

Performing Arts

Department of Performing Arts

Introduction

The Department of Performing Arts provides the opportunity for students to develop their talent and potential as creative artists in theatre and music and as music educators. To this end, the department offers curricula, coursework, and experiences in music, music education, and theatre that prepare students for professional careers and graduate school entrance in music, music education, and theatre arts. To students with other majors, the department provides minors in music and theatre, survey courses in music and theatre, and performance opportunities that enhance the quality of a liberal arts education and enrich the lives of all students.

Performance Objective 1 Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

1 Assessment and Benchmark

Benchmark: 10% growth of major enrollment in Music, and 20% growth of major enrollment in Theatre.

Prior to 2018-2019, the benchmark was to document students by cohort, with a goal of a minimum of 30 FTF and 20 of each subsequent cohort; in an effort to fulfill the Board of Regents benchmark of 10 graduates per calendar year in the music program. Also, to document by cohort the students in the Theatre program between 2013-2016, in an effort to gain a baseline understanding of numbers needed to meaningfully contribute to the BA-Liberal Studies eight-graduate benchmark.

Prior to fall 2016, the benchmark was a minimum of 35 FTF and 30 of each subsequent cohort, and the Board of Regents benchmark was eight graduates per calendar year.

- LSTU - Liberal Studies
 - THAR - Theatre Arts
- MUSC - Music
 - MEIN - Music Ed-Instrumental Grd K-12
 - MEVO - Music Education-Vocal Grd K-12
 - PBOI - Performance-Band or Orch Instr
 - PPIA - Performance-Piano
 - PVOI - Performance-Voice
 - (blank)

1.1 Data

Fall 2013:

Major	Conc.	F	FTF	S	J	Sr	CMP
LSTU	THAR	2	3	3	1	1	1
MUSC	MEIN	3	19	12	4	1	0
	MEVO	1	3	6	2	1	0
	PBOI	2	1	5	3	5	0
	PPIA	2	0	0	0	1	0
	PVOI	2	2	3	0	0	0
	(blank)	0	0	1	1	0	0

Fall 2014:

Major	Conc.	F	FTF	S	J	Sr	CMP
LSTU	THAR	1	1	5	2	1	2
MUSC	MEIN	9	15	8	10	5	1
	MEVO	0	2	2	4	2	0
	PBOI	0	3	1	5	7	1
	PPIA	0	0	1	1	1	0
	PVOI	0	1	0	1	1	0
	(blank)	0	5	0	1	1	0

Fall 2015:

Major	Conc.	F	FTF	S	J	Sr	CMP
LSTU	THAR	3	0	1	2	2	1
	MEIN	5	17	9	8	14	0
	MEVO	0	1	1	0	4	0
	PBOI	0	1	6	5	8	0

MUSC	PPIA	0	0	1	0	1	0
	PVOI	0	1	0	2	2	0
	(blank)	1	1	0	1	1	0

Fall 2016:

Major	Conc.	F	FTF	S	J	Sr	CMP
LSTU	THAR	1	2	0	1	1	1
MUSC	MEIN	2	17	11	12	13	0
	MEVO	0	5	2	4	2	0
	PBOI	1	5	0	1	10	0
	PPIA	0	0	0	0	1	0
	PVOI	0	2	1	0	3	0
	(blank)	0	0	1	1	2	0

Fall 2017:

Major	Conc.	F	FTF	S	J	Sr	CMP
LSTU	THAR	2	1	1	1	0	0
MUSC	MEIN	7	18	12	11	16	0
	MEVO	2	1	1	1	2	0
	PBOI	0	1	1	0	5	1
	PPIA	0	0	0	1	1	0
	PVOI	2	1	2	3	8	0
	(blank)	0	1	1	2	0	0

Data from 14th day enrollment report

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

- Continue to monitor, analyze, and assess outcomes.
- Original goals too ambitious in light of exceeding Board of Regents benchmarks of eight graduates per year for the music program (Theatre program is counted in the Liberal Studies/History degree). Change cohort numbers in music to a minimum of: FTF = 30 and subsequent cohorts to 20. Note: Board of Regents benchmark will change to 10 graduates per year.
- Meet with each theatre major once a week to mentor and council them. Address the challenges of being a theatre major.
- Begin a recruitment program that uses school visitation and social media to reach more students.

2016-2017:

- Maintain current levels for 2017-2018. Develop benchmarks for theatre program.

2017-2018:

- Music
 - Very successful year of recruiting.
 - New benchmark: 10% growth of major enrollment in Music for 2018-2019.
 - Recruiting and retention rates must be continually evaluated.
- Theatre
 - Retention of majors is an issue and is being addressed by the following methods:
 - Enhanced advising.
 - Program review by outside consultant.
 - Establish an artist in residency program.
 - Recruiting is a recurring problem and is being addressed by the following methods:

- Grades 6-12 in-school visits by McNeese faculty.
- Increase of on campus (McNeese) activities involving high school and middle school students.
- Mentoring of theatre faculty by PART department head regarding recruiting techniques.
- New benchmark: 20% growth of major enrollment in Theatre for 2018-2019.

2 Assessment and Benchmark

Benchmark: Annual PART undergraduate graduation rates will meet or exceed the minimum number required by the LA Board of Regents, which is 10 graduates.

2.1 Data

Academic Year	# of PART graduates
2013-2014	15
2014-2015	9
2015-2016	12
2016-2017	17
2017-2018	10

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Expected level of achievement was met. Continue to monitor and assess. Develop benchmarks for theatre program.

2017-2018:

- Establish new benchmarks of:
 - 12 graduates annually in MUSC area.
 - One graduate annually in THEA area.
 - This benchmark will take a minimum of two years to achieve.

3 Assessment and Benchmark

Benchmark: Retention and completion rates of FTF enrolled in Music and Theatre in comparison to rates of COLA and University. 20% growth of major enrollment in Theatre (BA Liberal Studies in Theatre).

Prior to 2018-2019, the benchmark was: We expect to add two students each fall and one student each spring to the program.

We expect to retain two of the three students each year who have enrolled as Liberal Studies in Theatre majors.

3.1 Data

Semester	# of theatre majors	FTF	CMP	Withdrew from program
Fall 2013	5	N/A	3	N/A
Spring 2014	2	N/A		N/A
Fall 2014	2	N/A	2	N/A
Spring 2015	9	N/A		N/A
Fall 2015	8	2	1	4
Spring 2016	4	1		N/A
Fall 2016	6	4	1	N/A
Spring 2017	5	3		N/A
Fall 2017	6	1	0	N/A
Spring 2018	6	0		N/A

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Meet with each theatre major once a week to mentor and council them. Address the challenges of being a theatre major. Begin a recruitment program that uses school visitation and social media to reach more students.

2017-2018:

- Retention of majors is an issue and needs to be addressed through the following methods:
 - Enhanced advising.
 - Program review by outside consultant.
 - Establish an artist in residency program.
- Recruiting is a recurring problem and will be addressed by the following methods:
 - Grades 6-12 in-school visits by McNeese faculty.
 - Increase of on-campus (McNeese) activities involving high school and middle school students.
 - Mentoring of theatre faculty by PART department head regarding recruiting techniques.
- New benchmark: 20% growth of major enrollment in Theatre for 2018-2019.

4 Assessment and Benchmark

Benchmark: Music retention rate of 78%.

Prior to 2018-2019, the benchmark was maintain or exceed 2013-2014 levels of retention.

- LSTU - Liberal Studies
- MUSC - Music
 - MEIN - Music Educational-Instrumental Grd K-12
 - MEVO - Music Education-Vocal Grd K-12
 - P*** - Music Performance
- THAR - Theatre Arts

4.1 Data

2013-2014:

Major	Conc.	# of retained students	Retention rate
LSTU	-	7	77.78%
MUSC	-	53	68.83%
MUSC	MEIN	6	50.00%
	MEVO	1	33.33%
	P***	2	100.00%
THAR	-	2	66.67%

2014-2015:

Major	Conc.	# of retained students	Retention rate
MUSC	-	66	75.00%
MUSC	MEIN	2	66.67%
	MEVO	0	0.00%
	P***	1	100.00%
THAR	-	0	0.00%

2015-2016:

Major	Conc.	# of retained students	Retention rate
MUSC	-	66	75.86%
	MEIN	1	100.00%

5.1.1 Analysis of Data and Plan for Continuous Improvement

Performance Objective 2 The following goals are new. Once assessment tools are built and benchmarks established, each goal will be assigned to the appropriate performance objectives.

1 Assessment and Benchmark

Benchmark: 100 total activities per academic year.

Prior to 2018-2019, the benchmark was PART faculty will participate in the local performing arts community via public performances, teaching master classes, and/or adjudicating competitions.

1.1 Data

Participation	Academic Year Ending			
	2018	2019	2020	2021
Local Orchestral Performances	34			
Educational Performances	27			
Solo Music Recitals	6			
Master Classes/Clinics	26			
Adjudicating Activities	4			
Totals	97			

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

New goal.

2017-18:

- Benchmark is met.
- Action for 2018-2019: Increase benchmark to 100 total activities per academic year.

2 Assessment and Benchmark

Benchmark: One professional development activity per faculty member.

Prior to 2018-2019, the benchmark was PART faculty will participate in professional development opportunities.

2.1 Data

2016-2017:

New goal.

2017-2018:

See attachment.

2018-2019:

Academic Year	# of faculty	# of activities
2018-2019		

[2017-2018 Professional Development Activities](#) [DOCX 12 KB 4/4/19]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

New goal.

2017-2018:

- Report on progress of Endowed Professorships reserved for Faculty Development.

- Encourage more faculty members to attend professional conferences, clinics, and master classes.
- For 2018-2019, set a benchmark of one professional development activity per faculty member.

3 Assessment and Benchmark

Benchmark: NASM Standards. Increase student enrollment in PART by 5% annually for next three years.

3.1 Data

2017-2018:

Long range planning:

1. Faculty
2. Facilities
3. Curriculum
4. Resources (technology, library, etc..)
5. Recruiting

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

New goal.

2017-2018:

Long range planning.

Analysis/Actions:

- Recruiting
 - Establish studio benchmarks.
 - Strive to achieve through active recruiting.
 - Realization that some areas will take to time to meet benchmarks.
- Faculty
 - Compensation
 - Major concern of current faculty.
 - Preliminary plans for faculty raises tied to an increase in enrollment.
 - Action: Increase student enrollment in PART by 5% annually for next three years.
 - Faculty Performance.
 - Establish guidelines for faculty performance standards.
 - PART faculty will meet and discuss this issue in fall 2018.
 - Achieve a consensus on faculty expectations.
 - Facilities.
- Curriculum
 - NASM cited significant issues with the proposed Bachelor of Music - Entrepreneurship Concentration.
 - After discussion with Dean of Liberal Arts, McNeese will abandon pursuit of this degree program.
 - Establish Music Theory Coordinator
 - Responsible for the successful change in the music theory sequence.
 - Long-term solution is tied to allocation of faculty line.
 - Establish Music History Coordinator
 - Dr. Judith Hand
- Resources (technology, library, etc..)
 - Creation of Performing Arts Resource and Technology
 - Charged with actively soliciting departmental needs.
 - Committee chair will have direct contact with university library staff and TASC representatives.

4 Assessment and Benchmark

Benchmark: Identify purchasing needs and goals. Perform a monthly status report for Priority Level 1 needs.

4.1 Data

2016-2017:

New goal.

2017-2018:

- Equipment/Facility Needs
 - Priority Level 1 (NASM)
 - Squires Recital Hall
 - Money appropriated for the replacement of the stage floor.
 - Assess current lighting and discuss possible upgrade.
 - Assess wiring and discuss possible upgrade.
 - Inspect rigging.
 - Inspect curtains.
 - If deemed unsafe will consult McNeese Foundation for funding.
 - Shearman Fine Arts Addition
 - Doors - failure of all locking mechanisms.
 - Work with Facilities to repair and or replace non-operational mechanisms.
 - Outside contractor hired.
 - Repairs to begin as soon as possible.
 - Priority Level 2
 - New Acoustic Shell for Squires Recital Hall
 - Seek assistance of McNeese Foundation for funding.
 - Key Card Access
 - To Shearman Fine Arts, Shearman Fine Arts Addition, and Band Hall.
 - Continue to request this type of access from Facilities Coordinator.
 - This will put our institution on par with sister institutions.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

New goal.

2017-2018:

- New goals established.
- Perform a monthly status report for Priority Level 1 needs.