

*Blueprint for Quality Enhancement at
USC*

SCHOOL OF MUSIC

2014-2015

*First Draft
2/25/13*

Section I. Executive Summary

1. Describe how Music contributes to academic dashboard targets

The School of Music pursues goals with three student dashboard targets (enrollment; retention; graduation) and three faculty ones (doctoral degrees awarded; student/faculty ratio; and a category we in our 2012 Blueprint began calling faculty national/international achievement which is a School of Music substitute for both research expenditures and national awards).

The School monitors closely its total enrollment at ugrad and grad levels as to maintain a strict balance of proper instrumentation and vocal mixes in all of the School's conducted ensembles. It does not project growth in ugrad enrollment, and may experience reductions in ugrad enrollment from year to year as the School's graduate program advances. The School has set targets for increase in both F-S retention and 6yr graduation rates, though it became clear in 2013 that the graduation rates require substantial review.

The School maintains one of the campus' lowest student-to-faculty ratios and is poised to continue to play its role helping the University bring the overall ratio down. Though the numbers of doctoral degrees awarded in any given year is not among the highest on the campus, the numbers have been consistently rising and will show a rise again at the end of 2013-14--every indication is that they will continue to play a positive role contributing to the university's goals with this dashboard indicator. And finally, though the School has received no less than two major national grant awards in 2013-4 (from Chamber Music America and from the Copland Foundation), the School does not generally generate research expenditures. Further, our discipline is not connected to many awards recognized by the Lombardi report and others. As a result, in 2011-12 the Music faculty identified a different measure that would bring annual clarity to the same faculty achievement as awards and research expenditures—we call it *faculty national/international achievement*.

2. Describe how Music contributes to Key Performance Parameters (Teaching Excellence; R/S reputation and productivity; Service to state community, profession and university; sustainability)

As in previous years, Teaching Excellence remains the prime goal of the USC School of Music—the commitment to the future health of our discipline, and to prolonging the great traditions of music making and listening contributing to happy, healthier, safer, more hopeful and more fulfilled individuals and communities are predicated upon the preparation of great musicians and music teachers through superior teaching. All School hiring, evaluation, and load considerations have excellent and appropriate teaching at the heart, first and foremost.

The School's faculty, grad student, and more recently its undergraduate student research/scholarship/performance reputation and productivity remains in significant advancement. A focus on applied and ensemble performance for the performance and conducting degrees, as well as national recognition for creative effort for composition, and scholarship publication and presentation for our academic areas, music history, theory, music education and now ethnomusicology has become standard in the School's day-to-day activity.

Since 2007, the School of Music has emerged as a national leader in national trends in the preparation of professional musicians and has achieved this recognition through a combination of innovative academic pursuits with activities that actualize superior service to state and community. Seminal to this emergence is the School's profound development of community engagement entities and service-learning opportunities. The nationally-renowned and award-winning USC String Project remains the chief of the entities, but the Children's Music Development Center (Early Childhood), the Suzuki Strings program, the Community Music School and its Piano Program, the Carolina LifeSong Initiative (students with learning or physical and mental disorders), and the Congaree New Horizon's Band (for seniors) provide not only significant learning opportunities but also impactful community service. Further, the implementation of these programs as both service and innovative instruction serve as national models for many peer institutions and national organizations.

Though the School of Music does face significant long-term financial strains given current levels or revenue and expenses, the model of the School and its mission and actions to support and contribute you that of USC is in full sustainable.

Section II. Meeting the University's Academic Dashboard Targets

1. strategies and measures for assessing effectiveness

The School of Music uses reports and data supplied by the campus office of Institutional Research to monitor its progress on the student dashboard metrics: enrollment; retention; graduation. We set goals each year for the numbers we wish to attain with these metrics and identify strategies for pursuing each goal. Similarly, we review data provided us by other campus offices as it relates to student-to-faculty ratio; but we use internally calculated information to assess out progress with the other two faculty-related dashboard metrics: doctoral degrees awarded and faculty national/international achievement.

2. progress made toward targets in 2013-14

ENROLLMENT: The School continually seeks to adequately populate its large performing ensembles and degree programs. To do this with fixed facilities and somewhat fixed scholarship and fellowship/assistantship dollars available, the School manages its enrollment to a figure between 460 and 490 students total. The mix of undergraduate and graduate students in this enrollment varies, but it is a goal of the School to keep the undergraduate enrollment in the 320-340 range. In fall 2012, that number dropped below that threshold and while that has little effect on the quality of the School and the nature of its interdependent programming, it was a factor we wished to change. Fall 2013 saw an increase back to the 95-105 major range and has brought our ugrad enrollment for 2013-14 back up to 320.

RETENTION: The School's most recent freshman-sophomore retention rate (2012 cohort) was 87.8 % (including those changing majors to other USC Schools). This was up from 79.5% for the 2010 cohort.

GRADUATION: The School's 6 yr graduation rate had been on a steady rise for years. Its 2005 cohort (4 yr projected grad date: 2008-9, 6yr: 2010-11) achieved 72.9% and the 2011-12 6yr measurable cohort (2006 entry) was 73.7%. There has been a recent signal that this dashboard measure will be negatively affected using typical assessments beginning with the 2007 class' 4, 5, and 6-year rates. Analysis of this emerging phenomenon has begun in the School of Music and is mentioned in more detail section II. below.

STUDENT: FACULTY RATIO: The School met its 2013-4 targeted goal of 9.38 to 1.

DOCTORAL DEGREES AWARDED: The School also hit its goal of 15 students being awarded doctoral degrees in 2012-13.

FACULTY NATIONAL/INTERNATIONAL ACHIEVEMENT: 57 instances of significant achievement of performances and scholarly presentations and publications were logged by 22 different faculty in 2012-13, the last completed academic year. These events are considered to be at the highest level of recognition in their field and beyond those identified as substantial from the lists and criteria in our tenure and promotion guidelines. This figure is up from 43 instances with 17 faculty in 2011-12.

3. strategies to meet targets in 2014-5

ENROLLMENT: The School hopes to matriculate more of the best students to whom we offer scholarships in an effort to build our base undergrad enrollment number back to and sustain it at 320 or more from students on the higher end of musical excellence.

RETENTION: The School of Music observed a decline in music majors the 2012 cohort from fall to spring of the freshman year. This was unusual, but not unprecedented.. The School's Scholarship and Enrollment Management Committee studied the relevant data and concluded that while it is not possible to know all of the exact reasons why there was that decline, the escalating inadequacy of scholarship funding to approximate the cost of tuition through FY 12 resulted in more students dropping out as they were either not able afford to stay in school, or as a result of their losing their lottery-funded scholarships due to substandard academic performance. In 2012-13 we redoubled our efforts to award scholarship dollars to music undergrads adequately to assist their remaining in school, and setting aside more discretionary scholarship dollars to assist freshman with direct awards as they become at risk for financially-motivated drop out during that year and had a better fall for 2013. The School's **target is to sustain the combined "same school" and "other school" total Freshman retention rate 88% by the time 2013's cohort is understood.**

GRADUATION: Last year the School reported that it would engage in the following actions to assure a continually rising rate, that achieved our **2013 (2007 start) target of 74%**: 1) an ever more selective recruitment and admissions process, assuring more students able to complete our program are enrolled; 2) an increase in the F-S retention rate as identified above, and 3) more and better quality professional training in the necessary extra-musical skills and behaviors necessary for musical careers that are a feature of the school's leadership institute and evolving companion culture. We have seen, instead, that that class of 2007 has graduated only 56.1% by 2013 and was down

in its 4 and 5 year completion rates as well. There were no initial warning signs for the fact that this could be coming and the School has requested additional data to try ascertain the reasons. Analysis in the School of why this class performed as they did, and whether or not it is an anomaly or a trend has begun and is ongoing in earnest.

STUDENT: FACULTY RATIO: With three additional faculty position (FRI hire in Piano Pedagogy and special retention/spousal hires in theory and musicology in summer 2013) and consistent student enrollment, the **School hopes to hit a target goal of 9.2 to 1 in 2014-15.**

DOCTORAL DEGREES AWARDED: As a result of closer attention paid to ABD progress and to a trend of admitting higher quality doctoral students in 2006-7, the School targets the awarding of **17 doctoral degrees by the time 2013-14** is over.

FACULTY NATIONAL/INTERNATIONAL ACHIEVEMENT: With additional travel and creative arts grants awards to music faculty in 2013-14, the School expects that as many as **60 instances of significant achievement of performances and scholarly presentations and publications will be logged by as many as 24** different faculty.

Section III. Unit's Goals and their Contributions to the University's Key Performance Parameters

2014-15 Academic Year Goals

GOAL 1: ***The School of Music will continue enhance the quality of and environment for teaching, learning, and musical achievement in the School through faculty, student, program and resource development***

2013-14 Progress:

- We were able, through a significant faculty retention in fall 2013, to secure more ugrad scholarship funds to offer for students in Fall 2014. We have finished draft of the MM in Violin Pedagogy and hope to submit this grant for CHE approval in 2014. The School experienced great success with guest artist residencies in 2013, most especially with the Parker Quartet through a Provost Visiting Scholar Grant that has been developed into an annual giving campaign that has resulted in over \$35,000 in private gifts and grants for 2014 and beyond. *Key Performance Parameters addressed: Teaching Excellence; R/S/P Reputation & Productivity*

2014-15 Plans:

- Continue to examine faculty retention and targeting new positions of need for instructional requirements of the School's mission
- Continue to enhance undergraduate scholarship dollars available and funds available for specialized student music leadership education in advocacy, entrepreneurship, community engagement, study abroad, research endeavors, and internships (USCConnect activities)

- Continue the significant emerging focus and success with expanding chamber music offerings and experiences in the School, for its students and with guests that inspire the students (*Parker Quartet*; *C Street Brass*; *Decoda The Savvy Musician in Action Competition*, etc...)

GOAL 2: *The School of Music will increase the number and quality of graduate students applying for its masters and doctoral programs, and offer more and better funded graduate assistant positions to these individuals.*

2013-14 Progress:

- quality of applications/auditions, and acceptances gets higher each year in most areas, and was the highest in quality and in magnitude EVER during the 2014 recruitment season recently completed. Piano also bucked recent trends and witnessed a major new crop of high quality auditionees. Matriculating many of these students remains a challenge and was only slightly better in fall 2013 than fall 2012. Fall 2014 appears to be yet another frustrating fall as the School's ability to matriculate high quality auditionees is hampered by lack of positions and funds for grad assistants.
- The School of Music finally launched its new website in April 2013 to great acclaim. The first of five planned banner videos for the page won a 2014 ADDY award.
- Summer programming in 2013 was the best yet for enhancing the quality and reach of School of Music programming, including a nationally successful *The Savvy Musician in Action* hosted by SPARK.
- We did again have, for a 2nd consecutive year, more and better funded GAs in 2013-14 (planned gifts in excess of \$1M raised towards this need in 2012 and in excess of \$500,000 cash in 2013), but the funding available in each one is not yet wholly competitive. There are many areas where additional positions are needed as well, as articulated in the School's most recent *2013 Graduate Program Enhancement Plan*. Key Performance Parameters addressed: Teaching Excellence; R/S/P Reputation & Productivity

2014-15 Plans:

- The School will continue its currently successful in-person recruiting, marketing, publicity, and advertising efforts to assure a steady stream of outstanding graduate applications and auditions.
- The School will pursue more funding for assistantships, fellowships and opportunities for new positions in each as well through development and partnership with on campus agencies and area arts groups.

GOAL 3: *The School of Music will re-capture its development momentum of 2011-14 and beyond as the final year of the CAROLINA'S PROMISE capital campaign unfolds and as the new Moore School Auditorium comes on line in fall 2014.*

2013-14 Progress:

- the School has been making great progress towards its campaign goal through the opening months of 2013-14 until the DoD, Teah Weiss, resigned for health reasons. Central development is changing its arrangement with the School and its investment

in music development will be less than planned through July 1, 2015. As a result it is unlikely the School will meet its development goals and targets for FY 14.

Key Performance Parameters addressed: Teaching Excellence; R/S/P Reputation & Productivity; Service; Sustainability

2014-15 Plans:

- the School will hire a new DoD in spring 2014 and stabilize its development team by summer 2014.
- the School's development team and Dean will lead the Campaign Committee work to identify new prospects for the School.
- the School's development team and Dean will finish ask strategies for each of the current \$100,000 and up prospects.
- the School's development team and Dean will advance the momentum of the Copenhagen gift (Jan 2012) and Band Hall dedication (Jan 2013) into additional naming gifts for Copenhagen Hall and other music facilities
- the School's development team will assist with the closing of another financial investment from Gamecock Athletics.
- the School's development team and Dean will work the Moore School to identify, cultivate and close gifts that name the auditorium in that new facility in 2014.

Five-Year Year Goals

GOAL 4: ***The School of Music will enhance the quality of and environment for teaching and learning in the School.***

Key Performance Parameters addressed: Teaching Excellence; R/S/P Reputation & Productivity; Service

GOAL 5: ***The School of Music will insure a sustainable budget for its operations***

Key Performance Parameters addressed: Teaching Excellence; R/S/P Reputation & Productivity; Service; Sustainability

GOAL 6: ***The School of Music will enhance the recruitment and admission of outstanding students.***

Key Performance Parameters addressed: Teaching Excellence; R/S/P Reputation & Productivity

GOAL 7: ***The School of Music will expand its scope of instruction, experiences, and engagement with developing musical leaders from its student body, faculty, and staff in an effort to improve the lives of citizens in the communities it and they serve through music.***

Key Performance Parameters addressed: Teaching Excellence; R/S/P Reputation & Productivity; Service

Section IV. Appendices

Appendix A. Resources Needed

GOAL 1: <i>The School of Music will continue enhance the quality of and environment for teaching, learning, and musical achievement in the School through faculty, student, program and resource development</i>			
Type of Resource	Existing	Additional: state source	Strategy
Dollars-\$50,000 recurring	\$825,000	Development	Fund sabbaticals and new non-recurring initiatives to support the faculty <u>national/international achievement dashboard measure</u> and KPPs: Teaching, R/S Reputation & Productivity

GOAL 2: <i>The School of Music will increase the number and quality of graduate students applying for its masters and doctoral programs, and offer more and better funded graduate assistant positions to these individuals.</i>			
Type of Resource	Existing	Additional: state source	Strategy
Dollars-\$100,000 recurring	\$975,000	Development	Enhances current asstship stipends; & provides for four new positions

GOAL 3: <i>The School of Music will re-capture its development momentum of 2011-14 and beyond as the final year of the CAROLINA'S PROMISE capital campaign unfolds and as the new Moore School Auditorium comes on line in fall 2014.</i>			
Type of Resource	Existing	Additional: state source	Strategy
Dollars-\$100,000 recurring	\$500,000	unknown	Provides for the necessary staffing of the School's development team for the remainder of FY 14, all of FY15 until campaign end and beyond...

GOAL 5: <i>The School of Music will insure a sustainable budget for its operations</i>			
Type of Resource	Existing	Additional: state source	Strategy
Dollars-\$50,000	\$3,000,000	Development and	Assures resources

recurring		special athletics funding	fac development, instruments and equipment inventory purchases and replacement
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GOAL 7. <i>The School of Music will expand its scope of instruction, experiences, and engagement with developing musical leaders from its student body, faculty, and staff in an effort to improve the lives of citizens in the communities it and they serve through music</i>			
Type of Resource	Existing	Additional: state source	Strategy
Dollars-\$100,000 Recurring	\$265,000	development	Assures community engagement, and internship execution and support

Appendix B. Benchmarking Information

Top ten public comprehensive colleges of music: Indiana; Michigan; Cincinnati; North Texas; Florida State; Illinois; Texas-Austin; Arizona State; Wisconsin. Peers: Oregon; Colorado; Kansas; Oklahoma; Michigan State

Appendix C. Unit's Top Strengths and Important Accomplishments

Top Strengths and Significant Achievements since 2009

1. Significant national awards for programs, faculty, staff and students from:
 - a. Prix de Rome in Composition
 - b. Guggenheim Fellowship in Composition
 - c. National Opera Association
 - d. National Assoc of Teachers of Singing
 - e. Chamber Music America
 - f. American String Teachers Association
 - g. American Bandmasters Assoc
 - h. American Choral Directors Association
2. Significant advancement of the School's media and public relations presences with the advent of its new website and additional advertising
3. Significant advancement of the School's chamber music activity through a recent spousal hire (Phillip Bush), grants and philanthropy associated with the Parker Quartet Residency, and the recently added 2014 residency for C Street Brass.
4. Significant enhancement of dollars available for undergraduate scholarships from \$450,000 available in 2005 to \$862,000 available in 2014
5. Quality of the large ensembles and graduate conducting degree programs associated with them, as well as the Music Education degree programs
6. New and recently restored faculty positions in the school in music history, theory, piano pedagogy, chamber music/piano, and ethnomusicology.
7. Quality of the graduate piano pedagogy program
8. Significant upgrade of the quality of the performance faculty and expectations of students
9. Significant growth in financial competitiveness of graduate assistant positions
10. As highlighted by the NASM in its 2010 Visitors' Report: a. The advancement of the *Carolina Institute for Leadership and Engagement in Music* (now called **SPARK**) with the recent entrepreneurship hire (Cutler); b. Development and enhancement of

the Community Music School (CMS) through a change in leadership and policy, and the School's *Music For Your Life Initiative* of component community programs including a new federally funded position through AmeriCorps VISTA program, the unique Carolina LifeSong Initiative and the CMS' applicability to the USCCConnect Quality Enhancement Plan.

Appendix D. Unit's Top Weaknesses and Plans for Addressing the Weaknesses

1. Though we have made progress, **funding for graduate students** lags competing institutions. Right now the School of Music routinely loses the highest quality applicants for graduate study:
 - a. due to insufficient # of graduate assistantship positions to attract students who audition here and wish to study at Carolina, and
 - b. due to insufficient funding of stipends for existing graduate assistantship positions.

The School continues to try and raise funds through development (over \$1.5 million since 2012, though most of that is in planned giving) and to create new graduate student financial assistance opportunities through partnerships on campus in an effort to improve conditions for current assistantships and to found new ones.

2. **Development**—much of this is highly confidential and will be discussed with relevant personnel in meetings.

3. **School of Music operating budget sustainability**—The School of Music has completely exhausted its carry-forward reserves and has no headroom for operational needs that include maintenance and repair, replacement of instruments (not marching band-associated), sabbaticals and faculty release/modified duties, or any new initiatives be they recurring or one-time. This condition is the result of little growth in revenue that is not directly from the Provost completely for a specific request while faculty numbers and expectations for programming and visibility have accelerated. The School met its projection to stay fiscally solvent for FY 13 but it is likely some degree of assistance will be needed from the provost office to make the FY14 budget whole. Additional recurring funds anticipated from Gamecock Athletics would change this reality by allowing the School to shift all athletic bands related expenses to a D100 account and re-capture the A funds that have been devoted to some of the personnel expenses associated with athletic bands.

III. UNIT STATISTICAL PROFILE

1. Number of entering freshman for classes Fall 2010, Fall 2011, Fall 2012, and Fall 2013 and their average SAT and ACT scores

	Entering Freshmen	Average SAT/ACT
Fall 2010	73	1197/26
Fall 2011	81	1207/27
Fall 2012	82	1204/27
Fall 2013	89	1200/26

2. Freshman retention rate for classes entering Fall 2010, Fall 2011, Fall 2012.

Fall 2010	79.5 %
Fall 2011	93.8%
Fall 2012	87.8

3. Sophomore retention rate for classes entering Fall 2009, Fall 2010, Fall 2011.

Fall 2009	88.8 %
Fall 2010	94.5 %
Fall 2011	86.5 %

4. Number of majors enrolled in Fall 2010, Fall 2011, Fall 2012, and Fall 2013 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral)

Majors	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	319	316	305	314
Masters	73	74	78	82
Certificate				
Doctoral	69	68	72	71
Total	461	458	455	467

5. Number of entering first professional and graduate students Fall 2010, Fall 2011, Fall 2012, and Fall 2013 and their average GRE, MCAT, LSAT scores

	Entering Grad	Average GRE (New scoring system for Fall 2012)	
		Verbal	Quantitative
Fall 2010	43	471	539
Fall 2011	41	475	511
Fall 2012	56	154	148
Fall 2013	52	217	255

6. Number of graduates in Fall 2012, Spring 2013, and Summer 2013 by level (undergraduate, certificate, first professional, masters, doctoral) and placement of terminal masters and doctoral students.)

Graduates	Fall 2012	Spring 2013	Summer 2013
Undergraduate	22	44	5
Masters	4	16	4
Certificate			
Doctoral	5	6	4
Total	31	66	13

7. Four-, Five-, and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only)

	2005	2006	2007
4 year	49.3%	36.6%	31.7
5 year	61.3%	62.2%	51.2
6 year	72.9%	70.7%	56.1

8. Total credit hours generated by your unit regardless of major for Fall 2012, Spring 2013, and Summer 2013.

Credit Hours	Fall 2012	Spring 2013	Summer 2013
Undergraduate	7862	5863	124
Masters	705	661	107
Doctoral	448	396	76
Total	9015	6920	307

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree.

	Fall 2012	Spring 2013	Summer 2013
Terminal Degree	41.87	39.95	

10. Percent of credit hours by undergraduate major taught by full-time faculty.

	Fall 2012	Spring 2013	Summer 2013
Full-Time Faculty	36.57	41.07	

11. Number of faculty by title (tenure-track by rank, non-tenure track [research or clinical] by rank) for Fall 2011, Fall 2012, and Fall 2013 (by department where applicable).

	Fall 2011	Fall 2012	Fall 2013
Tenure-Track			

Professor	16	16	16
Assoc. Professor	17	17	15
Asst. Professor	9	11	12
Non Tenure-track			
Adjunct/Instructors	23	28	24

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY2012. 2

SCHOLARSHIP, RESEARCH, CREATIVE ACCOMPLISHMENTS

1. The total number and amount of external sponsored research proposal submissions by agency for FY2013. 0
2. Summary of external sponsored research awards by agency for FY2013. 0
3. Total extramural funding processed through Sponsored Awards Management (SAM) in FY2013, and Federal extramural funding processed through SAM in FY2013. 0
4. Amount of sponsored research funding per faculty member in FY2013. 0
5. Total sponsored research expenditures per tenured/tenure-track faculty for FY2013. 0
6. Number of patents, disclosures, and licensing agreements in fiscal years 2011, 2012, and 2013. 0
7. Total number of creative, scholarly, and performance activities at the national/international level among School of Music faculty (dashboard: [faculty national/international achievement](#)) during 2012-13 (last complete year): 89

CONTINUING EDUCATION

Total continuing education units and continuing education activity generated for Fall 2012, Spring 2013, and Summer 2013.

	Fall 2012	Spring 2013	Summer 2013
Total # of CEU's	0	0	0