



Performing Arts

#7 Plan cycle - 7
Plan cycle 2021/2022
7/1/21 - 6/30/22

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 2017:

Major	Conc.	F	FTF	S	J	Sr	T
LSTU	THAR	2	1	1	1	0	5
MUSC	MEIN	7	18	12	11	16	64
	MEVO	2	1	1	1	2	7
	PBOI	0	1	1	0	5	7
	PPIA	0	0	0	1	1	2
	PVOI	2	1	2	3	8	16
	(blank)	0	1	1	2	0	4
	Total		11	22	17	18	32
Grand Total		13	23	18	19	32	105

Fall 2018:

Major	Conc.	F	FTF	S	J	Sr	T
LSTU	THAR	2	2	5	3	0	12
MUSC	MEIN	16	11	19	9	23	78
	MEVO	2	1	1	1	5	10
	PBOI	1	1	3	8	6	19
	PPIA	1	1	0	0	1	3

	PVOI	2	2	2	1	9	16
	(blank)	7	7	0	1	0	15
	Total	29	23	25	20	44	141
Grand Total		31	25	30	23	44	153

Fall 2019:

Major	Conc.	F	FTF	S	J	Sr	T
LSTU	THAR	2	2	1	3	3	11
MUSC	INPR	6	7	5	2	8	28
	MEIN	22	20	12	11	25	90
	MEVO	1	1	1	2	3	8
	PNPR	2	0	0	1	1	4
	VCPR	1	1	2	1	4	9
	(blank)	0	0	0	1	0	1
	Total	32	29	20	18	41	140
Grand Total		34	31	21	21	44	151

Fall 2020:

Major	Conc.	F	FTF	S	J	Sr	T
LSTU	THAR	5	5	2	1	5	18
MUSC	INPR	9	8	2	4	12	35
	MEIN	18	14	8	4	23	67
	MEVO	2	1	2	0	4	9
	PNPR	1	1	0	1	3	6
	VCPR	0	0	0	0	3	3
	(blank)	0	0	0	0	0	0
	Total	30	24	12	9	45	120
Grand Total		35	29	14	10	50	138

Fall 2021:

Major	Conc.	F	FTF	S	J	Sr	T
LSTU	THAR	7	3	2	2	0	14
MUSC	INPR	4	3	2	2	11	22
	MEIN	11	9	9	7	14	50
	MEVO	2	1	1	2	4	10
	PNPR	1	1	1	0	2	5
	VCPR	2	2	1	0	0	5
	(blank)	0	0	0	0	0	0
	Total	20	16	14	11	31	92
Grand Total		27	19	16	13	31	106

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
LSTU	2017	5	140%
	2018	12	
MUSC	2017	100	41%
	2018	141	
Total	2017	105	45.714%
	2018	153	

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
LSTU	2018	12	-8.333%
	2019	11	
MUSC	2018	141	-0.709%
	2019	140	
Total	2018	153	-1.307%
	2019	151	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
LSTU	2019	11	63.636%
	2020	18	
MUSC	2019	140	-14.285%
	2020	120	
Total	2019	151	-8.609%
	2020	138	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
LSTU	2020	18	-22.222%
	2021	14	
MUSC	2020	120	-23.333%
	2021	92	
Total	2020	138	-23.188%
	2021	106	

1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2019-2020:

2020-2021:

2021-2022:

- Music
 - Marginally successful year of recruiting.
 - Must increase school visits to pre-pandemic numbers.
 - ME major enrollment is shrinking.
 - Must establish new programs to see enrollment growth.
 - Voice area is prime for growth.
 - Achieve 10% growth of music major enrollment in Music for 2022-2023.
- Theatre
 - Recruiting is an ongoing issue and is being addressed by the following methods:
 - Continue Grades 6-12 in-school visits by McNeese faculty.
 - Increase on campus (McNeese) activities involving high school and middle school students.
 - Establishing working relationships with community theatre groups.

- New benchmark: 5% growth of major enrollment in Theatre for 2022-2023.

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
2018-2019	17
2019-2020	16
2020-2021	19
2021-2022	15

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2019-2020:

2020-2021:

2021-2022:

- Music Area
 - Achieved expectation.
 - Continue to monitor as FTF enrollments continues to drop.
- Theatre Area
 - Students have begun matriculating through the program.
 - Establish a graduation benchmark of 1 student per year beginning in 2023-2024 academic year.

3 Assessment and Benchmark

Benchmarks:

- A persistence rate (retained students from fall Y1 to spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.

- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:

- MUSC - Bachelor of Music in Music
- LBST - Bachelor of Arts in Liberal Studies in Theatre
- THAR - Bachelor of Arts in Theatre

3.1 Data

2012:

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	32*	Same	27	84.4	20	62.5	15	46.9	14	43.8	6	18.8	10	31.3	11	34.4
		Changed	1	3.1	2	6.3	1	3.1	2	6.3	1	3.1	2	6.3	2	6.3
		Total	28	87.5	22	68.8	16	50.0	16	50.0	7	21.9	12	37.5	13	40.6

*1 student was previously undeclared before declaring MUSC.

2013:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
LBST	3	Same	2	66.7	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0
		Total	2	66.7	2	66.7	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0
MUSC	25	Same	18	72.0	18	72.0	16	64.0	11	44.0	5	20.0	2	8.0	1	4.0
		Changed	3	12.0	2	8.0	2	8.0	4	16.0	2	8.0	0	0.0	0	0.0
		Total	21	84.0	2	80.0	18	72.0	15	60.0	7	28.0	2	8.0	1	4.0
Total	28	Same	20	71.4	20	71.4	16	57.1	11	39.3	5	17.9	2	7.1	1	3.6
		Changed	3	10.7	2	7.1	3	10.7	5	17.9	3	10.7	0	0.0	0	0.0
		Total	23	82.1	22	78.6	19	67.9	16	57.1	8	28.6	2	7.1	1	3.6

2014:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
LBST	1	Same	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Total	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MUSC	27	Same	24	88.9	16	59.3	14	51.9	12	44.4	1	3.7	7	25.9	9	33.3
		Changed	1	3.7	1	3.7	1	3.7	5	18.5	0	0.0	2	7.4	3	11.1
		Total	25	92.6	17	63.0	15	55.6	17	63.0	1	3.7	9	33.3	12	44.4
Total	28	Same	25	89.3	16	57.1	14	50.0	12	42.9	1	3.5	7	25	9	32.1
		Changed	1	3.6	1	3.6	1	3.6	5	17.9	0	0	2	7.1	3	10.7

2020:

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	23	Same	19	82.6	9	39.1										
		Changed	0	0.0	3	13.0										
		Total	19	82.6	12	52.1										

2021:

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	16	Same	13	81.3												
		Changed	0	0.0												
		Total	13	81.3												

3.1.1 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.

2019-2020:

2020-2021:

2021-2022:

- Persistence rate has been met.
- Pandemic and weather events have had a significant, negative impact on ALL retention rates.
 - Establish peer led academic support/mentoring programs.

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 HDPa 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	—	—	124

Adjudicating Activities	4	—	—	—
Totals	97	—	—	124

Participation	Academic Year Ending			
	2022	2023	2024	2025
Local Orchestral Performances	22			
Educational Performances	6			
Solo Music Recitals	5			
Master Classes/Clinics	38			
Adjudicating Activities	3			
Totals	74			

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

2019-2020:

2020-2021:

- Benchmark met.
- Data is misleading.
 - COVID pandemic created new opportunities for master classes/clinics via online platforms, however no opportunities for live/FTF performances.

2021-2022:

- Benchmark has not been met due to continued affects of COVID pandemic and weather related events of 2020-2021.
 - Few performance venues in SWLA are open for performances at this time.
- HDPa is expected to meet benchmark for 2022-2023.

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

2017-2018:

See attachment.

Academic Year	Faculty participating in at least one professional development activity	
	#	%
2018-2019	14/14	100
2019-2020	15/15	100
2020-2021	15/15	100

2021-2022

15/15

100

2.1.1 Analysis of Data and Plan for Continuous Improvement

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:

2019-2020:

- Faculty accomplished benchmark, although most attended virtual conferences due to COVID restrictions on state sponsored travel.
- Endowed professorship funding was rolled over to next year with the hope of faculty being able to attend conferences in person.
- Future planning should consider establishing alternate sources of funding for faculty travel.

2020-2021:

- Faculty accomplished benchmark despite obstacles including; COVID and weather related issues.
- Endowed professorship funding was once again rolled over to next year.

2021-2022:

- Faculty accomplished benchmark.
- Faculty were pleased to finally attend FTF events, although some were forced into virtual conferences due to COVID.
- Endowed professorship was not allocated to faculty travel due to outstanding balances.
 - Will consider allocating future EPs for faculty travel; however, must secure external sources of funding.

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:

2019-2020:

2020-2021:

1. Hurricane recovery
2. New Faculty
3. Music Production Curriculum

2021-2022:

1. Hurricane recovery
2. New Faculty

3. Music Production Curriculum

4. Student retention

3.1.1 Analysis of Data and Plan for Continuous Improvement

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:

2019-2020:

2020-2021:

- Hurricane recovery
 - Worked with key faculty to formulate a comprehensive list of needs (equipment) for HDP.
 - The list was organized by priority based on student needs.
 - Continued to work with university administration to complete outstanding reports for insurance purposes.
- New Faculty
 - Benjamin Cold - Assistant Professor of Woodwinds
 - Paul Pharris - Instructor of Theatre
 - Martin Gaines - Assistant Director of Bands
 - All hires were assigned mentors.
 - Unfortunately, severe weather negated the effectiveness of the previously established mentoring program.

- Must follow up for next 2 years to ensure these faculty members become familiar with university and departmental policies even when such policies are rapidly changing due to circumstances beyond anyone's control.
 - Martin Gaines left for a Head Director position at another institution.
- Music Production Curriculum
 - Directed by Dr. Buckles to begin research on a new concentration within the Bachelor of Music degree, which focuses on satisfying employer needs within our local area.
 - Research conducted concluded in the planning of a Music Production concentration.
 - Very loose structure which would allow for curricular changes based upon trends in evolving technology and employer needs.

2021-2022:

- Hurricane recovery
 - Continued work of previous academic year.
 - Received funding from insurance claim to begin executing planned purchases for HDPAs.
 - HDPAs made a decision to minimize purchases to allow additional time for assessment of needs that may arise due to long-term effects of water damage to expensive electrical equipment used in performance venues.
- New Faculty
 - Timothy Pardue - Assistant Director of Bands
 - Faculty mentoring report
 - Cold, Pharris, and Pardue were mentored by senior faculty.
 - The return to "normal" academic year was helpful because it allowed HDPAs and university to resume regular business practices.
 - Area of concern is the training of new faculty on Banner 9 financial systems.
 - Must follow-up with a plan to have one-on-one sessions with key staff in budget and comptroller offices to ensure faculty are able to access and understand budget operations for which they are responsible.
- Music Production Curriculum
 - Developed a full curriculum for the concentration.
 - Information will be submitted to undergraduate Curriculum Committee for approval and inclusion in next academic catalog.
- Student retention
 - Growing concern as HDPAs has not fared well in recent recruiting cycles.
 - HDPAs peer support is a priority.
 - This support must be offered to incoming and continuing students early in the 2022-2023 academic year.
 - Peer leaders were identified in Spring 2022.

4 Assessment and Benchmark

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

4.1 Data

2017-2018:

- Equipment/Facility Needs
 - Squires Recital Hall
 - If deemed unsafe will consult McNeese Foundation for funding.
 - 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.
 - Shearman Fine Arts Addition
 - Outside contractor hired.
 - Repairs to begin as soon as possible.
 - Doors - failure of all locking mechanisms.
 - Work with Facilities to repair and or replace non-operational mechanisms.

- New Acoustic Shell for Squires Recital Hall
 - Seek assistance of McNeese Foundation for funding.
- Key Card Access
 - Continue to request this type of access from Facilities Coordinator.
 - To Shearman Fine Arts, Shearman Fine Arts Addition, and Band Hall.
 - This will put our institution on par with sister institutions.

2018-2019:

2019-2020:

2020-2021:

2021-2022:

- Equipment/Facility Needs
 - Priority Level 1
 - Squires Recital Hall
 - New audio (both sound reproduction and recording) equipment.
 - Encouraged faculty to apply for Endowed Professorships for funding.
 - SFA and SFAA
 - Classroom technology upgrades.
 - Consultation with Information Technology support and HDPa technology committee to identify needs.
 - Keyless Access
 - Ongoing discussion with Facilities and Campus Police.
 - Priority Level 2
 - New Acoustic Shell for Squires Recital Hall

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

2019-2020:

2020-2021:

2021-2022:

- Ongoing hurricane recovery has made future planning for Equipment/Facility needs very difficult.
- HDPa must create a system for faculty to request equipment support and for a committee to prioritize such requests.
 - This may prove to be difficult because of the overwhelming needs in all areas.
 - A committee of unbiased faculty may not be possible.