

## 2007 MASTER PLAN/PROGRESS REPORT

**Educational Support Unit: Department of Performing Arts**

**Person Responsible: Michele Martin, Head**

**Date Submitted: July 20, 2007**

**Mission:** The Department of Performing Arts provides the opportunity for students to develop their talent and potential as creative artists in music and theatre arts and as music educators. To this end the department offers curricula and experiences in music and theatre performance, music technology, and theatre production technology and design that prepare students for professional careers in performance, theatrical design and music education and to enter graduate studies. By incorporating a liberal arts core, the undergraduate curricula enable students to relate music and theatre arts to historical, sociological, and economic developments and contexts.

To students with other majors, the Department of Performing Arts provides service and performance courses and opportunities that enhance the quality of the liberal arts education and enrich the lives of all students.

To the university and region, the Department of Performing Arts offers concerts and performances and participates at appropriate functions and ceremonies that enrich, entertain, and enhance the institution and community spirit.

To music and theatre as an art and profession, the Department of Performing Arts increases artistry, leadership, understanding, dignity, and respect through education, collaboration, and contribution.

**Institutional Mission Reference:** The Department of Performing Arts supports the university's mission by: 1) offering an associate curriculum, three baccalaureate curricula with numerous concentrations, a graduate curriculum, and a post-baccalaureate certification program distinguished by academic excellence and reflective of the best current professional practices in design and pedagogy; 2) promoting major success through excellence in teaching, effective integration of current technology into departmental classrooms, continuous program assessment, effective academic advising, and individual student mentoring; 3) establishing and maintaining university-community collaboration through the department's regional cultural and educational objectives and projects; 4) promoting faculty professional development by emphasizing faculty accomplishments in discipline-specific research, and creative and scholarly activities; 5) maintaining a sense of community that encourages intellectual-creative endeavor, ethical and civic responsibility, and respect for cultural diversity; 6) cultivating the skills necessary for critical and effective expression through general studies course work and mandated performance and teaching experiences; and 7) promoting an understanding of the global multicultural community through major and service course work and performance projects.

### Assessment Methods Utilized:

- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Internally-developed Survey (Sophomore Interview)
- Faculty Roster
- Annual Performance Review (APR)
- Community Involvement
- Exit Survey/Interview/Exam (GSES: Graduating Student Exit Survey)
- Grant Activity

### Data Repository Location:

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SFA 203 - Performing Arts Office

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**Educational (Support Unit) Performance Objective 1:** Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.

| <u>Expected Level of Achievement</u>  | <u>Actual Data From Assessment</u>  | <u>Actions/Decisions</u>   |  |  |  |
|---|---|--|--|--|--|
| <p>4.25 (85%) score on the “university/community service” portion of the APR earned by 85% of evaluated departmental faculty.</p> <p>3.20 (80%) approval rating on completed audience concert/theatre evaluation questionnaires. (4.0&gt;1.0 scale)</p> <p>4.50 (90%) approval rating on completed symposium/workshop evaluation surveys.</p> <p>Minimum of twenty-five presentations of on campus events and programs open to university students and personnel and the Southwestern Louisiana Region offered by PART with participation of full time faculty during each calendar year.</p> | <p>100% of the evaluated PART faculty earned 4.25 (85%) on the “university/community service” portion of the APR.</p> <p>The approval rating on audience evaluation questionnaires for concert and theatrical events was 3.82 (95%) for the 2006-2007 events season.</p> <p>No symposium/workshop evaluations were completed during 2006-2007.</p> <p>PART exceeded its expected level of activity for the 2006-2007 academic year by +19 %, offering 31 cultural events on campus including the following major programs:</p> <table border="1" data-bbox="737 1195 1341 1474"> <tr> <td data-bbox="737 1195 1341 1256">6 Main Stage McNeese Theatre productions (26 performances; 1 guest director, national reputation).</td> </tr> <tr> <td data-bbox="737 1256 1341 1349">8 Faculty Recitals including a live international internet recital with Rick Condit and artists from New York and Romania.</td> </tr> <tr> <td data-bbox="737 1349 1341 1474">7 Guest Artist Recitals including Jessica Quiñones, flute; Wanda Brister, mezzo-soprano; Alan Huckleberry, piano; and the Southwest Wind Quintet</td> </tr> </table> | 6 Main Stage McNeese Theatre productions (26 performances; 1 guest director, national reputation). | 8 Faculty Recitals including a live international internet recital with Rick Condit and artists from New York and Romania. | 7 Guest Artist Recitals including Jessica Quiñones, flute; Wanda Brister, mezzo-soprano; Alan Huckleberry, piano; and the Southwest Wind Quintet | <p><b>R</b> A PART ad hoc committee was established in fall 2006 to analyze the current faculty evaluation process and articulate recommended change to the faculty in fall 2007. The committee’s recommendations and subsequently faculty actions may impact all objectives involving faculty achievement. Possible recommendations may include peer review and mentor components.</p> <p><b>D</b> This performance objective has consistently been a strength for all PART faculty. The <u>PART Academic Coordinator’s Committee (PACC)</u> will review the current expected level of achievement in light of collected data and perhaps recommend an increase.</p> <p><b>R</b> <u>Theatre Faculty Committee and Music Performance Committee.</u> Revise the audience and symposium/workshop evaluation questionnaires to reflect a 5.00&gt;1.00 scale to conform with other evaluation tools for use in fall 2007.</p> <p><b>M</b> <u>PACC.</u> Continue to monitor the level of activity of on campus presentations and events to maintain a high level of achievement. All faculty formal job descriptions contain language to support his activity. Collaborative projects which share expenses will be most encouraged.</p> |
| 6 Main Stage McNeese Theatre productions (26 performances; 1 guest director, national reputation).  |   |  |  |  |  |
| 8 Faculty Recitals including a live international internet recital with Rick Condit and artists from New York and Romania.  |   |  |  |  |  |
| 7 Guest Artist Recitals including Jessica Quiñones, flute; Wanda Brister, mezzo-soprano; Alan Huckleberry, piano; and the Southwest Wind Quintet  |   |  |  |  |  |

|   |   |   |
|---|---|---|
| <p>Continued PART collaboration with area arts organizations through collaborative presentations, facilities sharing, and faculty participation in area arts organization concerts and presentations.</p> | <p>The department continued its collaboration with</p> <ol style="list-style-type: none"> <li>1) Lake Charles Community Band (10 concerts) (shared conductor and performers)</li> <li>2) Frances G. Bulber Youth Symphony (2 concerts) (sponsorship for rehearsal and performance space)</li> <li>3) Lake Charles Civic Symphony (6 concerts) shared performance personnel - 8 faculty; 5 students; Joint Performance with MSU Choral organization of Orff's <i>Carmina Burana</i>; 4/07</li> <li>4) Louisiana Choral Foundation (4 performances) (shared conductor and faculty soloist performers)</li> <li>5) Lake Charles Little Theatre (shared facilities; internship performances)</li> <li>6) District V Music Teachers (2006 Summer Choral Camp; The Southwest Louisiana PAS Day of Percussion, 04/07; "Mozart Plays the Palace")</li> <li>7) Lake Charles Piano Teachers Association (co-sponsored recital: Alexandre Dossin, piano )</li> <li>8) Lake Charles Messiah Chorus, 67<sup>th</sup> Annual Messiah Performance</li> <li>9) Good Shepherd Summer Concert Series; faculty recital; 6/07</li> <li>10) Banners/LPB Broadcast performance: "Keith Gates' <i>American Requiem</i>; 3/07; MSU Wind Symphony and Chamber Choir.</li> <li>11) <i>Pastiche</i> presented five school district residencies in LA.</li> </ol> | <p><b>M</b> <u>PACC</u>. Continue to monitor the level of activity of collaborative presentations and events to maintain substantial activity.</p> <p><b>R</b> <u>Theatre Faculty Committee</u>. Review the on campus Theatre Festival Competition for secondary school drama programs and propose changes that will lead to a more participatory annual event.</p> <p><b>D</b> <u>Theatre Faculty Committee</u>. Feasibility study relating to formal internships between program students and regional civic performance organizations will be undertaken during the 2007-2008 academic year.</p> |
|---|---|---|



**Educational (Support Unit) Performance Objective 2:** Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.

| <u>Expected Level of Achievement</u>  | <u>Actual Data From Assessment</u>   | <u>Actions/Decisions</u>                  |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
|---|--|---|--|-------------------|--|---|--|----------------------------|--|---|--|--------|-------|------------|------|------|---|------|------|---|---------|------|---|--------------|-------------|-----------|--------|-------|------------|------|------|---|------|------|---|---------|------|---|--------------|-------------|-----------|---|
| <p>PART SEI score of 4.50/5.00 (90%) or above earned for the calendar year. PART SEI score above that of the composite university SEI for the calendar year.</p> <p>4.50/5.00 (90%) SEI score earned by 85% of evaluated PART faculty members for the calendar year.</p> <p>4.50 (90%) score on the “teaching” portion of the APR earned by 85% of evaluated PART faculty.</p> <p>4.25/5.00 (85%) score on the departmental quality question administered as part of the GSES (Graduating Students Exit Survey).</p> <p>4.25/5.00 (85%) score on all specific quality of teachers/instruction questions administered as part of the GSES (Graduating Students Exit Survey).</p> | <p>PART SEI for 2006 was 4.69 (93.89%), +.19 (+3.89%) above the established goal and +.03 (+3.21%) above the 2005 PART SEI score. PART SEI exceeded the 2006 University SEI score, 4.47 (89.48%), by +.22 (+4.41%).</p> <p>91.67% (22/24) of PART faculty earned a SEI of 4.50 or above in 2006.</p> <p>100% (24/24) of PART faculty evaluated for 2006 APR earned a minimum of 4.50 (90%) in the “Teaching Accomplishment” category.</p> <table border="1" data-bbox="737 675 1341 898"> <tr> <td colspan="2">APR “Teaching Accomplishment” Components:</td> </tr> <tr> <td>1. SEI score: 50%</td> <td></td> </tr> <tr> <td>2. Dept. Head Evaluation of Teaching (including voluntary class observations and advising duties, if assigned): 20%</td> <td></td> </tr> <tr> <td>3. Teaching portfolio: 10%</td> <td></td> </tr> <tr> <td>4. Department Goals (including collegiality): 20%</td> <td></td> </tr> </table> <p>2006-07 GSES departmental quality scores:</p> <table border="1" data-bbox="737 959 1341 1117"> <thead> <tr> <th>Degree</th> <th>Score</th> <th>Response #</th> </tr> </thead> <tbody> <tr> <td>B.A.</td> <td>3.50</td> <td>4</td> </tr> <tr> <td>B.M.</td> <td>4.63</td> <td>8</td> </tr> <tr> <td>B.M.Ed.</td> <td>3.50</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>4.14</b></td> <td><b>14</b></td> </tr> </tbody> </table> <p><b>Result was – .11 (- 2.2%) below expected level of achievement.</b></p> <p>2006-07 GSES quality of instruction scores:</p> <ol style="list-style-type: none"> <li>Quality of teachers within the program based on instruction given:</li> </ol> <table border="1" data-bbox="737 1304 1341 1461"> <thead> <tr> <th>Degree</th> <th>Score</th> <th>Response #</th> </tr> </thead> <tbody> <tr> <td>B.A.</td> <td>4.22</td> <td>4</td> </tr> <tr> <td>B.M.</td> <td>4.56</td> <td>8</td> </tr> <tr> <td>B.M.Ed.</td> <td>4.67</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>4.48</b></td> <td><b>14</b></td> </tr> </tbody> </table> <p><b>Result was +.23 (+4.60%) above expected level of achievement.</b></p> | APR “Teaching Accomplishment” Components: |  | 1. SEI score: 50% |  | 2. Dept. Head Evaluation of Teaching (including voluntary class observations and advising duties, if assigned): 20% |  | 3. Teaching portfolio: 10% |  | 4. Department Goals (including collegiality): 20% |  | Degree | Score | Response # | B.A. | 3.50 | 4 | B.M. | 4.63 | 8 | B.M.Ed. | 3.50 | 2 | <b>Total</b> | <b>4.14</b> | <b>14</b> | Degree | Score | Response # | B.A. | 4.22 | 4 | B.M. | 4.56 | 8 | B.M.Ed. | 4.67 | 2 | <b>Total</b> | <b>4.48</b> | <b>14</b> | <p><b>A</b> In April 2007, PART department head met with faculty whose 2006 composite SEI was below 4.50 to discuss specific issues that had been communicated through written student comments.</p> <p><b>D</b> Faculty will be required to complete course summary sheets beginning fall 2007. Completed summary sheets will be submitted as a component of the teaching portfolio in spring 2008.</p> <p><b>A</b> The PART department head met with <u>Theatre Faculty Committee</u> in May 2007 to discuss the lower than expected level of achievement on the GSES. The Theatre Faculty Committee will monitor these scores for negative trends.</p> |
| APR “Teaching Accomplishment” Components:   |  |   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| 1. SEI score: 50%   |  |   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| 2. Dept. Head Evaluation of Teaching (including voluntary class observations and advising duties, if assigned): 20%   |  |   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| 3. Teaching portfolio: 10%  |  |   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| 4. Department Goals (including collegiality): 20%   |  |   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| Degree  | Score  | Response #                                |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| B.A.  | 3.50   | 4   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| B.M.  | 4.63   | 8   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| B.M.Ed.   | 3.50   | 2   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| <b>Total</b>  | <b>4.14</b>  | <b>14</b>                                 |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| Degree  | Score  | Response #                                |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| B.A.  | 4.22   | 4   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| B.M.  | 4.56   | 8   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| B.M.Ed.   | 4.67   | 2   |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |
| <b>Total</b>  | <b>4.48</b>  | <b>14</b>                                 |  |                   |  |   |  |                            |  |   |  |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |        |       |            |      |      |   |      |      |   |         |      |   |              |             |           |   |

Annual PART recruitment and retention rates will meet or exceed the recruitment and retention rates of the College of Liberal Arts (COLA).

2. Quality of instruction scores within specific major courses:

| <i>Degree</i> | <i>Score</i> | <i>Response #</i> |
|---------------|--------------|-------------------|
| B.A.          | 4.29         | 4                 |
| B.M.          | 4.34         | 8                 |
| B.M.Ed.       | 4.67         | 2                 |
| <b>Total</b>  | <b>4.37</b>  | <b>14</b>         |

**Result was +.12 (+2.4%) above expected level of achievement.**

3. Faculty demonstrated concern for students:

| <i>Degree</i> | <i>Score</i> | <i>Response #</i> |
|---------------|--------------|-------------------|
| B.A.          | 4.25         | 4                 |
| B.M.          | 4.88         | 8                 |
| B.M.Ed.       | 5.00         | 2                 |
| <b>Total</b>  | <b>4.71</b>  | <b>14</b>         |

**Result was +.21 (+4.2%) above expected level of achievement.**

**Enrollment Rate Totals (14<sup>th</sup> Class Day):**

|         | <b>Fall 2005</b> | <b>Fall 2006</b> | <b>% Change</b> |
|---------|------------------|------------------|-----------------|
| PART UG | 115              | 110              | -4.3%           |
| COLA UG | 1,216            | 1,103            | -9.3%           |
| PART G  | 7                | 10               | +43%            |
| COLA G  | 54               | 53               | -2%             |
| PART    | 122              | 120              | -1.6%           |
| COLA    | 1,270            | 1,156            | -8.9%           |

**While experiencing a decrease in total enrollment from fall 2005 to fall 2006, PART's decrease was less than COLA and less than that of the university.**

**New Student Enrollment Rates (14<sup>th</sup> Day of Class):**

| <i>PART</i> | <i>Freshmen</i> | <i>Grads.</i> | <i>Transfer</i> | <i>Total</i> |
|-------------|-----------------|---------------|-----------------|--------------|
| Fall 05     | 21              | 2             | 6               | 29           |
| Fall 06     | 26              | 2             | 4               | 32           |
|             | <b>+23.8%</b>   | <b>0%</b>     | <b>-34%</b>     | <b>+10%</b>  |
| <b>COLA</b> |                 |               |                 |              |
| Fall 05     | 147             | 16            | 49              | 212          |
| Fall 06     | 153             | 12            | 43              | 208          |
|             | <b>+4%</b>      | <b>-25%</b>   | <b>-12.2%</b>   | <b>-1.8%</b> |

**A** A statement concerning the responsibility to actively participate in student recruiting appears in all PART faculty job description documents. Greater success in recruiting, resulting in higher enrollment figures for first-time students, both undergraduate and graduate, is anticipated with the hire of five new faculty members and the stability and diverse ideas these hires bring to the recruiting process.

**R** The PART recruiting teams will meet in early fall 2007 to review recruiting processes and if necessary, recommend change and/or new projects.

**C** Part department head will hold and "open forum" for all PART students in November where students may voice any concerns or ideas.

100% of PART full time performance and ensemble faculty will participate in 5 or more recruiting and/or retention activities/events.

4.50/5.00 (90%) score earned by 100% of the advising faculty on the advising component of the APR.

**PART experienced an increase of +10% in new student enrollment, while COLA experienced a decreased of -1.8%**

**Retention Rates:**

| <i>PART</i> | <i>FTF</i>   | <i>UG</i>    |
|-------------|--------------|--------------|
| Fall 05     | 21           | 115          |
| Fall 06     | 12           | 79           |
|             | <b>57.1%</b> | <b>68.7%</b> |
| <i>COLA</i> |              |              |
| Fall 05     | 145          | 1,216        |
| Fall 06     | 85           | 738          |
|             | <b>58.6%</b> | <b>60.7%</b> |

**PART's retention rate for FTF between fall 2005 and fall 2006 was -1.5% below COLA. PART's retention rate for all undergraduates between fall 2005 and fall 2006 was +8% great than that of COLA.**

100% (19) of PART full time performance and ensemble faculty participated in 5 or more recruiting and/or retention activities/events including:

- Visitations to secondary school drama and music programs in Louisiana and Texas.
- 2 on-campus Music Scholarship Recruiting Days
- Theatre and Music Program posters were produced and distributed to Louisiana and Texas secondary programs.
- Faculty presented teaching clinics at secondary band/ and choral programs and associations of directors.
- MSU Theatre website became active.
- MSU Theatre hosted the regional theatre festival.
- Music faculty attended TMEA and LMEA conventions.
- MSU Marching Band hosted "Senior Day."
- Music faculty presented in-service workshops for LA music teachers.
- Theatre and Music faculty judged
- McNeese faculty hosted "Southeast Louisiana Day of Percussion."
- Faculty participated in "Cowboy Q and A Day."

100% of the advising faculty earned 4.50 (90%) or above on the advising component of the 2006 APR

**D** A *PART Music Performance Study Handbook* is being developed and will be placed on the PART web in August 2007.

**R** The *PART Student Handbook* is being revised for placement on the departmental web in August 2007.

**R** The *MSU Theatre Performance Handbook* is being revised and condensed for placement on the departmental and Theatre webs in August 2007.

**C** The PART department head will hold an orientation session with all new students during MUSC 190 and THEA 101 on August 23 and 24, 2007.

**A** All PART faculty who advise were trained on the Banner System in spring 2007.

4.50/5.00 (90%) score on all specific quality of advising questions administered as part of the GSES (Graduating Students Exit Survey).

2006-07 GSES quality of advising scores:

| <i>Degree</i> | <i>Score</i> | <i>Response #</i> |
|---------------|--------------|-------------------|
| B.A.          | 4.79         | 4                 |
| B.M.          | 4.94         | 8                 |
| B.M.Ed.       | 4.83         | 2                 |
| <b>Total</b>  | <b>4.88</b>  | <b>14</b>         |

**Result was +.38 (+7.6%) above expected level of achievement.**

All PART advising faculty attended Banner training session offered in spring 2007.

**R/A** The PART advising system was revised in fall 2006. New program coordinators and additional advisors were named. The *PART Advising Handbook* was revised in fall 2007.

**D** A *PART Program Coordinator Handbook* was developed and distributed in fall 2006.

**Educational (Support Unit) Performance Objective 3:** Demonstrate commitment to research and creative and scholarly activity.

| <u>Expected Level of Achievement</u>  | <u>Actual Data From Assessment</u>  | <u>Actions/Decisions</u> |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
|---|---|--------------------------|---------------|---|---|--------------|--|---------------|---|----------|---|----------|----|-------|-----|-------------------------------------|--|---------------|---|----------|---|----------|---|-----------------------|--|--------------|---|--------------|---|----|---|----------------|---|------------------------------------|--|----------|----|----------|----|----------------------|--|----------|---|----------|---|---|
| <p>4.50 (90%) score on the “performance/research/professional activities” portion of the APR earned by 85% of evaluated PART faculty.</p> | <p>100% of PART faculty evaluated for APR earned 4.50 or 90% on the “performance/research/professional activities” portion.</p> <p>2006 Faculty Activities Summary</p> <table border="1" data-bbox="730 492 1344 1284"> <thead> <tr> <th><i>Activity Type</i></th> <th><i>Number</i></th> </tr> </thead> <tbody> <tr> <td>Successful Competitive Auditions – Regional</td> <td>2</td> </tr> <tr> <td>Performances</td> <td></td> </tr> <tr> <td>    International</td> <td>4</td> </tr> <tr> <td>    National</td> <td>8</td> </tr> <tr> <td>    Regional</td> <td>87</td> </tr> <tr> <td>    Local</td> <td>164</td> </tr> <tr> <td>Academic Presentations/Publications</td> <td></td> </tr> <tr> <td>    International</td> <td>1</td> </tr> <tr> <td>    National</td> <td>9</td> </tr> <tr> <td>    Regional</td> <td>3</td> </tr> <tr> <td>Creative Publications</td> <td></td> </tr> <tr> <td>    Compositions</td> <td>3</td> </tr> <tr> <td>    Arrangements</td> <td>4</td> </tr> <tr> <td>    CD</td> <td>1</td> </tr> <tr> <td>Grants Awarded</td> <td>8</td> </tr> <tr> <td>Professional Clinician/Adjudicator</td> <td></td> </tr> <tr> <td>    National</td> <td>11</td> </tr> <tr> <td>    Regional</td> <td>21</td> </tr> <tr> <td>Professional Offices</td> <td></td> </tr> <tr> <td>    National</td> <td>4</td> </tr> <tr> <td>    Regional</td> <td>6</td> </tr> </tbody> </table> <p><u>Selected Accomplishments:</u></p> <ol style="list-style-type: none"> <li><i>Rick Condit</i> performed four concerts in Romania during summer 06 as part of his Senior Fulbright Teaching Project.</li> <li><i>Bill Rose</i> participated in the 1006 ISYM Trombone Camp at the University of Illinois in Urbana in July</li> </ol> | <i>Activity Type</i>     | <i>Number</i> | Successful Competitive Auditions – Regional | 2 | Performances |  | International | 4 | National | 8 | Regional | 87 | Local | 164 | Academic Presentations/Publications |  | International | 1 | National | 9 | Regional | 3 | Creative Publications |  | Compositions | 3 | Arrangements | 4 | CD | 1 | Grants Awarded | 8 | Professional Clinician/Adjudicator |  | National | 11 | Regional | 21 | Professional Offices |  | National | 4 | Regional | 6 | <p><b>C</b> This performance objective has been a consistent area of strength as reflected in the assessment data. The PART department head will continue to seek additional professional travel funds and encourage faculty to seek external grants.</p> |
| <i>Activity Type</i>  | <i>Number</i>   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Successful Competitive Auditions – Regional   | 2   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Performances  |   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| International   | 4   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| National  | 8   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Regional  | 87  |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Local   | 164   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Academic Presentations/Publications   |   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| International   | 1   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| National  | 9   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Regional  | 3   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Creative Publications   |   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Compositions  | 3   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Arrangements  | 4   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| CD  | 1   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Grants Awarded  | 8   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Professional Clinician/Adjudicator  |   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| National  | 11  |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Regional  | 21  |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Professional Offices  |   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| National  | 4   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |
| Regional  | 6   |                          |               |   |   |              |  |               |   |          |   |          |    |       |     |                                     |  |               |   |          |   |          |   |                       |  |              |   |              |   |    |   |                |   |                                    |  |          |    |          |    |                      |  |          |   |          |   |   |

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| <p>PART faculty are expected to support student performance and scholarly achievement by entering students in regional and national competitions.</p> | <p>06 as a recitalist and clinician.</p> <ol style="list-style-type: none"> <li>3. <i>Pastiche</i> (Lonny Benoit, Jan Scott, and Dave Scott) performed at St. Olaf College, the University of Minnesota, and Bemidji State University in September 06.</li> <li>4. <i>Carol Lines</i> scholarly work on the songs of Lori Laitman are referenced in Carol Kimball's 2<sup>nd</sup> edition of <i>Song</i>.</li> <li>5. <i>Rod Lauderdale</i> won an advertised audition for 2<sup>nd</sup> horn with the Symphony of South East Texas.</li> <li>6. <i>Christy Vogt</i> presented a piano pedagogy workshop at the Illinois Music Teachers State Convention in November 2006.</li> <li>7. <i>Darryl Jones</i> conducted the Louisiana Choral Foundation in 4 concerts during its 2006 season.</li> <li>8. <i>Charles McNeely</i> was the coordinator for the directing auditions at KC/ACTF in Tulsa, OK in spring 2006.</li> <li>9. <i>Michael Buckles</i> presented a recital on the "Midday Recital Series" at Delgado Community College in New Orleans.</li> <li>10. <i>Jeffrey Lemke</i> was adjudicator at the Music Festivals USA Invitational Band Festivals in Williamsburg, Orlando, and Virginia Beach in spring 2006.</li> <li>11. <i>Judy Hand</i> received a grant to support the guest appearance of Jessica Quinones at the Louisiana Flute Association Convention.</li> <li>12. <i>Karen Ganz</i> collaborated with the international flute performer, Jessica Quinones, in a recital sponsored by the LA Flute Society.</li> <li>13. <i>Bryan Proksch</i> presented a paper on Haydn and Schoenberg at the Internationales Symposium: Mozart und Schönberg in Vienna, Austria in September 2006.</li> </ol> <p>In September 2006, 2 trumpet students won auditions to play with the Rapides Symphony during the 2006-2007 season.</p> <p>Two students won first and second place in their vocal divisions at the Louisiana Chapter of NATS Student Auditions in March 2006 at LSU.</p> <p>In fall 2006, a student violist won a position with the Lake Charles Symphony.</p> | <p>C PART faculty will be encouraged to identify additional external performance opportunities for their students.</p> |
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|  | <p>Two string students were chosen to perform with the Symphony of South East Texas.</p> <p>A string student was chosen to perform with the Rapides Symphony.</p> <p>In January 2007, a clarinet student won the annual Rapides Symphony Young Artists Competition in competition with graduate and undergraduate student throughout the state.</p> |  |
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**Educational (Support Unit) Performance Objective 4:** Utilize resources efficiently and effectively to support the university mission.

| <u>Expected Level of Achievement</u>  | <u>Actual Data From Assessment</u>  | <u>Actions/Decisions</u>  |
|---|---|---|
| <p>PART will maintain a viable plan for the orderly acquisition of technology and equipment to adequately support its academic programs and artistic mission and actively seek funding from external and internal sources.</p> <p>PART faculty will apply for a minimum of five external grants annually to support their educational and professional work.</p> <p>PART will seek new funding for scholarships to support students who demonstrate academic and artistic talents.</p> <p>PART will continue to integrate technology into departmental courses to attain the following levels:</p> <ol style="list-style-type: none"> <li>1. 100% of all courses will utilize Blackboard; at a minimum syllabi will be posted.</li> </ol> | <p>In fall 2006, the acquisition plan was updated for inclusion in the NASM self-study.</p> <p>TASC funds spent in 2006-2007 for technology and equipment needs:</p> <ol style="list-style-type: none"> <li>1. \$ 27,152 for software upgrade of TASC Lab in SFA 201.</li> <li>2. \$1,975 for purchase of projection TV for SFA 206 to allow students better vision of educational materials.</li> <li>3. \$7,495 for purchase of bass clarinet for the Band Program.</li> </ol> <p>Three external grants were received during the 2006-2007 academic year:</p> <ol style="list-style-type: none"> <li>1. Lonny Benoit: ArtsNet Grant to present a series of percussion workshops at a local youth residence facility.</li> <li>2. Judy Hand: \$ 1,000 Brannen Brothers Flute Fund performance grant for guest artist project.</li> <li>3. Carol Lines: \$ 1,000 Discipline Enrichment through COLA to attend an international conference on vocal arts.</li> </ol> <p>The Friends of MSU Theatre provided over \$ 7,000 in new scholarship funds for the 2006-07 academic year.</p> <p>A gift from the Hardtner Family in the amount of \$ 10,000 funded the Hardtner Performance Scholars Award for the 2006-2007 academic year (6 students).</p> <p>The Dr. Fred Sahlmann Endowed Music Scholarship was awarded for the first time in spring 2006.</p> <p>100% of all PART courses utilized Blackboard for syllabi posting during the 2006-2007 academic year.</p> | <p><b>R</b> PART will maintain a viable plan for the acquisition of library and educational materials (begun as part of NASM re-accreditation process) and expend all allocated funds in accordance with that plan and continue active collaboration (shared resources) with the cataloging staff of Frazer Memorial Library to complete the on line inventory process of all PART Library materials.</p> <p><b>R</b> PART faculty will be encouraged to apply for external grants. PART will apply for an external programs support grant during the 2007-2008 academic year.</p> <p><b>D</b> Develop new sources for student scholarship funding including a significant scholarship campaign to be developed to run concurrently with the construction of the new Fine Arts facility.</p> <p><b>D</b> Develop a survey form for faculty to submit concerning the components of Blackboard that are used within PART courses.</p> |



**Educational (Support Unit) Performance Objective 5:** Offer theatre and music coursework to the general education curriculum and present educational and cultural activities providing students with an understanding of the nature and value of the fine and performing arts (BOR 9) and an awareness of the importance of cultural diversity, gender differences, and value of freedom of expression (BOR 8 and 10).

| <u>Expected Level of Achievement</u>   | <u>Actual Data From Assessment</u>   | <u>Actions/Decisions</u> |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
|--|--|--------------------------|--------------|------------|----------|------------|-------------------|-------------------|--|-----------|-----|-----|--|------------|-----|-----|--|-----------|-----|-----|--|------------|-----|------|--|-----------|-----|-----|--|------------|-----|-----|--|-----------|-----|-----|--|------------|-----|-----|--|------------------|------------|------------|--------------|-------------------|------------|------------|--|--|
| <p>Establishment of initial <i>benchmark</i> scores on a pre/post test measuring student accomplishments in BOR 9 during spring 2007 for selected non-major courses, THEA (161 ) and MUSC (315 B, and 353 A) courses.</p> <p><b>Initial benchmark expectations:</b></p> <ul style="list-style-type: none"> <li>• 30% of the students enrolled will answer each question correctly on the pre-test.</li> <li>• 50% of students enrolled will answer each question correctly on the post-test.</li> </ul> <p>Theatre and music audiences will develop an understanding of performance works as reflections of cultural and gender diversity (BOR 8 and 10).<br/>Benchmark expectations for post events survey:</p> <ul style="list-style-type: none"> <li>• 75% of audience members will indicate they have a better understanding of cultural and gender diversity as a result of attending the event.</li> </ul> | <p>Data from selected PART non-major course sections collected in spring 2007.</p> <table border="1" data-bbox="737 493 1341 938"> <thead> <tr> <th>Questions</th> <th>MUSC 315 B</th> <th>MUSC 353 A</th> <th>THEA 161</th> </tr> </thead> <tbody> <tr> <td>Response #</td> <td>39 pre<br/>20 post</td> <td>43 pre<br/>47 post</td> <td></td> </tr> <tr> <td>Pre No. 1</td> <td>13%</td> <td>79%</td> <td></td> </tr> <tr> <td>Post No. 1</td> <td>30%</td> <td>94%</td> <td></td> </tr> <tr> <td>Pre No. 2</td> <td>15%</td> <td>86%</td> <td></td> </tr> <tr> <td>Post No. 2</td> <td>45%</td> <td>100%</td> <td></td> </tr> <tr> <td>Pre No. 3</td> <td>15%</td> <td>35%</td> <td></td> </tr> <tr> <td>Post No. 3</td> <td>45%</td> <td>72%</td> <td></td> </tr> <tr> <td>Pre No. 4</td> <td>36%</td> <td>58%</td> <td></td> </tr> <tr> <td>Post No. 4</td> <td>65%</td> <td>94%</td> <td></td> </tr> <tr> <td><b>Pre Total</b></td> <td><b>20%</b></td> <td><b>65%</b></td> <td>Not Reported</td> </tr> <tr> <td><b>Post Total</b></td> <td><b>55%</b></td> <td><b>90%</b></td> <td></td> </tr> </tbody> </table> <p>In May, documentation was submitted to the university Gen Ed committee seeking approval for listing of THEA 161, MUSC 315, MUSC 318, MUSC 319, MUSC 350, and MUSC 353 as Gen Ed courses.</p> <p>No data available.</p> | Questions                | MUSC 315 B   | MUSC 353 A | THEA 161 | Response # | 39 pre<br>20 post | 43 pre<br>47 post |  | Pre No. 1 | 13% | 79% |  | Post No. 1 | 30% | 94% |  | Pre No. 2 | 15% | 86% |  | Post No. 2 | 45% | 100% |  | Pre No. 3 | 15% | 35% |  | Post No. 3 | 45% | 72% |  | Pre No. 4 | 36% | 58% |  | Post No. 4 | 65% | 94% |  | <b>Pre Total</b> | <b>20%</b> | <b>65%</b> | Not Reported | <b>Post Total</b> | <b>55%</b> | <b>90%</b> |  | <p><b>R</b> Benchmark expectations for pre/post tests will be changed to the following for fall 2007.</p> <ul style="list-style-type: none"> <li>• 40% of students will achieve a score of 70% or above on the pre-test.</li> <li>• 70% of students enrolled will achieve a score of 80% or above on the post-test.</li> </ul> <p><b>R/D</b> Revise the pre/post test questions to remove confusion over “all of the above” or “none of the above” answer choices and adjust poorly stated questions.</p> <p><b>D</b> Pre/post tests will be administered in all sections of THEA 161, MUSC 315, MUSC 318, MUSC 323, MUSC 353, MUSC 350, and MUSC 352 beginning fall 2007.</p> <p><b>D</b> Pilot “embedded test items” in one section of MUSC 315 and THEA 161.</p> <p><b>D</b> Additional courses will be submitted for Gen Ed approval in May 2008.</p> <p><b>R</b> Re-design the theatre/concert audience survey questionnaire to include a question concerning culture and gender diversity awareness.</p> |
| Questions  | MUSC 315 B   | MUSC 353 A               | THEA 161     |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Response #   | 39 pre<br>20 post  | 43 pre<br>47 post        |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Pre No. 1  | 13%  | 79%                      |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Post No. 1   | 30%  | 94%                      |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Pre No. 2  | 15%  | 86%                      |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Post No. 2   | 45%  | 100%                     |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Pre No. 3  | 15%  | 35%                      |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Post No. 3   | 45%  | 72%                      |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Pre No. 4  | 36%  | 58%                      |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| Post No. 4   | 65%  | 94%                      |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| <b>Pre Total</b>   | <b>20%</b>   | <b>65%</b>               | Not Reported |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |
| <b>Post Total</b>  | <b>55%</b>   | <b>90%</b>               |              |            |          |            |                   |                   |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |      |  |           |     |     |  |            |     |     |  |           |     |     |  |            |     |     |  |                  |            |            |              |                   |            |            |  |  |

**Educational (Support Unit) Performance Objective 6:** Maintain accurate and complete documentation of academic, financial, and personnel policies and actions; and evaluation processes, collected data and resultant futures planning with specific application to 1) National Association of School of Music membership (NASM), 2) Organization of American Kodály Educators (OAKE) membership, 3) futures planning toward accreditation of the Theatre Program by the National Association of Schools of Theatre (NAST), 4) faculty personnel decisions, and new academic program planning.

| <u>Expected Level of Achievement</u>   | <u>Actual Data From Assessment</u>  | <u>Actions/Decisions</u>  |
|--|---|---|
| Maintenance of all department documents, files and reports at a current and accurate level.  | All student, faculty, and administrative files were brought up-to-date in fall 2007 and utilized for report writing throughout the academic year.   | <p><b>C</b> Accurate and current maintenance of documents and timely submission of all required reports.</p> <p><b>C</b> Issues new faculty information CD with current forms in August 2007.</p>   |
| Successful completion of the NASM re-accreditation process in fall 2007.   | An updated self-study was completed in February 2007 based on post-Rita data. An NASM Peer-Review Team visited campus from April 17-19, 2007. While the Exit Interview was positive, PART has not yet received the official NASM Visitors Report which should be available by the end of June 2007.   | <p><b>D</b> PART will respond to any issues presented in the NASM Visitors Report with the purpose of completing the re-accreditation process by November 2007 when the NASM Accreditation Commission votes on McNeese's application.</p> |
| Successful re-certification of the Kodály Program each fall.   | The McNeese Kodály Certification Program was fully re-certified in fall 2006. This program remains the only certified program in Louisiana higher education institutions.   | <p><b>C</b> PART will submit the program's annual activities and accomplishments report to OAKE in late summer 2007.</p>  |
| Maintain the B.A. degree in Theatre Arts compliant with NAST competency standards for liberal arts degrees with majors in theatre. | THEA 213 (Diction II) was added to the 2007-08 catalog. In spring 2007, theatre faculty reviewed the B.A. course work content and sequencing and proposed a change in the program's coursework order.   | <p><b>R</b> The catalog sequence will be altered with the appropriate requests to the University Curriculum Committee in fall 2007.</p>   |
| Maintain a current plan for faculty hiring based upon PART academic/artistic programs needs and mission.                           | Five new PART faculty members were hired in spring 2007 to replace positions that had been open or temporary for one or two years. MSU administration supported all personnel requests.   | <p><b>C</b> Master Plan and accreditation reports will continue to be maintained documenting future PART personnel needs.</p>   |
| Actively advocate for increase in faculty salaries to equal the current SREB.  | <p>According to 2006-07 figures, 71% of PART faculty are receiving salaries below the SREB average indicated for their ranks. The lowest of these salaries is -18%.</p> <p>In March 2007, all faculty received a one-time-only salary supplement from \$500 to \$1,500.</p> <p>Replacement positions advertised in spring 2007 were at or only slightly below the 2006-07 SREB.</p> | <p><b>C</b> At the annual April merit pay meeting, the PART department head indicated the faculty positions on the lowest side of the SREB for consideration of future funding.</p>   |

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**Resources Allocated:**

1. Funds have been allocated for the PART Faculty/Guest Artist Series and to continue hiring costume design and construction personnel.
  2. PART will rent off campus facilities in order to meet educational and performance objectives.
  3. Funds have been allocated for a variety of recruiting activities during the 2007-08 academic year including:
    - a) completion and revision of departmental webs;
    - b) printed recruiting materials;
    - c) professional journal advertisements;
    - d) on campus high school student projects – Theatre Festival; Senior Band Day; Scholarship Days; and
    - e) faculty/student travel expenses for school visitations and professional organization recruiting events (LMEA, KC?ACTF, and TMEA).
  4. The Theatre Program will purchase a ticket software package which will save the expenses of off-campus ticket printing.
  5. \$ 6,000 has been allocated to replace essential classroom educational materials.
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