

# Performing Arts

W.A. and Dorothy Hanna 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 Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.

### 1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019, the benchmark was 10% growth of major enrollment in Music, and 20% growth of major enrollment in Theatre.

Prior to 2017-2018, 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
  - INPR - Instrumental Performance (effective 201940)
  - MEIN - Music Ed-Instrumental Grd K-12
  - MEVO - Music Education-Vocal Grd K-12
  - PBOI - Performance-Band or Orch Instr (includes instrument-specific concentrations; inactive effective 201940)
  - PNPR - Piano Performance (effective 201940)
  - PPIA - Performance-Piano (inactive effective 201940)
  - PVOI - Performance-Voice (inactive effective 201940)
  - VCPR - Vocal Performance (effective 201940)

#### 1.1 Data

Fall 2013:

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

Fall 2014:

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

Fall 2015:

Major	Conc.	F	FTF	S	J	Sr
LSTU	THAR	3	0	1	2	2
MUSC	MEIN	5	17	9	8	14
	MEVO	0	1	1	0	4
	PBOI	0	1	6	5	8
	PPIA	0	0	1	0	1
	PVOI	0	1	0	2	2
	(blank)	1	1	0	1	1

Fall 2016:

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

Fall 2017:

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

Fall 2018:

Major	Conc.	F	FTF	S	J	Sr
LSTU	THAR	2	2	5	3	0
MUSC	MEIN	16	11	19	9	23
	MEVO	2	1	1	1	5
	PBOI	1	1	3	8	6
	PPIA	1	1	0	0	1
	PVOI	2	2	2	1	9
	(blank)	7	7	0	1	0

### 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
  - Recruiting and retention rates must be continually evaluated.
  - Very successful year of recruiting.
  - New benchmark: 10% growth of major enrollment in Music for 2018-2019.
- 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.

2018-2019:

- Music
  - Marginally successful year of recruiting.
    - FTF in MEIN is down 39%.
      - The 7 students in the blank category may actually be MEIN FTF.
  - Maintain 10% growth of major enrollment in Music for 2019-2020.
  - Retention rates have improved.
    - Greater attention to student retention is required as the changes to the MEIN and MEVO curricula (2019-2020 Academic Catalog) are implemented.
    - Actions to assist with retention include:
      - Expanding the availability of advisors during the advising period.
      - Encouraging students to communicate with advisors/faculty outside of advising periods.
- Theatre
  - Retention of majors has improved of 2017-2018.
    - Program review by outside consultant (Dr. Jeffrey Koep) was conducted.
      - Consultant recommended the creation of Technical Director position.
        - University administration funded the Technical Director position.
    - Plans to establish an artist in residency program are ongoing.
  - Recruiting is an ongoing issue 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.
    - Establishing a working relationship with SOWELA.
  - New benchmark: 10% growth of major enrollment in Theatre for 2019-2020.

## 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
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2013-2014	15
2014-2015	9
2015-2016	12
2016-2017	17
2017-2018	10
2018-2019	17

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

2018-2019:

- Music Area
  - Achieved expectation.
  - Consider raising benchmark after consultation with Music Education faculty.
- Theatre Area
  - Expecting graduates in this area in 2019-2020.

## 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
Fall 2018	10	2	0	
Spring 2019	6	0		

### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:







Major	Size	Major?	Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
MUSC	28	Same	21	75.0	16	57.1											
		Changed	5	17.9	5	17.9											
		<b>Total</b>	<b>26</b>	<b>92.9</b>	<b>21</b>	<b>75.0</b>											

2018:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate						
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
MUSC	28	Same	22	78.6													
		Changed	2	7.1													
		<b>Total</b>	<b>24</b>	<b>85.7</b>													

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate						
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
MUSC		Same															
		Changed															
		<b>Total</b>															

#### 4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

- Persistence rates have been meet.
- Retention rates have been meet.
- Not enough data to comment on graduation rates.

**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			
<b>Totals</b>	<b>97</b>			

#### 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.

2018-2019:

**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.

Academic Year	Faculty participating in at least one professional development activity	
	#	%
2018-2019	14/14	100
2019-2020		

[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.

2018-2019:

**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

2018-2019:

**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.

2018-2019:

#### 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.

2018-2019:

#### **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.

2018-2019: