
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	Static

Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Summer	0.00	Static
Unit Costs for SER/BC/ROM Crses - Overall	0.00	Static
Unit Costs per All SCH - On campus FS	224.33	Improving
Unit Costs per All SCH - Off campus FS	0.00	Static
Unit Costs per All SCH - Summer	190.00	Irregular
Unit Costs per All SCH - Overall	215.33	Irregular
Unit Costs for All Crses - On campus FS	110,844.33	Irregular
Unit Costs for All Crses - Off campus FS	0.00	Static
Unit Costs for All Crses - Summer	11,426.66	Irregular
Unit Costs for All Crses - Overall	122,271.00	Irregular

UNDERGRADUATE

Brief Conclusion from Data

The mean cost per major was \$1,974 and the trend was identified as improving. The mean unit cost per major SCH was \$252 and the trend was identified as being irregular.

Additional Data or Comments

The historic preservation program operates with little or no funding from the Department of History, although it has a budget of \$6,500 to support student experiential learning activities, internship site visits and the purchase of necessary equipment. The program budget has not been increased in many years and is no longer adequate to meet the rising costs associated with internship visits and needed equipment. A small grant from the Cape Girardeau Historic Preservation Commission is received every year to cover the costs associated with doing historic resource survey field work. The summer field school in Ste. Genevieve has a continuing annual budget of \$1,700 obtained through Funding for Results which partially pays for some of the costs associated with a student assistant, guest speakers, workshop supplies and materials. The remainder of the funding comes from the HP budget.

Plan to Address

Given that most of the costs of the program are fixed, increasing the number of majors will not only increase revenues but reduce the mean cost per major. See discussion in section 2 "Plan to Address" for detailed plans to attract more majors.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

IV. CONTRIBUTION TO UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS

UNIT SCH FROM UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS					
	AY07	AY08	AY09	Year 4	Year 5
University Studies: On Campus FS	165	75	54		
University Studies: Off Campus FS	0	0	0		
University Studies: Summer	0	0	0		
University Studies: Total	165	75	54		
Services: On Campus FS	0	0	0		
Services: Off Campus FS	0	0	0		
Services: Summer	0	0	0		
Services: Total	0	0	0		
ROM: On Campus FS	0	0	0		
ROM: Off Campus FS	0	0	0		
ROM: Summer	0	0	0		
ROM: Total	0	0	0		
Business Core: On Campus FS	0	0	0		
Business Core: Off Campus FS	0	0	0		
Business Core: Summer	0	0	0		
Business Core: Total	0	0	0		

UNIT SCH SUMMARY		
Measure	Mean	Trend
University Studies: On Campus FS	98.0	Declining
University Studies: Off Campus FS	0.0	Static
University Studies: Summer	0.0	Static
University Studies: Total	98.0	Declining
Services: On Campus FS	0.0	Static
Services: Off Campus FS	0.0	Static
Services: Summer	0.0	Static
Services: Total	0.0	Static
ROM: On Campus FS	0.0	Static
ROM: Off Campus FS	0.0	Static
ROM: Summer	0.0	Static
ROM: Total	0.0	Static
Business Core: On Campus FS	0.0	Static
Business Core: Off Campus FS	0.0	Static

Business Core: Summer	0.0	Static
Business Core: Total	0.0	Static

UNDERGRADUATE

Brief Conclusion from Data

The review committee stated that “participation in University Studies has dropped by two-thirds in the last three years” and the data indicate a decline in University Studies credit hours produced from 165 to 75 to 54 between AY07 and AY09.

Additional Data or Comments

The review committee stated that “participation in University Studies has dropped by two-thirds in the last three years” and the data indicate a decline in University Studies credit hours produced from 165 to 75 to 54 between AY07 and AY09.

Plan to Address

University Studies is viewed as a departmental commitment and not a historic preservation program commitment. As such, the program itself has no plan to address this issue other than continuing its current level of significant contribution to the University Studies program.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

V. EXTERNAL DEMAND

EXTERNAL DEMAND DATA UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
ACT DATA										
	N	ACT	N	ACT	N	ACT	N	ACT	N	ACT
No. Identifying Planned Major										
UNIT Totals			0	0.00						
No. of ACT Scores to Southeast										
UNIT Totals			0	0.00						
Yield: No. Enrolled at Southeast										
UNIT Totals			0	0.00						

SUMMARY UNDERGRADUATE		
	Mean	Trend
Yield: No. Enrolled at Southeast		
UNIT Totals	0.0	

Additional Data Available at http://www.missourieconomy.org/occupations/occ_proj.stm

UNDERGRADUATE

Brief Conclusion from Data

No data was provided.

Additional Data or Comments

There is a strong market demand for historians trained in historic preservation. The Bureau of Labor Statistics' Occupational Outlook Handbook, 2008-09 Edition, projects overall employment of historians to grow 8% between 2006 and 2016. During this same period, museums, historical sites, and similar institutions are anticipated to see employment growth of approximately 36%, representing real opportunity for individuals holding the degrees in historic preservation and public history. The reality of the history profession today is that traditional academic settings such as junior colleges, colleges and universities represent only a small fraction of the places where historians are employed. Almost 57% of all historians are employed by some level of government (federal, state and local—excluding education), working as policy analysts, historic site administrators, public historians and historic preservationists. Combined with employment in professional services, consulting, museums and historic sites, it seems clear that the vast majority of historians are employed in public history professions, including HP (Bureau of Labor Statistics, Occupational Outlook Handbook, 2008-09 Edition, <http://www.bls.gov/oco/ocos054.htm>, accessed 9/19/09). There are currently no programs offering a degree in historic preservation in Missouri to help address this critical need or to prepare Missourians to take advantage of what is predicted to be a growing market.

In addition, as 1 of only 7 certified 4-year degree programs nationally, the program attracts a number of out-of-state students. These students would not attend

Southeast if not for the HP program. The response received annually from the university's mailing of program materials to high school students expressing interest in historic preservation is a further indication of the national demand for our program. In addition, although a number of our majors are out-of-state students, the majority of historic preservation majors are in-state students, indicating a need within Missouri and within the university for a historic preservation major.

Outside of the needs expressed by students, the program consistently receives a steady volume of calls from members of the community seeking information or help with their historic properties. For example, the program has completed several National Register of Historic Places nominations, including the Southeast Missourian, the Marquette Hotel, the H&H Building as well as several historic commercial districts. The program also works cooperatively with the Cape Girardeau Historic Preservation Commission to conduct Historic Resource Surveys, and has established ongoing relationships with the Greater Cape Girardeau Historic Society's Glenn House, the Cape River Heritage Museum and the Oliver House in Jackson to use as historic preservation learning laboratories for our students. As one of the primary academic outreach arms of the university in the area of public history, the historic preservation program routinely fields calls from people in the region inquiring about some aspect of historic preservation, ranging from tax credit information to listing on the National Register of Historic Places. In addition, the success of the field school in Ste. Genevieve, and the high level of support we have from the people in that community, are further indicators of the ways in which the program serves the region. The external demand for the program, both nationally and regionally, is extremely high.

Plan to Address

Continuing to market the program online and through mailings, maintaining active involvement in NCPE (National Council for Preservation Education), the National Trust for Historic Preservation's Main Street program, and publishing in the field will do much to keep the program in the public eye to take advantage of existing external demand.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

VI. QUALITY OF PROGRAM INPUTS

UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
ACT	23.67	25.25	24.40		
Selected Merit Scholarships	2.00	2.00	3.00		
High School GPA	3.66	3.31	3.82		
CBASE Composite	0.00	0.00	0.00		
CBASE English	0.00	0.00	0.00		
CBASE Math	0.00	0.00	0.00		
CBASE Science	0.00	0.00	0.00		
CBASE Social Studies	0.00	0.00	0.00		
CBASE Writing	0.00	0.00	0.00		

COMPARISONS UNDERGRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
ACT	23.20	22.24	21.10	23.20	22.38	21.20	23.47	22.59	21.10						
High School GPA	3.33	3.31		3.32	3.29		3.43	3.40							
CBASE Composite	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE English	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Math	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Science	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Social Studies	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Writing	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY UNDERGRADUATE		
Measure	Mean	Trend
ACT	24.50	Irregular
High School GPA	3.55	Irregular
CBASE Composite	0.00	Static

UNDERGRADUATE

Brief Conclusion from Data

The historic preservation program routinely attracts a high number of exceptional students. Although the program is relatively small, we routinely have 2 or 3 selected merit scholarships. The mean ACT score of HP majors is higher than college and university means for each year under review, with an overall mean of 24.5. High School GPAs are routinely higher than those of the university as a whole, and are higher than the college mean in 2 out of 3 years (AY07 and AY09).

Additional Data or Comments

All of the faculty teaching historic preservation courses have a Ph.D. in History, as well as additional degrees, certificates or experience in the areas of public history and historic preservation that they teach. All four faculty members in historic preservation have published scholarly monographs and journal articles.

Plan to Address

No need to address.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

VII. QUALITY OF PROGRAM OUTPUTS

WP003 UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
>= 9.5 (superior)	2	28.57	1	7.69	2	25.00				
8.0 - 9.0 (proficiency)	4	57.14	10	76.92	5	62.50				
7.0 - 7.5 (marginal pass)	0	0.00	1	7.69	0	0.00				
< 7.0 (fail)	1	14.28	1	7.69	1	12.50				
Unit First Time Pass Rate	7	100.00	13	100.00	8	100.00				
Unit Mean	7	8.57	13	8.26	8	8.43				

WP003 COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Mean	8.34	8.47	8.62		
College Pass Rate	98.49	98.91	98.32		
University Mean	8.25	8.34	8.35		
University Pass Rate	97.99	98.74	98.23		

WP003 SUMMARY UNDERGRADUATE		
Method	Mean	Trend
WP003 Mean	8.43	Irregular

UNDERGRADUATE

Brief Conclusion from Data

Program first time pass rates for WP003 are above both university and college rates. The program mean was slightly lower than the college mean in 2 of 3 years, but higher than the university mean in all 3 years.

Additional Data or Comments

The results of the writing exam are just one measure of quality output. Looking more broadly, the quality of program outputs for the historic preservation program is very high. In AY07, AY08 and AY09 41% of our graduating seniors graduated with Latin honors. In fact, the program has averaged about 40% of our students graduating with honors since 2002. Of the 32 students to graduate during the period under review, 2 graduated cum laude, 5 graduated magna cum laude, and 5

graduated summa cum laude. Of the 5 students to graduate with distinction from the department since 2006, 4 were HP majors and the 5th was an HP minor.

Graduating seniors rank the program very highly in terms of preparation for graduate study or professional employment in the field. In our exit survey of all graduating seniors, on a scale of one to five (with 1.0 being the highest possible score), 19 students who rated the program between fall 2007 and spring 2010 gave an average rating of 1.5.

Feedback from employers outside the university has also been very positive. In 2009, supervisors of interns from the historic preservation program rated the interns' performance on a numerical scale. Eight supervisors responded to the following questions:

The intern performed his/her duties in a professional manner.

The intern was well prepared for assigned duties.

In the future, I would accept or recommend another intern from Southeast Missouri State University

On a scale of one to five (with 1.0 being the highest possible score), supervisors gave our students a combined average rating of 1.3.

Graduates of the historic preservation program also enjoy a high rate of placement in either graduate programs or employment in the field of their choice, with an average 60% placement rate for the period under review, which rises to 75% for students out for more than one year.

In addition to a high placement rate, another measure of the quality of program outputs lies in the competitiveness and prestige of internship, graduate school and job placements for graduates. During the period under review HP students have interned at such various locations as the Minnesota Historical Society in St. Paul, MN; Pennsylvania Downtown Center, Harrisburg, PA; South Dakota State Historical Society (SHPO), Pierre, SD; Luther Center, Wittenberg, Germany; General Alfred M. Gray Marine Corps Research Center, Marine Corps University, Quantico, VA; Association of Midwest Museums, St. Louis, MO; Volkening Heritage Farm, Schaumburg, IL; Missouri Historical Society, St. Louis MO; Fort Ticonderoga, Ticonderoga, NY; Jamestown-Yorktown Foundation, Williamsburg, Virginia; Shropshire Archives, Castle Gates, Shrewsbury, England; National Park Service, Midwest Regional Office, Omaha, NE; San Francisco History Center, San Francisco, CA; Smithsonian American Art Museum, Washington, DC. These are all highly competitive and prestigious internship placements.

The program has graduates working in State Historic Preservation Offices in New Jersey, Illinois, Michigan, Arkansas, Mississippi, South Dakota, Kansas, Oklahoma and Alaska, as well as in the National Park Service, Missouri Department of Natural Resources, US Army Corps of Engineers, National Forest Service, and as Main Street managers in Missouri and Arizona, the deputy director of the state Main Street program in Wyoming, two field representative for the National Trust for Historic Preservation (Georgia and Missouri), and numerous other state and local historic sites.

In addition to student success, program faculty are also active professional

Plan to Address

No need to address beyond continuing to maintain effective monitoring of above identified program evaluations.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

VIII. CURRENCY OF CURRICULUM

UNDERGRADUATE

What steps have you taken to ensure that your programs and courses are up-to-date and effective?

The program maintains an active relationship with NCPE (National Council for Preservation Education) and regularly interacts with other HP programs to discuss curricular concerns. The program coordinator (PC) is attending a symposium on undergraduate historic preservation education—the first of its kind—in June at Mary Washington University. In addition, faculty invite working professionals into the classroom to discuss what students need to know in order to be successful in the field. The PC regularly consults with internship supervisors about how well students are prepared and what they might need to know in order to be better prepared. The program also conducts an exit interview with all graduating seniors to ask about their preparation and how the program could have prepared them more effectively. The PC also maintains contact with graduates who are employed in the field to seek their advice on ways of improving the program. In addition to general ideas for improvement, specific project proposals and curricular changes are discussed in order to help the PC evaluate the effectiveness of the proposed changes. Based on this ongoing review and assessment, the program purchased PastPerfect software last fall which will be incorporated into HP420 beginning next fall. In addition, 2 new courses were created and the program was updated to create a category for HP electives. This revision was approved by College Council October 6, 2009.

Although this review focuses on the undergraduate program, many HP courses are dual enrollment and provide the foundation for our graduate program. The graduate program was completely revised to create an innovative MA in Public History with HP and Heritage Education options. This program was approved by the Board of Regents March 25, 2010.

Program Review Final University Committee Chair Comments

IX. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY TO THE SOUTHEAST MISSION

UNDERGRADUATE

The historic preservation program exemplifies Southeast's mission of providing professional education grounded in the liberal arts. Our program is a history-based program, giving students a solid foundation in the discipline. In addition, every student in historic preservation is engaged in numerous experiential learning activities distributed throughout each and every core requirement. Many of these experiential learning activities enable the university to serve the social, cultural, and economic life of the region and state by bringing public history activities to the community. The summer field school in Ste. Genevieve, for example, is an important way in which the program helps the university accomplish its mission to the region. In addition, our involvement in various local history museums, cooperative endeavors with the Center for Regional History, Cape Girardeau Historic Preservation Commission and the State Historic Preservation Office, and participation in the local Main Street program all contribute directly toward the university accomplishing its stated mission. As one indicator of the impact of the program on local history and the economy, of the 29 individually listed properties on the National Register of Historic Places in the city limits of Cape Girardeau, 14 of them were prepared by program students working with faculty and 6 by graduates of the program, including the nominations that made possible the rehabilitation of the Marquette Hotel and the Southeast Missourian building. Of the 9 districts in the city, 3 were done by graduates and 3 by students working with faculty. In addition, we are contacted numerous times during the year by citizens of the region wishing to learn more about the history of their properties, or requesting assistance in completing National Register nominations. Classes have routinely worked in various local historical museum and sites, creating and installing exhibits or developing furnishing plans and heritage education materials. This kind of volunteer work engaged in by the program on behalf of the community not only gives students valuable experience supplementing their professional education, but is a tangible contribution by the university to the social, cultural and economic life of the region. The Historic Preservation program has a huge impact on the community and is an essential component of Southeast's ability to achieve its overall mission in a high quality fashion. In addition, as one of only 7 certified four-year degree programs in historic preservation nationally, the program has a strong national reputation and attracts a number of out-of-state students who come to Southeast specifically to major in historic preservation thereby also contributing significantly to the economic life of the community.

Program Review Final University Committee Chair Comments

X. PLANNING FOR THE FUTURE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years? What components would be phased out? What components would be reduced in size? What components will have grown? What new components will have been developed? What other units might be involved in the new components?

UNDERGRADUATE

The program was extensively evaluated and revised in AY10. Approved by the College Council in October 2009, we believe the revised program responds to changing needs and opportunities in the field. As part of our ongoing and continuous program evaluation, program faculty continually evaluate and make changes in response to market and student demand.

After careful review, we believe the basic structure of the historic preservation program is sound and should not be reconfigured in its essentials beyond our ongoing commitment to respond to market, field and student demands. With four faculty members assigned to the program with expertise in each of the four program specialties (built environment preservation, archives, historic site administration and museum studies), the program is able to prepare students for a wide range of careers in the field of historic preservation and public history. The current structure allows for both specialization in the various fields offered by the historic preservation program and programmatic support in the various teaching areas required by the BSEd in Social Studies and the BA in History. Currently program faculty cover important content areas for both the BA and BSEd, including African American studies, women's history, labor history, American West, American Foreign Relations, Colonial and modern America.

If current program growth continues it may become necessary to either limit enrollments or hire an additional faculty member to assist with the introductory, research methods and built environment classes. The maximum size of the program with current staffing levels is approximately 75 majors. The program will be able to accommodate growth from the current 57 majors to the mid-60s with no major changes. If we rise to the low-70s we anticipate adding another section of HP200 per year. Accommodating more than 75 majors, however, will require adding an additional faculty member.

Possible new components for the program could involve increased collaboration with the College of Business, particularly in the area of Entrepreneurship, and with Political Science, particularly in the area of Not-for-Profit Management. Although these collaborations may end up occurring at the graduate level, since many of the HP courses are dual enrollment, it would help overall enrollment in these courses.

Program Review Final University Committee Chair Comments

DEANS' COMMENTS

Historic Preservation is a program in an unusual position. On the one hand, it is an integral part of the History Department; all instructors who teach US history except one are also Historic Preservation faculty and these faculty routinely teach survey courses every semester. Historic Preservation is integral to the new MA in Public History and graduate certificates in Historic Preservation and Heritage Education. On the other hand, it is a distinct program within the History Department with specific content and needs that make it more comparable to other programs that are more likely to be found in schools of architecture or design. As such, comparing it with history programs is not entirely appropriate and this is likely why its mean SCHR and high overall cost per SCHR are so far from the Delaware means for history programs. Since Southeast does not have programs in architecture, I do not think that a meaningful comparison is to be found by looking at other programs on campus. If Delaware data for schools of architecture or design at other institutions are available to the Program Review Committee, I would recommend that they use those as the proper metrics for comparison and that they measure this program against those data.

The Department has addressed the issue of courses with low enrollment very adequately in its response. I would particularly call attention to the observation that the program has averaged approximately 100 off-load credit hours over the past five years which are typically not taken into account when course enrollments are considered.

The issue of participation in University Studies also is influenced by this program's unique status and is, in the words of the department, "an artifact of the data set". There is a departmental, rather than a program, commitment to University Studies and it is one that is being met. However, when a faculty member who is part of the Historic Preservation program teaches a University Studies course, that course is listed as a History course, not a Historic Preservation course; this of course, will skew the data in a way that makes it appear as if there is a lack of participation in University Studies by Historic Preservation faculty.

In summary, the Historic Preservation program is a unique, nationally recognized program that brings a high level of visibility to the department and the University. Its professors have high visibility in the community through their service activities with local government and non-profit agencies, museums, and historical associations. Its students have successfully completed high visibility internships regionally and nationally and its graduates have a high rate of placement in graduate school or employment related to the field. The History Department stands to gain financially in the future from endowments and scholarships that are specifically related to this program, such as the Marler Endowed Chair, with a projected \$1 million bequest and the Kraft Scholarship Fund with an estimated value of at least \$250,000. Due to its unique status, this program is also one that can benefit the University by attracting out of state students and plans are in process to increase recruiting efforts nationally. It is highly deserving of continued support from the University in the future.

Final University Committee Chair Comments on Entire Document

The Historic Preservation program endorses the recommendations of the Program Review Committee, that we implement a marketing strategy to increase our number of majors from 57 to 75 with existing resources. The HP program and Department of History have already begun this effort, in conjunction with the Admissions Office and Marketing/University Relations. Last fall, at our request, the Admissions Office increased their contacts with prospective students, from Missouri and the immediate vicinity, to a national base. We also developed a new undergraduate brochure, with the assistance of Marketing/University Relations, last fall. The department followed up each Admissions contacts with a personal letter from the department chair, which highlighted the HP program. Included with each letter was a copy of the new HP brochure. The number of letters to these prospects in 2009-2010 was triple the average number sent over the previous three years. Fall enrollments have already shown improvements, with HP100 - the introductory class - at an all time high of 31 (the average over the past four years has been 22-26). With several First STEPs and scheduled transfer registrations still pending, we would anticipate final enrollment at 32-35. The department and HP program will continue these efforts, and consider other measures to increase enrollments of majors and minors, over the next 2-5 years. Among the efforts we will be making will be to update the program website, engage more actively in social media, cooperate in marketing efforts through the National Council on Public History, and expand our participation in regional college recruiting fairs.

Provost's Decision