

## Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

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**Unit:** College of Music Office of the Dean Date: February 2, 2004

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### I. Mission:

The mission of the College of Music is:

- To provide a dynamic learning environment for both future professionals and the broader university community in which each student's fullest musical potential may be achieved
- To promote the highest standards of excellence and to generate the most significant professional impact in all areas of scholarly and artistic activity
- To support new music and new collaborations between music and related disciplines, and to cultivate new approaches to scholarship, performance, and education
- To affirm the fundamental value of music in educational settings and in society at large, going beyond advocacy to enhance the musical life of the community, the Metroplex, and the region

### II. Previous Evaluations of the Unit:

Ten-year review by the National Association of Schools of Music was completed in 2001, resulting in reaffirmation of the College of Music's operations, planning and evaluation, and final approval for NASM recognition of all its degree programs. Partly as a result of the NASM assessment, the college mission statement was revised, a new strategic plan and enrollment management process were developed, and some adjustment was made in curriculum.

### III. Statement of Expected Outcomes:

- A) Effective intellectual and artistic leadership to a diverse group of faculty
- B) Planning that is both visionary and practical, developed through an inclusive process and sufficiently broad in scope to guide the College over a multi-year period
- C) Positive representation of the College to the university and the broader professional and civic communities, contributing to the artistic life of those communities
- D) Leadership toward ongoing conformity to the standards of the professional accrediting association
- E) Rigorous and fair evaluation of faculty
- F) Fundraising to enhance the resources of the college
- G) Stewardship in achieving optimal use of budgetary resources

- H) Support and encouragement of all students through effective advising and enrollment assistance, and the most qualified students through financial assistance in the form of merit scholarship awards
- I) Maintenance of a viable and relevant array of curricula to meet the needs of a broad range of music students
- J) Manage facilities and provide technical resources to enhance and facilitate learning, teaching, and research
- K) Select, train, and supervise staff to provide ample support to administrators, faculty, and students

**IV. Measuring Expected Outcomes:**

- A)
  1. Annual evaluations of deans undertaken by Office of the Provost.
  2. Annual review of faculty retention
  3. Regular review of faculty acceptance of administrative initiatives (biweekly through Council of Division Chairs)
- B)
  1. Approval of planning documents by faculty
  2. Review of planning documents by Office of the Provost
  3. Review of progress toward goals and initiatives articulated in the Strategic Plan (semi-annual)
- C)
  1. Appointment of dean and associate deans to various committees, commissions, boards, etc. within the University and in professional societies
  2. Review by Provost through the Annual Report process
  3. Evaluate concert production protocol at the close of each long semester in a meeting between all of the concert production staff and the Associate Dean for Operations (semiannual)
  4. Review all COM publications and advertising, assessing effectiveness and appeal (annual)
- D) Renewal of Accreditation process with National Association of Schools of Music (every 10 years)
- E) Provost's review of evaluations for merit raises, equity/market adjustments, and promotion and tenure documents (annual)
- F) Review gift receipts and total funds received with College development officer, assessing progress toward fundraising goals and developing strategies for improvement (monthly)
- G)
  1. Assess status of college faculty salary budget, comparing actual expenditures with budget projections, identifying areas yielding potential economies to apply savings to other areas requiring increased allocation (monthly)
  2. Audit college operational budget data, comparing with budget projections to identify areas which are operating under or over allocation (monthly for three quarters and then on a weekly basis approaching the close of the fiscal year)

- H)
  1. Debriefing with all advisors and other academic staff after each summer round of new student orientations, identifying procedures which can be improved to provide more efficient service to students (annual)
  2. Review with academic staff individually and collectively the process of managing registration, identifying areas for improvement in assisting students and faculty to ensure that registration records accurately reflect needed and intended course/section elections for the semester or term (first two weeks of each semester and first week of each summer term)
  3. Audit of all applied music enrollments, determining the number of students studying in each of 27 instrumental/vocal areas at each of 12 levels, comparing to instructional capacity in each area, projecting retention to subsequent year, and thus providing applied faculty with an assessment critical to determining their recruitment/audition goals (annual)
  4. Scholarship accounts are assessed before distributions are allocated
  
- I) Ongoing assessment of curricular efficacy through regular meetings of faculty in the Music Graduate Council and Music Undergraduate Curriculum Committee, identifying ways in which curricula can be modified and improved for improved learning and relevance to students' educational goals (monthly)
  
- J)
  1. Poll faculty and staff to determine technological needs in individual offices, rehearsal spaces, classrooms, and General Access Lab (annual)
  2. Evaluate facilities use, assessing faculty studio needs and classroom utilization (annual)
  
- K) Staff performance reviews (annual), and progress review for new staff after three months in the position and again at the close of six-month probation

**V. Use of Assessment Results:**

- A) Annual review letter from Provost to dean guides priorities for the next year.
  
- B) Annual report to faculty on progress toward strategic goals
  
- C)
  1. Setting new priorities for administrative time investments
  2. Concert production policies and handbooks are modified based on semiannual assessment to ensure that we provide the most effective and professional service possible given our financial limitations
  
- D) Implementation of recommendations and/or correction of deferral points identified by NASM Commission
  
- E) Ongoing calibration of standards and procedures

- F) The dean and development officer use their assessment of successes and progress toward goals to adjust strategies for identifying and approaching potential philanthropic constituents.
- G) 1. Information gathered from faculty, staff, and students guides purchasing decisions when the Division Chairs make final decisions concerning the distribution of the annual college allocation for equipment purchases.  
2. If the operational expenditures exceed our projections we identify areas in which we can economize or other areas from which we can transfer funds to compensate for any projected deficit. Similarly, if expenditures are below what was projected, the funds remaining are either utilized to make up for other deficient accounts or additional spending commitments are made that will enhance the learning experiences of our students or improve their educational environment.
- H) 1. Faculty are informed of the results of recruiting efforts (enrollment, scholarship acceptance etc.) at the close of each admissions cycle; audition assessment results in ability to establish higher overall standards of expectation of student potential.  
2. Ensemble/laboratory directors and applied faculty recommend scholarship renewals based on assessment of student performance in recitals, concerts and jury examinations.
- I) Assessment of curricula by the committees mentioned above lead directly to their formulation and recommendation of curricular changes to University curricular bodies
- J) Using the Faculty Advisory Committee recommendations as our guide, the college deans will make teaching studio and office assignments as well as make alterations in the classroom schedule to optimize our facilities use.
- K) The staff evaluation process results in communication of both concerns and praise to the staff member, and sometimes leads to a decision to provide additional training.

#### **VI. Changes Made Based on Assessment Results:**

- Establishment of web-site design process (1999, 2003)
- Establishment of a Center for Chamber Music Study (2003)
- Centralization of donor/patron databases (2004)
- Increase in Graduate Enrollment (ongoing)
- Development of new audition procedures for admission (2003)
- Development of web-based instruction for our most popular non-major course (2002-03)
- Review of the Office of Graduate Studies resulting in positive changes (2003)
- Bylaws changes studied and recommended by Faculty Advisory Committee (2002-03)
- Changes in merit review process with respect to ratings scale (2002-03)
- Reduction of the number of graduate committees (2003-04)
- Redesign of main office space and staff deployment (2003)
- Appointment of an Executive Assistant to the Dean (2004)

- Major revisions of curricula in the last four years, including B.M. in Jazz Studies, all degrees in Composition (B.M., M.M., D.M.A.), doctoral performance degree
- Standardization of music theory/aural skills component of the undergraduate core of required music studies (2002-03)
- Substantial growth in Dean’s Camerata (donor club) in last two years reflecting the goal of funds for current use scholarships
- Redesign of all printed promotional publications of the College three years ago
- Establishment of House Concert series (2003)
- Refurnishing of Music Building commons (2003)
- Lighting improvements in several spaces in the main Music Building (2002-03)
- Placed most educational equipment and instruments on depreciation reserve accounts, enabling more purchases to better address student needs (2003. Assessment indicates we need three times the funds allocated for educational equipment and instruments.)
- Addressed staff compensation inequities through reclassifications or redistribution of responsibilities associated with positions (ongoing)
- Implemented new concert ticketing software to better accommodate increased sales and integrate ticket sales with development practices (1999, 2003-04)
- Added funding to provide additional usher and front-of-house production support for faculty and guest artist recitals in our older performing halls (2002)
- Requesting increased course fee to ensure adequate funds next year to meet educational need (2003, 2004)
- Creation of a new role for an associate dean responsible to oversee admissions and scholarship administration, functioning in concert with the associate dean for academic affairs to more efficiently manage enrollment while recruiting the most highly qualified students (2002-03)

**Signature of Person Completing the Form:**

\_\_\_\_\_ Date \_\_\_\_\_

**Signature of Unit Head after Reviewing the Form:**

\_\_\_\_\_ Date \_\_\_\_\_

**University of North Texas**

**Department/Unit:**

**Date:**

**Person Completing the Form:**

**Email:**

**Department/Unit Head (after reviewing the form):**

**Mission:**

<b>Expected Outcomes</b>	<b>Assessment Tools/Measurement</b>	<b>Assessment Results</b>	<b>Changes based on Results Taken</b>	<b>How do changes help UNT meet its Vision and support student learning?</b>

