

Department of Music
Annual Assessment Report
AY 2015-2016

1. What Learning Outcomes were assessed this year?

The Music Department consistently administers several assessment/proficiency exams each semester. These include juries, conducting, and piano exams. Input from these assessment, along with assessments in classes continually guide the Department as it considers ways to better prepare its students.

Consistent with the Department SOAP, specific Assessment activities in the 2015/2016 AY included input from constituent groups and an Alumni Survey. The Department Program Review was completed in the 14/15 AY and a team visit was held during the fall of 2015. This provided opportunity to interact with constituent groups and this input was helpful. The Alumni Survey was carried out during the late spring/summer of 2016.

2. What instruments were used?

Input from constituents was gained through meetings held during the Program Review Team Visit. Results from the Alumni Survey are attached, including questions and responses. The survey was facilitated through the Office of Institutional Effectiveness. Questions were taken from earlier Alumni Surveys and adapted to fit the *Quatrics* survey functions. The survey was emailed to the alumni database on file with OIE. Unfortunately, this is imperfect as many addresses are inaccurate. Still, there were 46 responses and these provide valuable insights for the Department.

3. What did you discover from these data?

The complete results of the Survey are included with this report. As with any survey of this nature, some responses display dissatisfaction with few specifics or with specifics that are unproductive or impractical. There are, however, several main results from the Survey and meeting with constituents that are consistent or are repeated frequently in the Survey that require serious consideration by the Department.

- a. The majority of students in the Department eventually become music teachers, whether in the public school, community colleges, private studios, or University (after completing advanced degrees).
- b. In general, students are pleased with the education they received at Fresno State and the Department of Music.
- c. Currently, no classes in Music Business/Commercial Music are offered. There are several suggestions that we consider implementing such courses.
- d. Alumni suggest that we offer more studio time. This was also mentioned in the Team Report with our Program Review and is consistent with NASM requirements.

- e. Alumni suggest that we need to strengthen the skills required of our students before they leave with a degree. This seemed to be especially true for those involved in Music Education.
- f. Alumni suggest that we provide more opportunities to network within the profession.
- g. One respondent suggested that the Department find ways to become more innovative in the way it delivers its curriculum.

4. What changes did you make as a result of the findings?

The Survey was completed too late for there to be discussion among the faculty. The Department is working on a new Action Plan that grows from the Program Review. The timing of this Survey is good as it regards this process. Information from the Survey can be integrated into the Action Plan as it is developed and finalized.

5. What assessment activities will you be conducting in the 2016-17 academic year?

The Department Assessment Committee will review the current SOAP and revise dates for the Assessment Rotation. Because the most recent rotation has been completed, we return to the beginning of that rotation with Conducting Proficiency, Performance Exams, and Jury I/II being the focus in 2016/2017.

6. What progress have you made on items from your last program review action plan?

Because the Program Review was completed in 2015/2016, a new Action Plan is under discussion by the Department. While this is the case, it seems valuable to include some elements under consideration in both the undergraduate and graduate program.

Undergraduate:

The Aural Skills sequence is being considered and meetings were held in Spring 2016 to discuss ways to strengthen this component of the Department's curriculum.

Graduate:

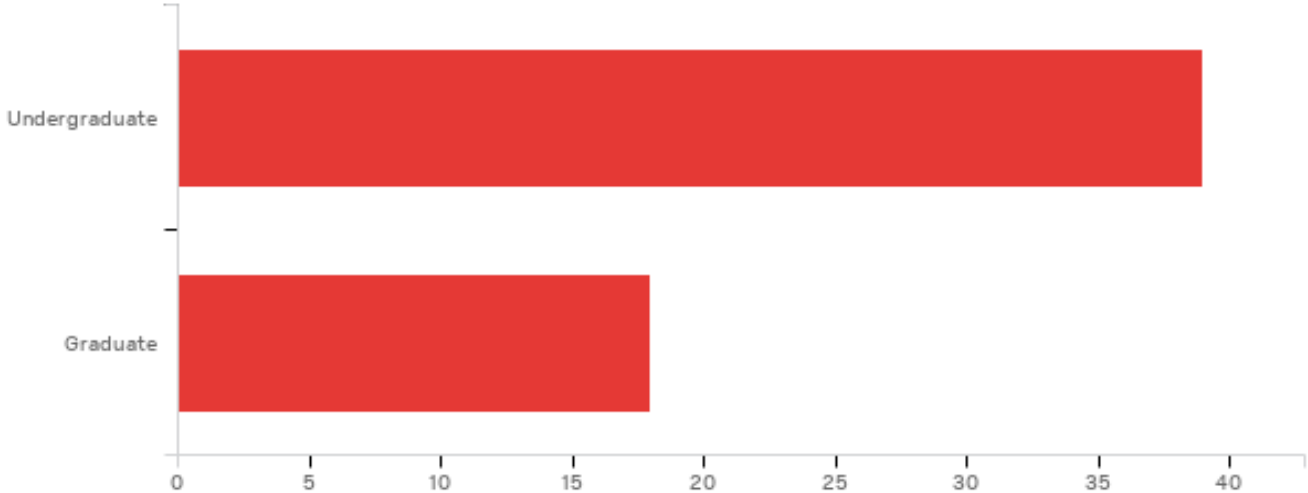
The Department recently discontinued the Departmental Qualifying Exam (DQE)---in reality a written assignment with varied requirements and expectations depending on the area in which the DQE was being completed. The temporary replacement is not an appropriate exit assessment but there is consideration being given to using it as an entry exam. Further, this may provide the ability to use some early courses in the program as *leveling* courses and then to revise the graduate core to better reflect graduate study needs in the Central Valley. Finally, the Graduate Committee will undertake the revision of the current SOAP, taking into consideration a new Action Plan, data from the Alumni Survey and findings of the Program Review Visiting Team.

Default Report

Music Alumni Survey

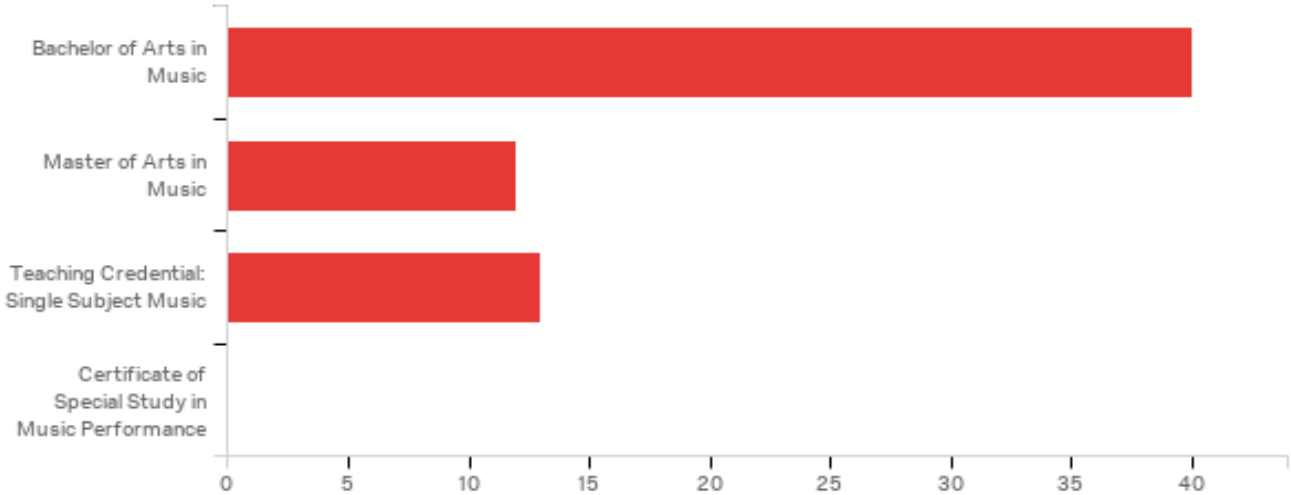
August 27th 2016, 10:25 am PDT

Q1 - I attended Fresno State as a(n): (choose all that apply)



Answer	%	Count
Undergraduate	84.78%	39
Graduate	39.13%	18
Total	100%	46

Q2 - Please indicate the degrees or programs you completed at Fresno State:



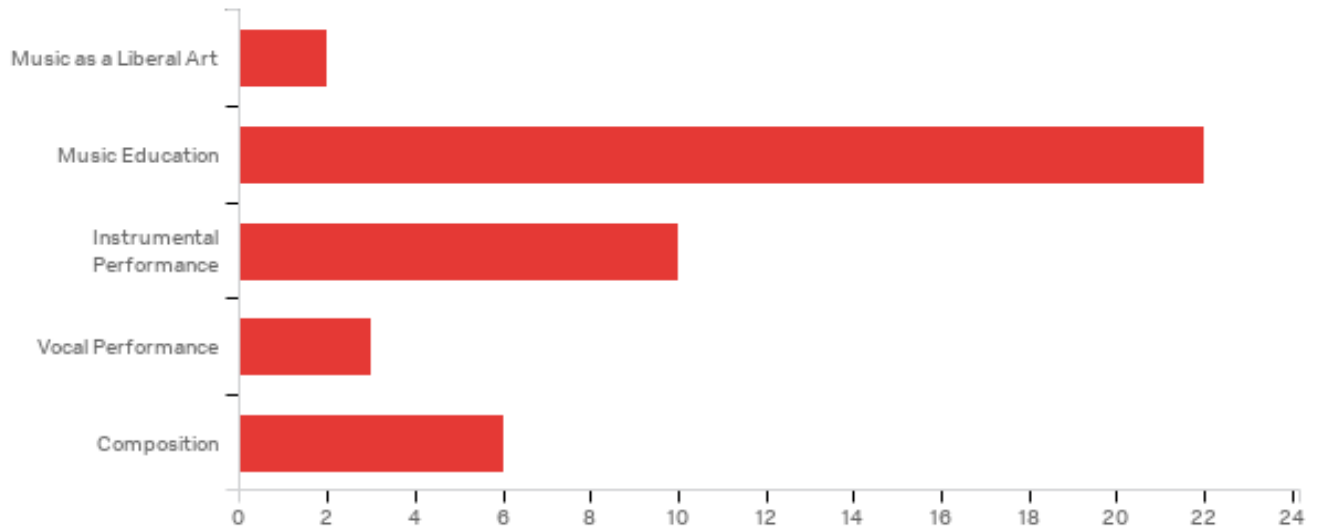
Answer	%	Count
Bachelor of Arts in Music	88.89%	40
Master of Arts in Music	26.67%	12
Teaching Credential: Single Subject Music	28.89%	13
Certificate of Special Study in Music Performance	0.00%	0
Total	100%	45

Q4 - What year(s) did you complete each?

Bachelor of Arts in Music	Master of Arts in Music	Teaching Credential: Single Subject Music	Certificate of Special Study in Music Performance
2006		2007	
2015			
1973	2013		
2011	2015		
2014			
2014		2016	
2015			
1999	2005	2000	
2013		2015	
2013	2015		
2011		2012	
2013		2014	
2003		2003	
2011			
2012		2013	
2003		2005	
2015			
2005			
2010			
2012	2015		
2014		2017	
2015		2016	
2015			
2004			
2012			
2011			
2002		2003	
2011	2015		

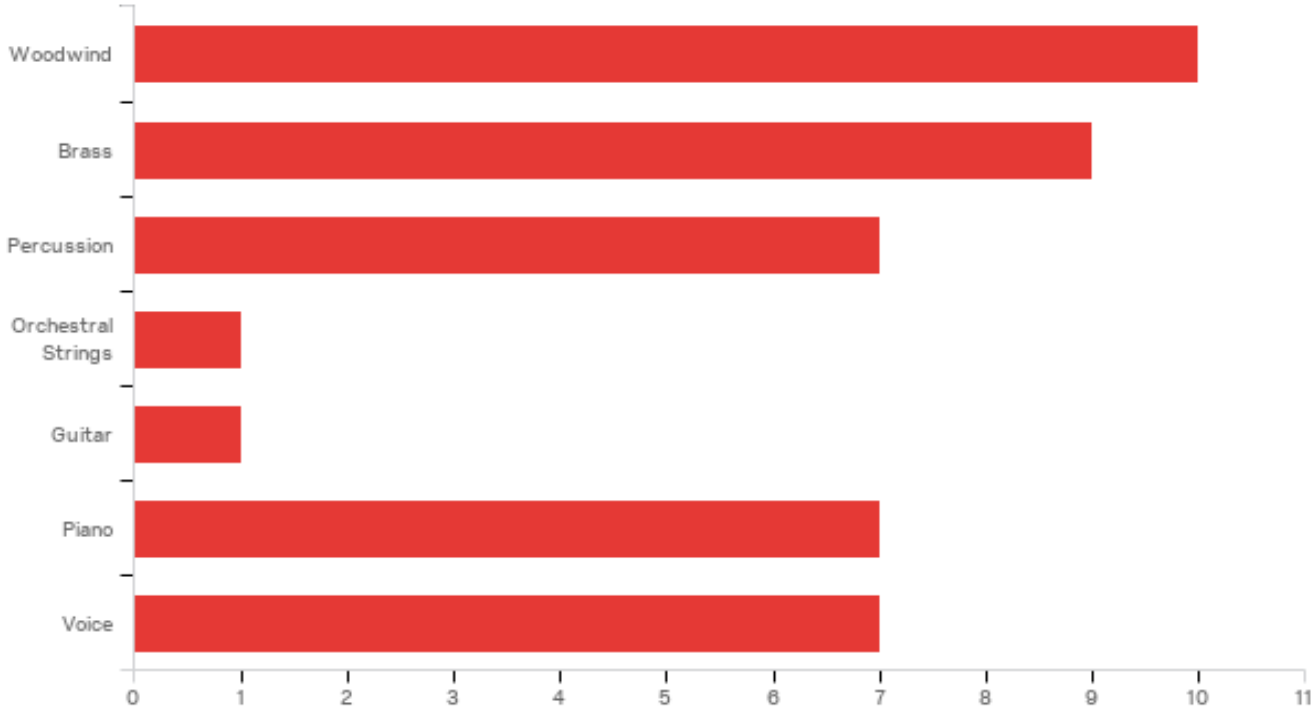
2010			
2015			
6			
2013	2016		

Q5 - What was your degree emphasis?



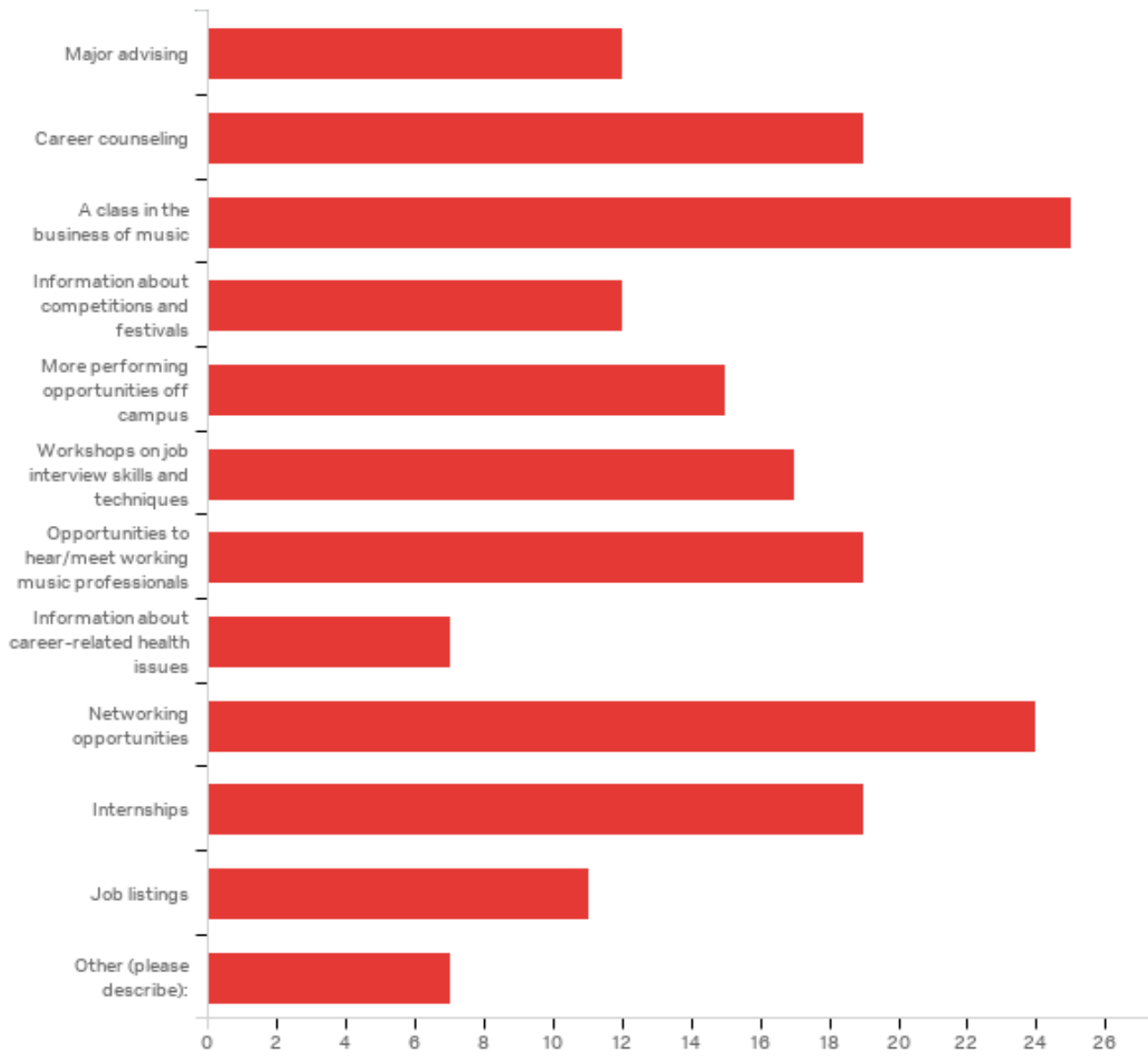
Answer	%	Count
Music as a Liberal Art	4.65%	2
Music Education	51.16%	22
Instrumental Performance	23.26%	10
Vocal Performance	6.98%	3
Composition	13.95%	6
Total	100%	43

Q6 - What was your primary instrument?



Answer	%	Count
Woodwind	23.81%	10
Brass	21.43%	9
Percussion	16.67%	7
Orchestral Strings	2.38%	1
Guitar	2.38%	1
Piano	16.67%	7
Voice	16.67%	7
Total	100%	42

Q9 - When you were a student at Fresno State, what could the Music Department have offered (or what could you have benefited from) that would have helped in your career? (choose all that apply).



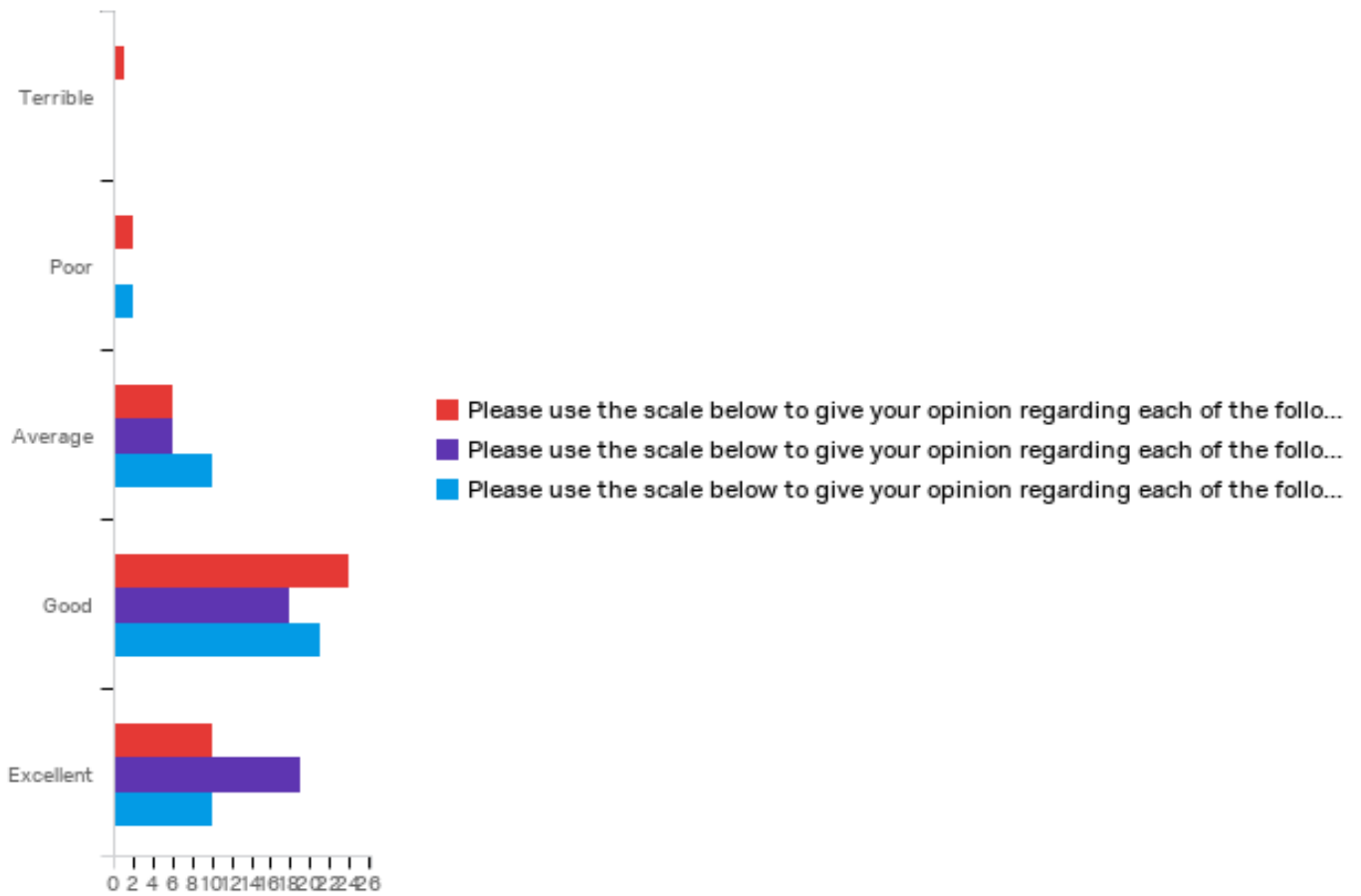
Answer	%	Count
Major advising	27.91%	12
Career counseling	44.19%	19
A class in the business of music	58.14%	25
Information about competitions and festivals	27.91%	12
More performing opportunities off campus	34.88%	15

Workshops on job interview skills and techniques	39.53%	17
Opportunities to hear/meet working music professionals	44.19%	19
Information about career-related health issues	16.28%	7
Networking opportunities	55.81%	24
Internships	44.19%	19
Job listings	25.58%	11
Other (please describe):	16.28%	7
Total	100%	43

Q9_12_TEXT - Other (please describe):

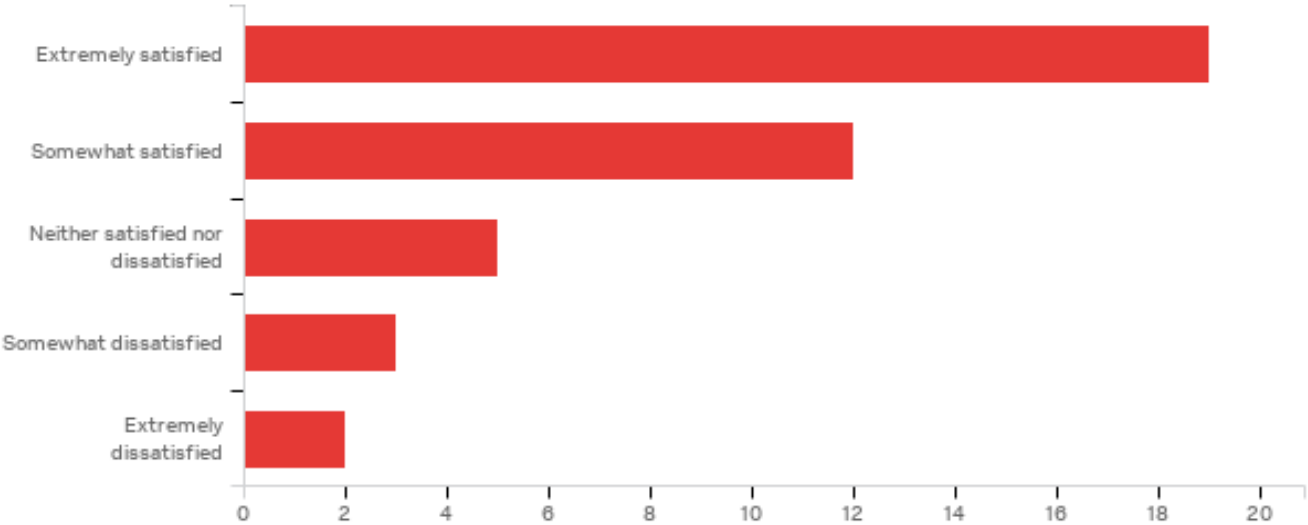
Other (please describe):
technology
Encouragement to attend grad school out of the Fresno area. Many students do this now, but it was not happening as much in 1973.
Better professors.
Kodaly summer courses
1. Entrepreneurship 2. Accounting 3. Project Management 4. Improv / Composition / Arranging 5. Music Technology
Instrument repair and band literature
Classes available every semester

Q7 - Please use the scale below to give your opinion regarding each of the following areas:



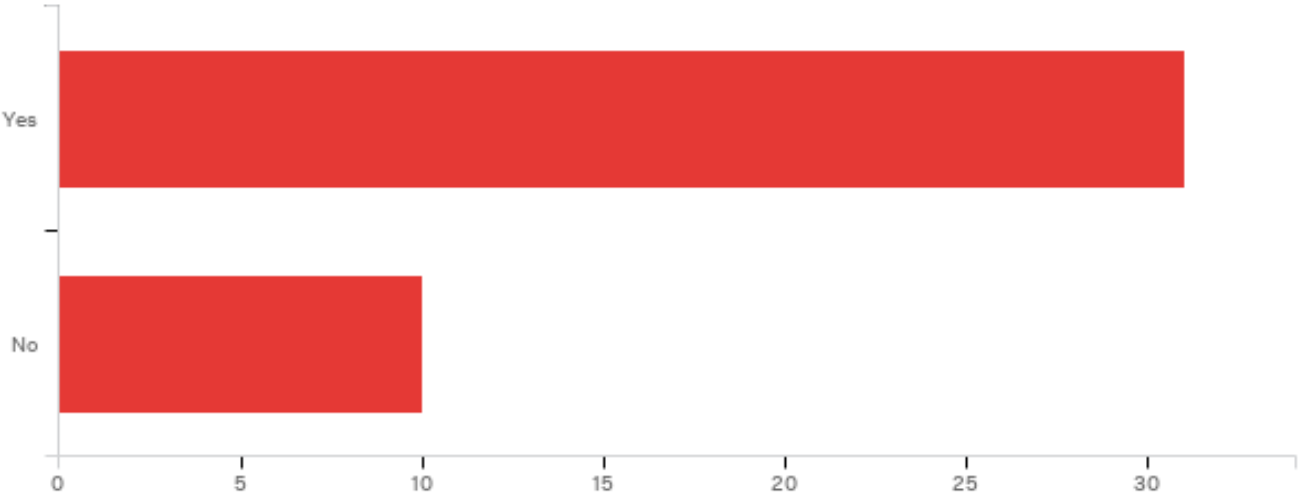
Question	Terrible	Poor	Average	Good	Excellent	Total
Overall quality of the Fresno State Music Department	2.33% 1	4.65% 2	13.95% 6	55.81% 24	23.26% 10	43
Quality of your specific emphasis	0.00% 0	0.00% 0	13.95% 6	41.86% 18	44.19% 19	43
Quality of Fresno State overall (outside of music)	0.00% 0	4.65% 2	23.26% 10	48.84% 21	23.26% 10	43

Q8 - Overall, how satisfied are you with your career?



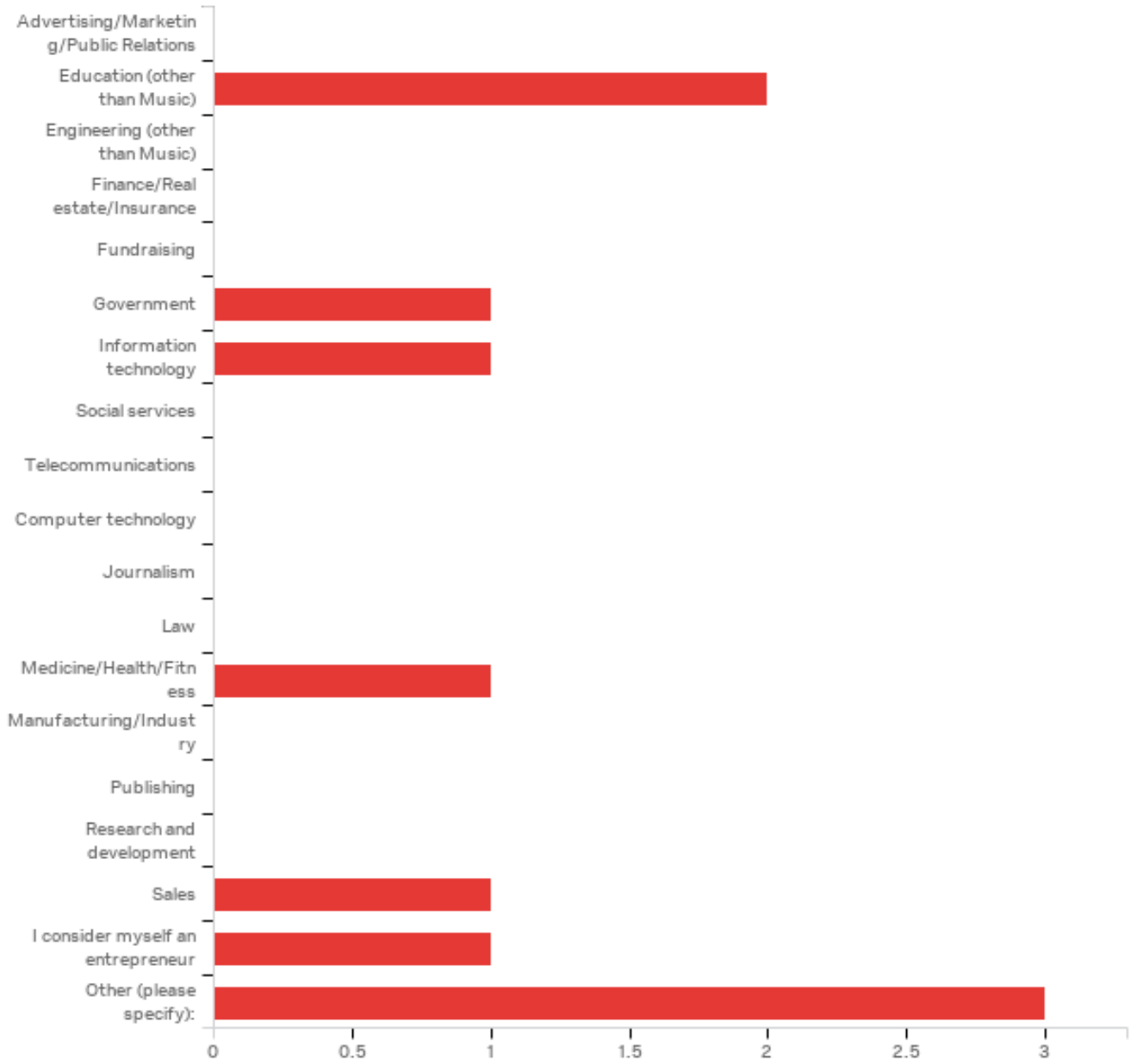
Answer	%	Count
Extremely satisfied	46.34%	19
Somewhat satisfied	29.27%	12
Neither satisfied nor dissatisfied	12.20%	5
Somewhat dissatisfied	7.32%	3
Extremely dissatisfied	4.88%	2
Total	100%	41

Q10 - Is your current employment in a music-related profession?



Answer	%	Count
Yes	75.61%	31
No	24.39%	10
Total	100%	41

Q28 - Please indicate your primary field:



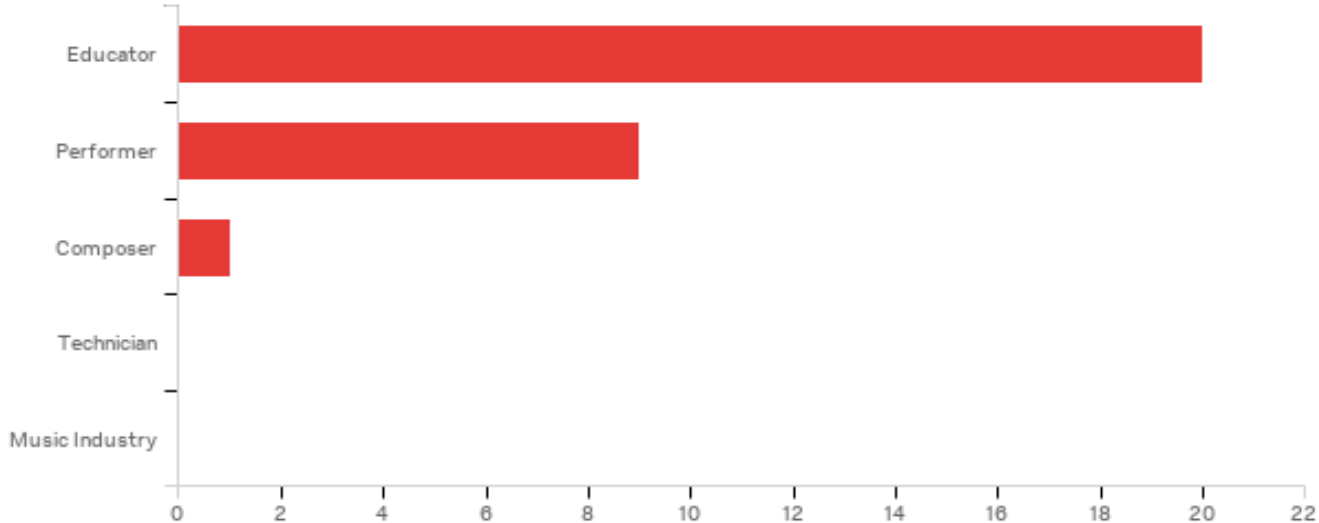
Answer	%	Count
Advertising/Marketing/Public Relations	0.00%	0
Education (other than Music)	20.00%	2
Engineering (other than Music)	0.00%	0
Finance/Real estate/Insurance	0.00%	0
Fundraising	0.00%	0
Government	10.00%	1

Information technology	10.00%	1
Social services	0.00%	0
Telecommunications	0.00%	0
Computer technology	0.00%	0
Journalism	0.00%	0
Law	0.00%	0
Medicine/Health/Fitness	10.00%	1
Manufacturing/Industry	0.00%	0
Publishing	0.00%	0
Research and development	0.00%	0
Sales	10.00%	1
I consider myself an entrepreneur	10.00%	1
Other (please specify):	30.00%	3
Total	100%	10

Q28_19_TEXT - Other (please specify):

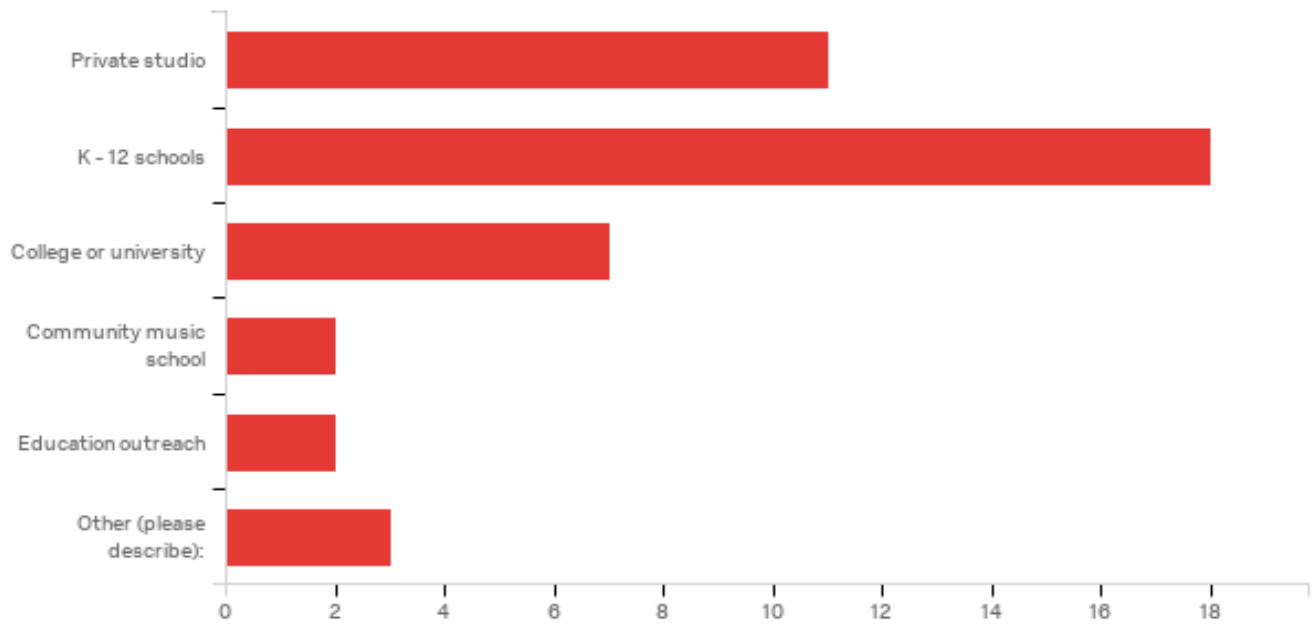
Other (please specify):
Labor
In school for credential
Administration

Q11 - Please choose one main area for your music-related profession:



Answer	%	Count
Educator	66.67%	20
Performer	30.00%	9
Composer	3.33%	1
Technician	0.00%	0
Music Industry	0.00%	0
Total	100%	30

Q12 - I have worked in: (check all that apply)

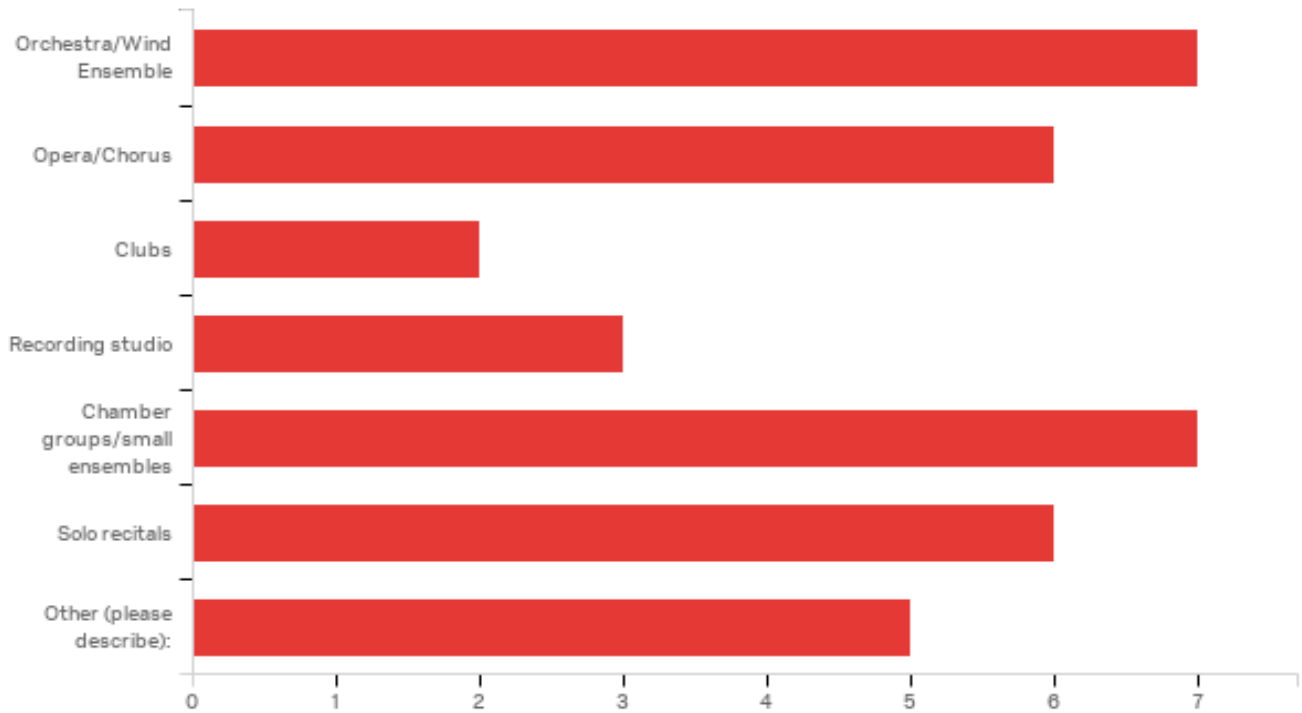


Answer	%	Count
Private studio	55.00%	11
K - 12 schools	90.00%	18
College or university	35.00%	7
Community music school	10.00%	2
Education outreach	10.00%	2
Other (please describe):	15.00%	3
Total	100%	20

Other (please describe):

Other (please describe):
Freelance playing - trumpet
non profit
Retail Management & Operations, Finance, Human Resources

Q13 - I have worked in: (check all that apply)



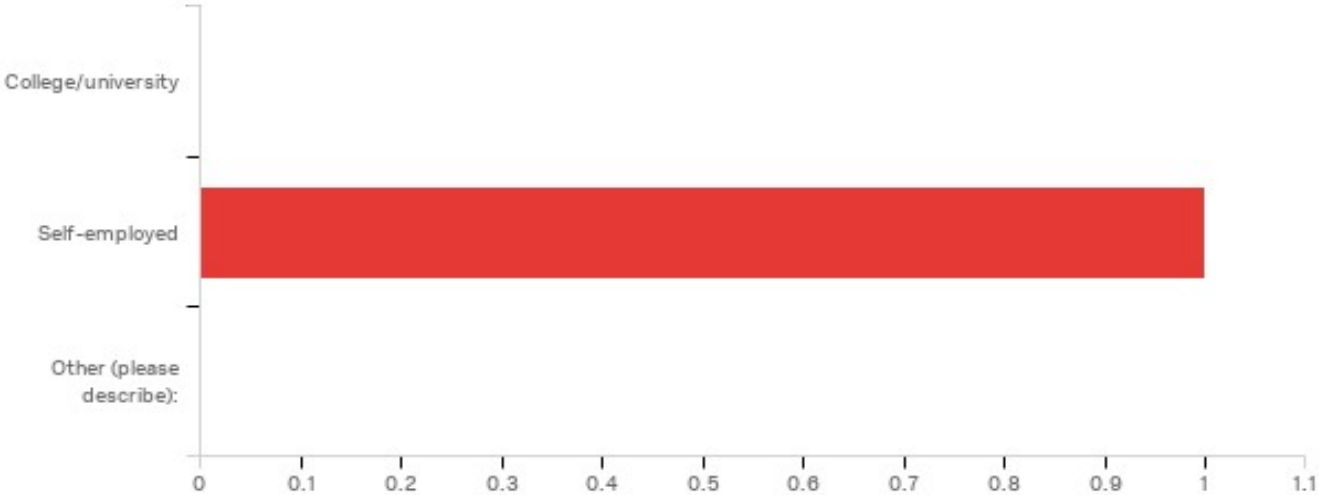
Answer	%	Count
Orchestra/Wind Ensemble	77.78%	7
Opera/Chorus	66.67%	6
Clubs	22.22%	2
Recording studio	33.33%	3
Chamber groups/small ensembles	77.78%	7
Solo recitals	66.67%	6
Other (please describe):	55.56%	5
Total	100%	9

Other (please describe):

Other (please describe):
Churches, kids' choirs
Church Music Director

Instrument repair
Army bands
Also teaching privately

Q14 - I have worked in: (check all that apply)

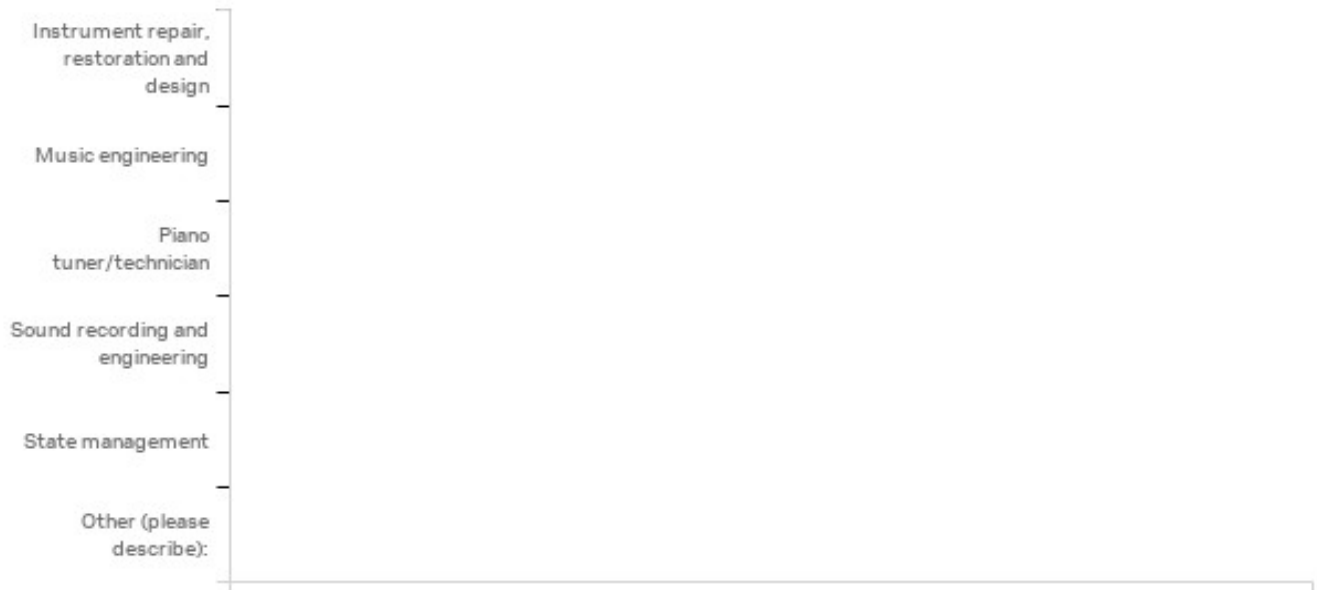


Answer	%	Count
College/university	0.00%	0
Self-employed	100.00%	1
Other (please describe):	0.00%	0
Total	100%	1

Other (please describe):

Other (please describe):

Q15 - I have worked in: (check all that apply)

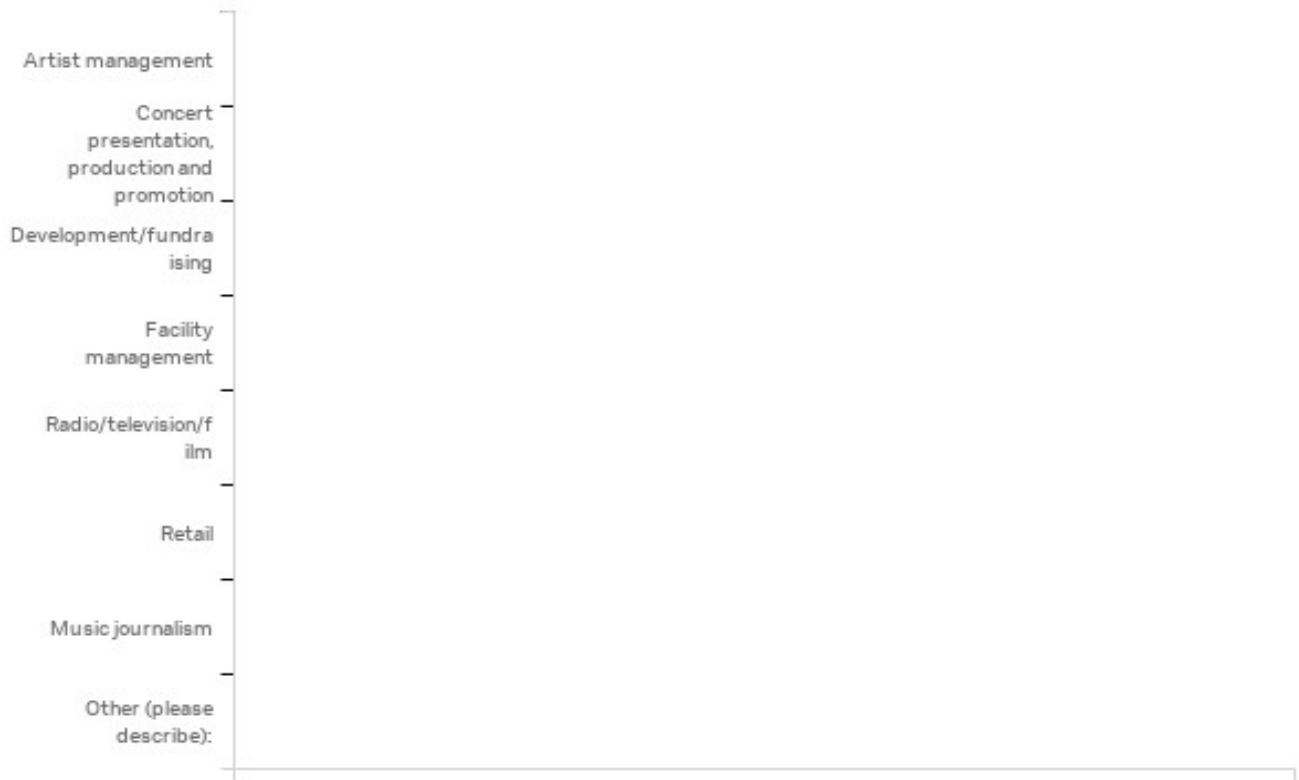


Answer	%	Count
Instrument repair, restoration and design	0.00%	0
Music engineering	0.00%	0
Piano tuner/technician	0.00%	0
Sound recording and engineering	0.00%	0
State management	0.00%	0
Other (please describe):	0.00%	0
Total	100%	0

Other (please describe):

Other (please describe):

Q16 - I have worked in: (check all that apply)

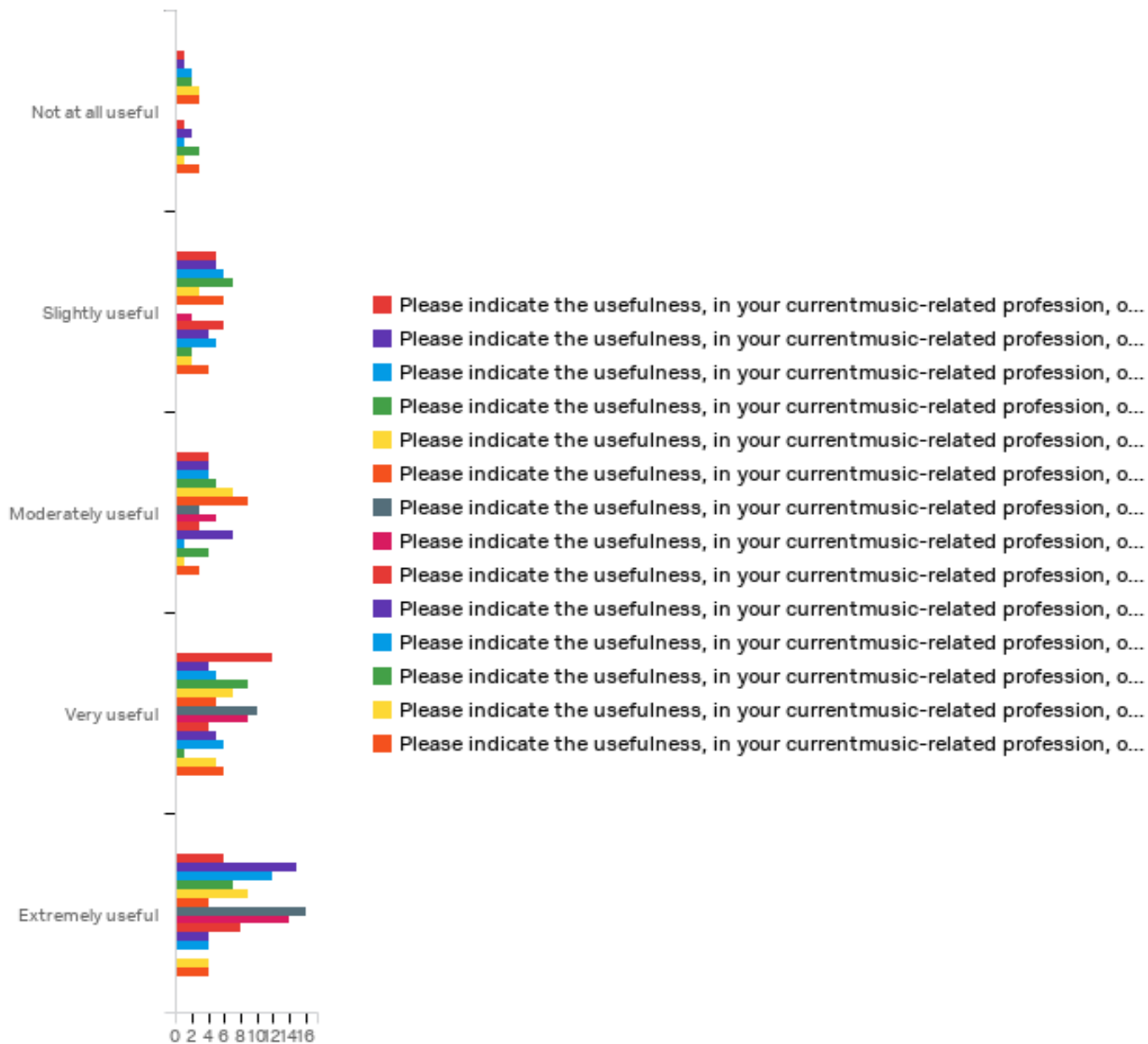


Answer	%	Count
Artist management	0.00%	0
Concert presentation, production and promotion	0.00%	0
Development/fundraising	0.00%	0
Facility management	0.00%	0
Radio/television/film	0.00%	0
Retail	0.00%	0
Music journalism	0.00%	0
Other (please describe):	0.00%	0
Total	100%	0

Other (please describe):

Other (please describe):

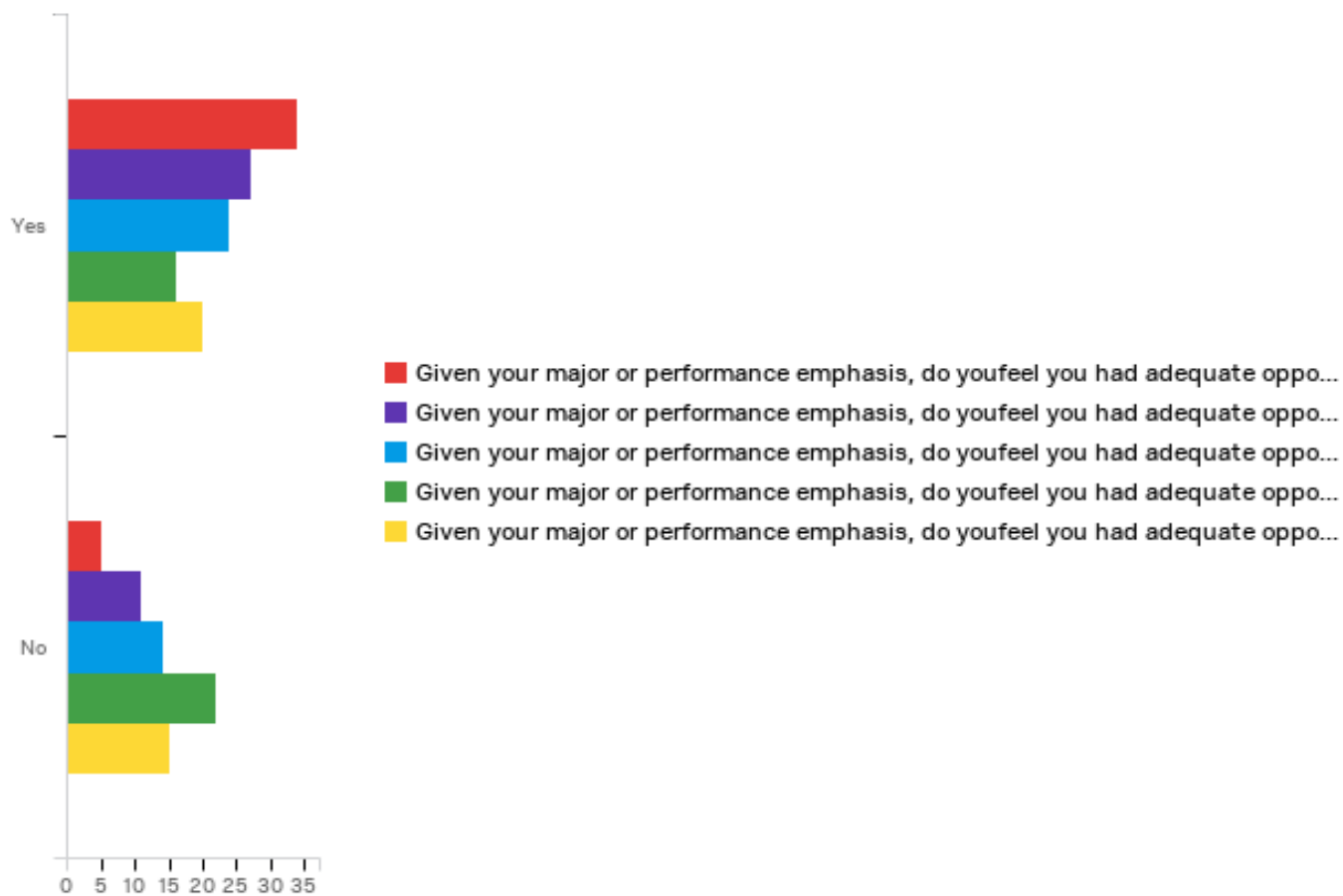
Q17 - Please indicate the usefulness, in your current music-related profession, of the education you received at Fresno State in the following categories. If you did not receive instruction in a given area, please indicate N/A (not applicable).



Question	Not at all useful		Slightly useful		Moderately useful		Very useful		Extremely useful		Total
Composition and arranging	3.57%	1	17.86%	5	14.29%	4	42.86%	12	21.43%	6	28
Aural skills	3.45%	1	17.24%	5	13.79%	4	13.79%	4	51.72%	15	29

Keyboard skills	6.90%	2	20.69%	6	13.79%	4	17.24%	5	41.38%	12	29
Music History and Literature	6.67%	2	23.33%	7	16.67%	5	30.00%	9	23.33%	7	30
Conducting	10.34%	3	10.34%	3	24.14%	7	24.14%	7	31.03%	9	29
Improvisation	11.11%	3	22.22%	6	33.33%	9	18.52%	5	14.81%	4	27
Private studio instruction	0.00%	0	0.00%	0	10.34%	3	34.48%	10	55.17%	16	29
Ensembles	0.00%	0	6.67%	2	16.67%	5	30.00%	9	46.67%	14	30
Music education methods courses	4.55%	1	27.27%	6	13.64%	3	18.18%	4	36.36%	8	22
Music education courses (non-methods)	9.09%	2	18.18%	4	31.82%	7	22.73%	5	18.18%	4	22
Music education laboratory experiences	5.88%	1	29.41%	5	5.88%	1	35.29%	6	23.53%	4	17
Music business	30.00%	3	20.00%	2	40.00%	4	10.00%	1	0.00%	0	10
Music technology	7.69%	1	15.38%	2	7.69%	1	38.46%	5	30.77%	4	13
Research methods	15.00%	3	20.00%	4	15.00%	3	30.00%	6	20.00%	4	20

Q20 - Given your major or performance emphasis, do you feel you had adequate opportunities to work in the following situations?



Question	Yes		No		Total
Performance with large ensemble	87.18%	34	12.82%	5	39
Performance with small ensemble	71.05%	27	28.95%	11	38
Solo performance	63.16%	24	36.84%	14	38
Teaching opportunities	42.11%	16	57.89%	22	38
Research/Writing projects	57.14%	20	42.86%	15	35

Q18 - Please describe any courses you think should be added for music majors at Fresno State.

Please describe any courses you think should be added for music majors at F...

Technology: mixing music, writing editing music.

Commercial Music

Reinstate brass ensemble, woodwind ensemble, etc. Currently, there are students at Fresno State who don't even know who Gabrieli is. My Brass ensemble class from Dr. James Winter and Dr. Ritchie Clendennin in the '70s were so valuable to me. Other Calif. State colleges (such as San Jose and Long Beach) have Brass ensembles. Why doesn't Fresno State? From my perspective, there is no excuse.

Better professors and a chair who'll do his job like Dr. Caldwell.

Bring back improv!!

New music ensemble, collaborative improv courses (not jazz oriented), etc. Courses that could be applied to a broad level of the music industry.

Modern Band techniques, Learner-Centered methods

Please keep vocal workshop (118VW)! It's the only course where singers can receive performance experience and personalized advice outside of lesson and in a no-risk situation!!

instrument repair

Copyright, permission to arrange, etc

An opportunity to learn an instrument for piano majors just like all other music majors have to take piano proficiency.

1. Entrepreneurship 2. Accounting 3. Project Management 4. Improv / Composition / Arranging 5. Music Technology 6. Organizational Behavior 7. Audio Engineering 8. Copyright and Entertainment Law

I feel like it could be very beneficial to learn more about grant writing, working with a pto / pta etc., and how to help work your program into the culture of the school. I think we only spent a few class minutes talking about this. Also, more about creating a curriculum, not just playing songs.

Vocal majors need more opportunities to practice performance, regardless whether they are education or performance track.

Atonal ear training

A course in self-promotion, tax management, platform management, and music marketing should be added. There were no music business courses when I attended, and unless current business courses contain these elements students will be woefully unprepared for the rigors of a high-stress, highly competitive, low-paying job with extremely bad hours.

Music Business

Music Industry

Songwriting (Pop)

Popular Music

Radio (Technology)

Music Business, classes for the professional working musician, not just educators.

Longer ped classes

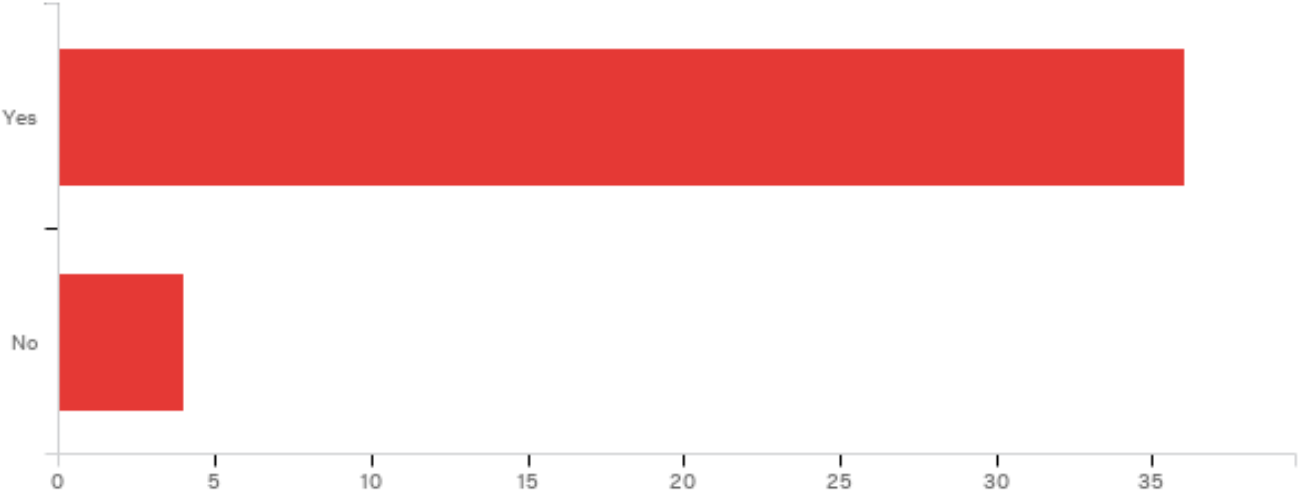
Music Therapy,

<p>More conducting courses. Ear Training has been expanded to 4 semesters, which is beneficial to the students. Expand the conducting to include a beginning, intermediate, advanced, and maybe a large and small ensemble course.</p>
<p>The music education degree does not adequately prepare instrumentalists to teach choir, so consider two semesters of vocal pedagogy (instead of one), a required semester of choir, and/or 3-4 individual voice lessons for instrumentalists. I'd also recommend holding some music courses (or even refresher courses) in the evening so that new music educators can continue taking professional development courses through extended education when they find they're teaching something they don't feel comfortable teaching!</p>
<p>Diction for MA Conducting majors</p>
<p>There definitely need to be studio repertoire classes at Fresno State. Also, anything that might open more doors for a music related career: music administration, music business, more chamber ensemble work, things to know to help build a private studio, how to take an orchestral audition, what to do as a performer when you move to a new city, etc.</p>
<p>Music Entrepreneurship/how to write resume/build website/write cover letter, etc.</p>
<p>More emphasis on band instrument pedagogy, including performance exams on various instruments like other universities. There should also be a class completely devoted to band literature of the 20th century.</p>
<p>Music as a Business</p>
<p>As a student at Fresno State, I would have greatly benefited from more in depth elementary education and background in methodologies. I would have also benefited from a guitar methods class and a class dedicated to double reeds, as our experience was extremely limited.</p>
<p>N/A</p>
<p>The department needs to bring more emphasis back to improv classes, and needs to hold students more accountable for their piano skills throughout their time within the department.</p>
<p>Music business</p>

Q19 - Please list any course you were required to take that you think should not be required.

Please list any course you were required to take that you think should not...
Dr. Boone's classes.
Too many GEs
N/A
Music Theory 1 was very basic. Many credential classes.
I think credit hours could be reduced on some courses like research methods and ethnomusicology to allow for courses that lead to greater return on students investment, i.e. assist with career development. Should be able to test out of courses like music theory and history which would allow greater flexibility to take career-focused, value-added courses.
I don't think any of them lacked important information.
I think most of the courses I took were relevant to producing a well-rounded musician, however, in terms of alternate utility the entire degree option is an exercise in wasting time. Any serious musician can acquire the relevant skills on their own in less time and are likely to learn more about how to be successful in music by going out and doing it, rather than by spending 12 hours a day in an academic environment that has nothing to do with the actual market of music. That time would be better spent developing marketable alternate skills that will be necessary to pay for the immediate needs of graduates while they build up an actual music career.
N/A
Music 74
N/A
None.
N/A
None, but many of the education instrument/vocal technique classes were a joke, barely teaching us how to hold the instrument before moving on. I've seen so many new teachers flounder and quit because they don't know how to teach instruments to kids who don't already know how to play them.
N/A
Choir. I feel like as an instrumentalist I got my fair dose of singing in my sight singing, elementary music, vocal ped, and music 50 (although that course is no longer offered). I think it's unfair that as an instrumentalist I had to do a semester of choir while my vocalist counterparts were not required to be in an instrumental ensemble.
N/A

Q21 - Would you recommend Fresno State Department of Music to someone considering studying music?



Answer	%	Count
Yes	90.00%	36
No	10.00%	4
Total	100%	40

Q23 - Please explain your answer:

Please explain your answer:

Good for concert-related work, not so much for commercial music.

A great college for any student who wishes to remain in the area or finds it more affordable. As long as students are challenged and held to high standards, I believe Fresno State has a lot to offer.

Professors from this department have harassed and treated me unfairly because of their own bad relations/histories with each other. I was the black sheep and got the short end of the stick even though I worked my ass off to be a better musician and student. Thanks Fresno State Music Dept. "EXCELLENT MUSIC MAKING" :)

It's good, it's local (for the friends to whom I've recommended it), it doesn't have the dog-eat-dog spirit other schools have, it's way less expensive, and Dr. Hamre and Hatem (though they are both gone now)

It's not creative enough. This school teaches what other schools teach. There is nothing that stands out about the department that makes it distinct from other liberal arts music departments. This department is stuck in the 20th century. There are other aspects of music that can be applied to the current industry.

I would recommend Fresno State Dept. of Music to someone considering music education. I think someone considering music performance should consider other options. But, overall I believe Fresno State was a good experience for me.

The professors truly care about the students.

Currently attending University of the Pacific for their music Ed credential and coursework thus far in regards to music fundamentals, performance, working with diverse groups, I've already learned from state. Go Dogs!

Great faculty that cares about their students. The opportunity to get help from certain professors was the most important attribute of the program.

Professors are great.

It is a great value and hidden gem in California. Great teachers and fellow students. The higher level ensembles push students to excel. Great opportunity to receive personal attention with low teacher / student ratios that better known music schools and conservatories cannot provide. Short drive to LA and Bay Area. Low cost of living. Establishing California residency means low tuition cost.

I am constantly surprised by the quality of my education at Fresno state. I have met colleagues who are woefully unprepared in areas of their teaching, and I have never felt that way. Fresno may not be perfect, but it has served me well in my 6 years of teaching.

I do not recommend a music major to most people considering a degree in music, as the degree itself is not a meaningful certification of skills and carries no weight in the music market. Fresno State, however, has more issues than most. Plaguing it is a generally low standard that produces graduates, especially in the music education field, that are poorly equipped for their profession. Fresno State graduates are themselves the best testament to the failings of the department, as a large number that I went to school with, and those that I have met after graduation, have been among the worst musicians I have worked with in terms of performance ability and professional attitude and etiquette. Outside of the Fresno area, they are often a running joke. This may be due to an overall lower quality student body, the low expectations of the department, the modest professional goals of the students, or some combination thereof.

I think any serious student would benefit more from other schools if they have the opportunity to attend one, or even better, skipping the entire degree and cutting their teeth for four years in the trenches of performance, adding what skills they need as the need arises and learning professional skills through a vocational or business program.

I think the performance and composition majors could have more classes offered to teach students about real-world opportunities and experiences. In terms of music education though, I think it is good. Overall, I think that

students who want to major in Music Ed should attend Fresno State. Those who want to work in other areas of the music industry might be better off attending another school that offers more real-world applicable courses and information. I look at the amount of music majors who attended Fresno State and who have gotten jobs successfully in music are just the music education majors. For those who were performance or composition majors, I have seen most of them struggle to find employment due to the lack of networking that is available to those who choose to live in Fresno after college. I majored in composition and the only way that I have found to make money from working in music is through teaching....

The faculty is top notch in my opinion. Everyone was very helpful and friendly. I was able to get help on anything I was struggling with from fellow students and from teachers. The professors are very approachable I their office and responded to emails in a timely manner. The BMB played a huge role in my influencing on going to and staying at Fresno State.

Through Fresno State's music department, I was able to become more passionate about music and develop a deeper understanding and knowledge of music. I would definitely recommend someone considering Music to Fresno State to help contribute to the growth and strength of the department.

I've found myself teaching all areas (choral, instrumental, and general music), and when talking with my colleagues, I feel I received a strong education that prepared me well.

I received a solid education which prepared me for real world experiences.

I had a good experience in Fresno. There are definitely some things that can be improved (studio classes, guidance for students looking to go to graduate school, dialogue about being creative when trying to form a music career) but overall I was fortunate to have professional performing opportunities within the Central Valley and an academic faculty that was supportive of those opportunities. I had a wonderful studio teacher. I have recommended Fresno State to many high school students though I don't think any have actually gone to Fresno State due to lack of substantial scholarships. I would not, however, recommend Fresno state for graduate school in music performance.

I think the faculty is excellent. The program is supportive and, because it is a smaller program, allows individuals to have more opportunities and a strong sense of community with their peers.

I would, depending on their instrument. I would however recommend they get a masters degree somewhere else.

It's a better program for education majors; I'd tell performance majors to go to CSULB

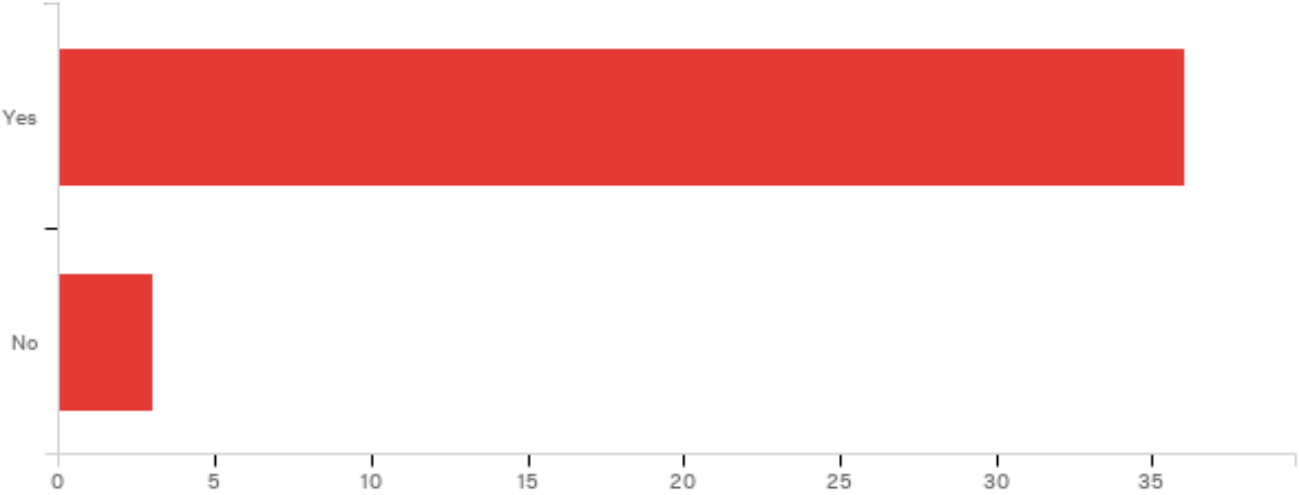
For a local, it is a great place to go to get opportunities to work with professors who are doing a lot in the field of music and who do a lot for their students. I do, however think that the choral methods and elementary methods classes were extremely lacking during my attendance at Fresno State.

N/A

I spent 6 and a half great years here and I thought faculty was for the most part really great. I learned a lot and I got to play a lot of different genres of music. Furthermore, I had one of the most renowned faculty members as my studio professor Dr. Darling who is recognized as a top educator not only in our community, but nationally as well.

Great music program, but education majors should get longer than 30 min per week of lessons on their main instrument. Educators should really be highly proficient at their instrument, and some that graduate with an Ed degree are not.

Q22 - Do you feel that the breadth of your studies prepared you adequately for doing your senior or master's degree project/thesis?

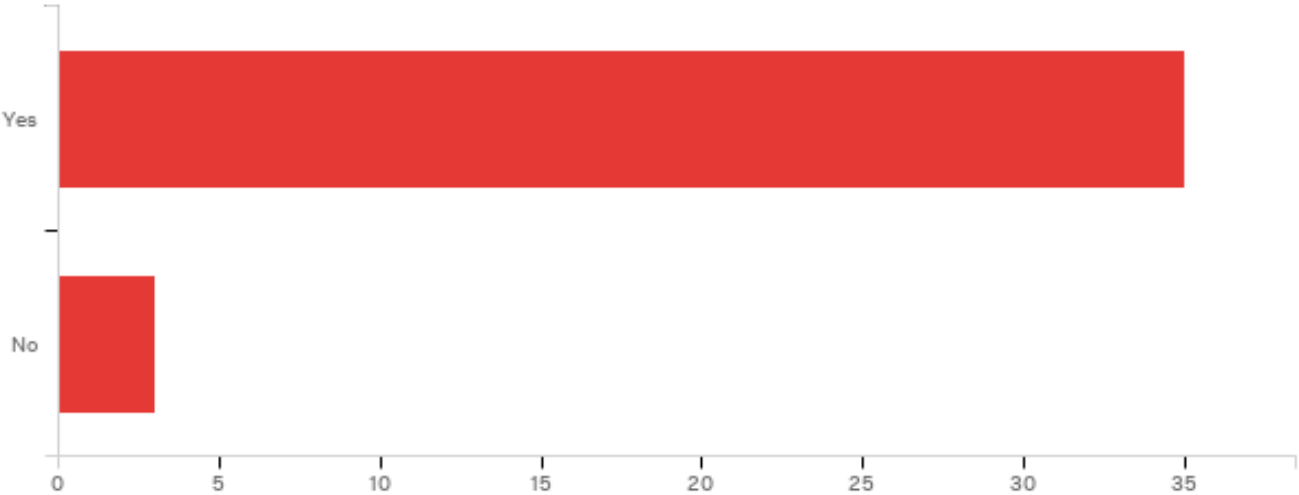


Answer	%	Count
Yes	92.31%	36
No	7.69%	3
Total	100%	39

Q24 - Please explain your answer:

Please explain your answer:
Fresno State does not offer a graduate program in music composition.
Really the answer is yes and no. I am glad I got my Masters later. Life experience and a deepening I my area of interest - early brass, especially as it relates to the baroque and natural trumpet, was my interest. Being involved in the Historical Brass Society was a great asset.
Coursework has nothing to do with what I'm complaining about. It's the professors. They need to go.
Dr. Bumpass was wonderful. Her presentation of music history thoroughly prepared me for my master's degree. Sadly, I felt the history portion of my master's degree was taught by someone who wouldn't have passed the class had they been made to take it.
Masters project was hard work, but at no time did I ever feel underprepared nor did I ever feel like I was on my path alone.
Private studio lessons were the main reason for this success.
I entered the program as a junior... That kind of quality playing time can't be made up.
The specifics of the courses and the work produced through them made my senior recital very easy to organize and perform, but I had also had 4 years of experience performing in the free market to assist me.
As a composition major, I had a lot of practice putting together performers and pieces for recitals, due to the amount of recitals we had to do.
I had 6 semesters of lessons, I just wish there was more time allotted for lessons than 30 minutes.
<ol style="list-style-type: none">1. I love that CSUF requires music education majors to do a senior recital, when so many universities do not.2. I think that the emphasis was much more on the recital than the paper that went along with it -- perhaps too much so?3. I did go on to do a master's at another university and my breadth of studies at CSUF was helpful there as well.
Studying Choral literature was very useful
I played a successful senior recital (although I cringe listening to it now)
Good feedback from faculty, but to be honest there were low expectations.
I had quality instruction and support from my advisors and my voice professor. I had strong musical background that helped me learn my music more quickly and explore musical interpretations better.
N/A
Dr. Darling was a great mentor as I prepared for both by senior and graduate recitals.

Q25 - Were your project/thesis advisors or committee members helpful?

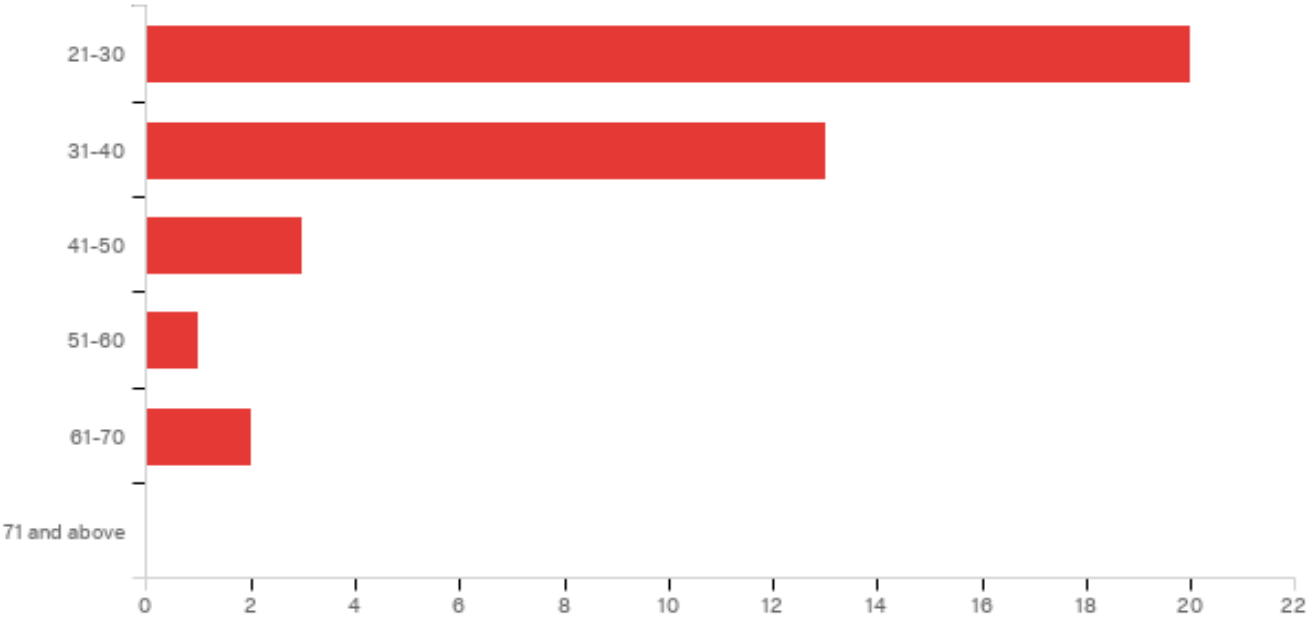


Answer	%	Count
Yes	92.11%	35
No	7.89%	3
Total	100%	38

Q26 - Please explain your answer:

Please explain your answer:
They took their time to sit down me with check up on my progress and provide feedback.
The bibliography class and research advise was excellent. Also the instructors and faculty were very accommodating to and supportive of my vision of an historical-based Masters Recital.
They're the few better professors in this department.
Gary P. Gilroy holds his students accountable! His contribution to my Master's degree was the most valuable. Other members of my committee were great as well. I felt they pushed me to deliver a very thorough response to their questions.
All of my selected committee members we available to answer any questions and were prompt in their replies. I was never made to feel stupid, always encouraged and pushed to improve my work/craft.
Not much was needed. It was self explanatory, but any question that came up could and would get answered.
They were always very supportive.
My committee members didn't really have that much to say to me at the time, mostly because I was already very prepared for my recital before they became committee members.
For the most part, I felt they were helpful. Sometimes, it felt like I was left on my own to figure things out, however.
Yes, they gave meaningful feedback and worked with me to generate ways in which to improve.
My studio teacher was helpful in preparing the recital itself, but wanted me to focus on the performance rather than the paper. My other committee members did not have any input except for reading the paper and attending the recital.
Dr. Hamre was excellent
I had plenty of coaching and help planning my recital.
I received my master's degree at a different university than Fresno State, so I cannot speak to the helpfulness of thesis advisors here.
Good feedback from faculty, but to be honest there were low expectations.
Flexible and instructive. Not overbearing or demanding. Didn't ask for more than was necessary.
I was always given quality feedback and suggestions on how to take my music to the next level.
N/A

Q29 - What is your age range?



Answer	%	Count
21-30	51.28%	20
31-40	33.33%	13
41-50	7.69%	3
51-60	2.56%	1
61-70	5.13%	2
71 and above	0.00%	0
Total	100%	39

Q27 - Do you have additional comments or suggestions that might help strengthen the degree programs for music majors at Fresno State?

Do you have additional comments or suggestions that might help strengthen t...

Help students see reality of tight competition in music industry, especially if they have aspirations for scoring for film and television.

Reinstate Brass Ensemble and Woodwind ensemble classes.

I am no longer teaching at Clovis Unified. I am retired. My retirement goals including further trumpet practice and performing, further research on early brass and exploration of organizing or being part of an early brass event, Masters class on early brass, or an actual Early Music festival in the Fresno area. I appreciate the opportunities the Fresno State Music Department gave me in my continual development as a musician, researcher and educator.

Find a stronger better chairman or chairwoman...

Music education majors need more training in how to teach. Performance majors need to be pushed harder. The bar simply isn't high enough.

Not at this time

Technology. Especially in music education. Everything seems to be going that direction in schools. Google is huge in education right now and has some of the best collaboration tools out there. A workshop on how to use or apply some of their tools might be beneficial.

Relevant job placement assistance during your time in school is needed. Partnerships among Fresno State Music Department and other local / national music and arts organizations would give students a chance to intern or work part time in a job related to area of study. A career development office with coaches guiding students regularly (twice a semester for instance) would provide focus for students

Make the case conducting final the final for the class, not an extra thing.

Honestly, the biggest thing that would improve the degree program is a higher standard for achievement.

Add more courses in the pop music, music business, and music industry in general....that would benefit more music majors, then just history and theory, etc.

Be honest with the students who shouldn't be in this field.

Don't focus on just high school jobs. I felt that I was only prepared for a high school job, but I teach elementary and middle school.

Please require at least 2 semesters of choir for the instrumental music majors. Choir adds more to their musical development than many of them think. If possible, please try to work with the studios and the respective professors on encouraging master classes and securing funds to have master classes. The development through master classes is something I wish I could've had at Fresno State.

Make sure future music educators are being introduced to technology that might help them, from software like Smart Music and Finale, to actual devices like recording microphones and Promethean boards.

Thank you!

I cannot emphasize repertoire classes enough. I found this extremely helpful in graduate school. More outreach by the scholarship groups in the community (PQ, CBQ visiting, coaching, and playing for local schools). Strengthening the graduate program would strengthen the undergraduate programs as well.

I think there should be more emphasis on recruitment for the program. Fresno State has an excellent music department, but I don't think as many people know about it as they should. The program would be boosted by great individual performance majors.

Sensitivity training for faculty, especially related to gender issues and student mental health issues. Scheduling and homework/project assignment with student reality in mind: most work part- or full-time while going to school because scholarships don't cover tuition and loans are getting ever more expensive. Faculty seem to lose perspective of the reality students face, and students suffer stress-related health issues. I have bona fide PTSD from my academic career at Fresno State.

During my time at Fresno State I noticed a large discrepancy in the performance expectations for music Ed majors as compared to performance majors. I believe this had an adverse affect on both performance and Ed majors. Since the majority of students during my tenure seemed to be Ed majors the performing ensembles suffered greatly. This had an adverse affect on both performance and Ed majors. I believe Ed majors should still be competent performers on their instrument and I can name multiple examples of colleagues whom did not display college level performance ability but were advanced on to degrees and ultimately jobs as music educators.

Have courses available every semester verses offering courses once a year.

Let's get the damn concert hall built!