



CENTRAL WASHINGTON UNIVERSITY

Music Alumni Survey

Alums Who Graduated from 2007 through 2012

SECTION	GENERAL TOPIC	PAGES
I.	General Questions for All Alums	2 - 8
II.	General Education and CWU Mission Questions: only for CWU alums with undergraduate degrees from CWU	9
III.	General Questions for All Alums	10 - 13
IV.	Senior Recital, Project, Thesis, Treatise, and/or Dissertation	13
V.	Career	14 - 15
VI.	Graduate Assistantship	16
VII.	Did You Attend Another University	16
VIII.	Reasons for Attending Other Universities	17
IX.	Demographic Questions and Final Comments	18

Survey notes:

- 109 undergraduate and 25 graduate alumni were sent surveys.
- CWU had emails for 94 alums. Links to the online survey were sent via postcards to 40 alums.
- Addresses were returned for four alums. Addresses were updated and re-sent to two alums.
- 21 alums responded to at least part of the survey for a response rate of 16%.
- 19 alums completed the entire survey for a response rate of 15%.

SECTION I – QUESTIONS FOR ALL ALUMS

1. What year did you graduate from CWU?

Year	- % -	- n -
2007		4
2008		1
2009		3
2010		5
2011		3
2012		4

2. Which Music degree program/s did you complete at CWU? Please check all that apply.

Degree	- % -	- n -
B.M. Performance		4
B.M. Music Education		14
B.A. Music		0
B.A. Jazz		0
B.M. Music Composition		0
Master of Music		3

3. We would like to find out more about what you are doing now. What field are you currently working in? Please check all that apply.

Vocation	- % -	- n -
Music Teacher (public school)		15
Music Teacher (Private School)		0
Music Teacher (Private Studio)		4
Professional Performer		0
Free Lance Musician		5
Graduate school		3
Seeking employment		0
Other (please specify)		3

- Campus Pastor
- Academic Advisor
- Retired

4. If you are working, would you please tell us your job title and the company you work for? If you are a graduate student, would you please tell us where and what degree you are pursuing?

- Elementary music specialist at Vashon School District I am a junior high band teacher, and I LOVE it! I got my degree in Broad Area Music education.
- Campus Pastor
- I am the Community Indicators Intern at the Institute for Public Policy and Economic Analysis at Eastern Washington University.
- Assistant high school band director. Pasco school district.
- Instrumental Music Teacher in the Tacoma School District. Band, orchestra, and drumline.
- Academic Advisor The Butler School of Music UT Austin
- Band and choir director. Park middle school Kennewick school district
- Instructor of voice and early childhood music at Columbia River Music Conservatory
- Substitute in the Lake Washington, Snohomish and Northshore school districts.
- Middle School/High School Choir Director Parma School District #137 Parma, Idaho
- Middle School Band/Choir-Snoqualmie Valley SD
- General Music Teacher, Northshore School District
- Grades 5-8 band and orchestra, First Creek Middle School, Tacoma
- Middle School Orchestra Teacher. North Thurston Public Schools. Lacey, WA
- Master of Music in Voice Performance at California State University, Northridge
- Director of Bands, Kirkland Middle School. Kirkland, WA.
- Band Director, Sunnyside High School. Master of Arts Leadership and Administration, Gonzaga

5. How important are each of the following competencies to your career? (Question modes are highlighted and bolded.)

	Not at all important (1)	Not important (2)	Somewhat important (3)	Very important (4)	Critical (5)	Average	Count
a. Thinking critically - check your and others' assumptions; consider multiple perspectives from various sources, etc.	0% (0)	0% (0)	15% (3)	25% (5)	60% (12)	4.5	20
b. Written communications – purpose, organization, development, mechanics	0% (0)	5% (1)	10% (2)	30% (6)	55% (11)	4.4	20
c. Oral communications – vocal delivery, gestures, eye contact, good listening	0% (0)	0% (0)	0% (0)	20% (4)	80% (16)	4.8	20
d. Quantitative reasoning - apply quantitative tools and computer skills to solve problems; comprehend symbolic representations	0% (0)	10% (2)	20% (4)	55% (11)	15% (3)	3.8	20
e. Information literacy - critically evaluate data sources as I gather relevant information	0% (0)	5% (1)	20% (4)	30% (6)	45% (9)	4.2	20
f. Students will be equipped with research skills and historical knowledge of music of different time periods, composers, and styles, using representative compositions. Applicable to music degree programs in the fields of music education, performance, composition, jazz studies, and music as general field of study.	0% (0)	0% (0)	35% (7)	25% (5)	40% (8)	4.1	20
g. Students will become literate musicians	0% (0)	5% (1)	5% (1)	15% (3)	75% (15)	4.6	20
h. Students will be equipped with a set of theoretical and conceptual abstractions that are useful for the understanding of music literature and applicable to music degree programs in the fields of music education, performance, composition, jazz studies, and music as general field study.	0% (0)	10% (2)	20% (4)	40% (8)	30% (6)	3.9	20

6. What did you like best about the Music program at CWU?

- Opportunities to play.
- I felt so prepared for my student teaching. I was comfortable in the classroom, and could not have asked for a better music education department and teachers. The professors at Central were very personable, and always available if I had questions or concerns. I felt that my education was very well rounded, and I was pushed to get involved in many different aspects of music and education.
- Quality performance ensembles and music faculty who have real-world and hands-on experience and know how to prepare you in your field.
- The community. The faculty bending over backwards for me. The quality of the ensembles.
- The performance experience. I was able to perform with very strong ensembles and study with knowledgeable instructors.
- The ensembles and professional teaching connections.
- Sense of community, playing in high level ensembles, faculty
- The opportunity to study directly with professors rather than courses taught by TAs. The opportunity to participate in a lot of different ensembles and performance opportunities.
- The ability to immerse yourself in music from 6-AM to 11-PM. I also enjoyed that professors cared, knew your names, and made you feel like they were investing themselves in your education, which is a pretty special thing that no school in this state can boast.
- Great teachers and the ability to be in multiple performing groups.
- Music Ensembles of all kinds.
- I loved that I could come in and talk with my professors at any time, about anything. They have a wealth of knowledge that I can't begin to know yet.
- My professors cared about me as a person, and always went the extra mile to make sure that I learned the material. Not just to pass a test, but to use in my career.
- Wind Ensemble. Larry Gookin is the best music educator ever!
- The large performing ensembles
- The high number of performance opportunities paired with a world class faculty.
- That's a tie: I liked the building/facilities, and the faculty! I miss the classrooms with useful technologies, the recital and concert halls, and the great practice rooms. The faculty was very knowledgeable and helpful, and I am very thankful to have been able to learn from and work with them.
- The community of people, and wind band program.
- Social Support from faculty.

7. How well did Music at CWU prepare you for each of these competencies? (Question modes are highlighted and bolded.)

	Not at all prepared (1)	Not prepared (2)	Somewhat prepared (3)	Prepared (4)	Very prepared (5)	Average	Count
a. Thinking critically - check your and others' assumptions; consider multiple perspectives from various sources, etc.	0% (0)	0% (0)	30% (6)	44% (8)	30% (6)	4.0	20
b. Written communications – purpose, organization, development, mechanics	0% (0)	0% (0)	25% (5)	45% (9)	30% (6)	4.1	20
c. Oral communications – vocal delivery, gestures, eye contact, good listening	0% (0)	5% (1)	35% (7)	25% (5)	35% (7)	3.9	20
d. Quantitative reasoning - apply quantitative tools and computer skills to solve problems; comprehend symbolic representations	0% (0)	5% (1)	50% (10)	35% (7)	10% (2)	3.5	20
e. Information literacy - critically evaluate data sources as I gather relevant information	0% (0)	0% (0)	40% (8)	35% (7)	25% (5)	3.9	20
f. Students will be equipped with research skills and historical knowledge of music of different time periods, composers, and styles, using representative compositions. Applicable to music degree programs in the fields of music education, performance, composition, jazz studies, and music as general field of study.	0% (0)	0% (0)	20% (4)	35% (7)	45% (9)	4.3	20
g. Students will become literate musicians	0% (0)	0% (0)	10% (2)	20% (4)	70% (14)	4.6	20
h. Students will be equipped with a set of theoretical and conceptual abstractions that are useful for the understanding of music literature and applicable to music degree programs in the fields of music education, performance, composition, jazz studies, and music as general field study.	0% (0)	10% (2)	20% (4)	30% (6)	40% (8)	4.0	20



8. What aspects of the Music program at CWU need the most improvement?

- More classes more often. When I was at Central, I choose to go into the local music classrooms to volunteer my time, but it was not required. I went twice a week to Valley View, or Ellensburg High School and led sectionals, taught/conducted, or observed. I'm not sure if classroom presence is required now, but if not, that would be my suggestion.
- Complimenting or replacing the existing Education sequence with something more music-specific. Much of the music ed degree does not help with learning to educate in music.
- It takes way too long to graduate!!! There needs to be a dicussion about what's important and what's less important for preparing students for graduation. Then, the less important stuff needs to be taken out.
- The course requirements for the Broad Area specialization need to change. I took one 3 credit class on general music but my first (and only) job was teaching general music for about 1/3 of my day. I fell flat on my face and resigned after 2 years. If a person is going to receive an endorsement in an area they need to show some type of competency. On a related note. Only one person seriously warned me about my inability to control a classroom when I was going to school. They were not even a CWU faculty member. Someone should have sat me down and told where I stand.
- Need to be more selective in who can become an Ed major.
- I am a band person. took instrumental music methods and was looking forward to learning how to teach orchestra, but that didn't happen. The class was VERY helpful for band (looking at literature, methods books, etc), but I feel like I received no training for teaching orchestra. The extend of my orchestra training was my two methods classes: high strings and low strings. In low strings, I never touched the bass. I have absolutely NO idea how to teach it. In high strings, I never played the violin. Again, the classes were great and I learned a lot, but I am was and still am not as ready to teach orchestra as I should have been receiving an Instrumental Music degree.
- Increased opportunities to study music entrepreneurship and music business.

8. What aspects of the Music program at CWU need the most improvement? - continued

- Jazz Education needs to be REQUIRED for the Music Education degree, hands down. As a school that has the best jazz department in the state, if not the Northwest, it is disappointing that approximately 2/3 of students leave CWU without ever learning about how to understand, let alone teach jazz. Jazz classes, band or choir, are required by most school districts, and I know from a few friends experiences that the jazz part of their job is the most terrifying. Yes, it is one more class and credit load to add, but sending students out prepared in an overlooked area seems crucial.
- Theory curriculum and ear training.
- Many of the music education classes and methods classes are not designed well. The classes need to be more uniform in expectations and goals. Many methods classes contradict each other and some do not aim at teaching as much as they are about playing. Some of the music education courses seemed to be focused on what not to do, not how to be a great teacher. Also, I think that there should be more opportunity to rehearse ensembles and get in front of groups before getting to Field Experience/ Student Teaching. 10 minutes out of all Ed classes is not enough to show people if they should continue in the program.
- Space. As the department continues to grow (as it should!), you are quickly running out of adequate room to house them.
- More methods classes, and instrument repair should be a part of them. I would rather know how to fix a clarinet than 7 alternate fingerings for a note that no middle schooler will play.
- Piano Proficiency
- More in depth wind band history with more emphasis (meaning time) to spend on the last 20 years of music.
- The diction program, which I understand has already been adjusted. It needed to be longer than one quarter for four languages.
- Active mentorship of conductors, emphasis on performance, and preparation of educators for what they need to do beyond just teaching music.

9. Did you complete an undergraduate degree at CWU? (If alums answered Yes they were directed to Section 2, if they answered No they were directed to Section 3.)

CWU Undergrad?	- % -	- n -
Yes		17
No		3

SECTION II – QUESTIONS ABOUT CWU’S MISSION AND GENERAL EDUCATION GOALS

10. These next few questions relate to CWU's Mission and General Education goals. How strongly do you agree that your education from CWU helped you... (Question mode is highlighted and bolded.)




	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Average	Count
a. become a responsible citizen	0% (0)	6% (1)	31% (5)	38% (6)	25% (4)	3.8	16
b. become a responsible steward of the earth	6% (1)	6% (1)	31% (5)	38% (6)	19% (3)	3.6	16
c. become a productive and enlightened (informed, good learner, insightful) individual	0% (0)	6% (1)	13% (2)	38% (6)	44% (7)	4.2	16
d. value different perspectives	0% (0)	0% (0)	19% (3)	50% (8)	31% (5)	4.1	16
e. appreciate the breadth and depth of scientific and human knowledge	0% (0)	6% (1)	19% (3)	50% (8)	25% (4)	3.9	16
f. increase your sense of the interconnectedness of knowledge	0% (0)	0.0% (0)	13% (2)	50% (8)	38% (6)	4.3	16
g. integrate knowledge from diverse fields to solve problems	0% (0)	6% (1)	6% (1)	75% (12)	13% (2)	3.9	16
h. increase your awareness of the many ways that knowledge evolves	0% (0)	6% (1)	31% (5)	38% (6)	25% (4)	3.8	16
i. ask incisive and insightful questions	6% (1)	0% (0)	19% (3)	50% (8)	25% (4)	3.9	16

SECTION III – QUESTIONS FOR ALL ALUMS


11. Please select the response that best describes your opinion about your education at CWU.
(Question modes are highlighted in bold).

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Average	Count
a. I am very satisfied with my education from the Music department at Central Washington University.	0% (0)	0% (0)	11% (2)	32% (6)	58% (11)	4.5	19
b. The Music curriculum provided useful perspectives on critical issues facing the profession.	0% (0)	0% (0)	5% (1)	63% (12)	32% (6)	4.3	19

12. What is your highest level of education?

Degree	- % -	- n -
Bachelor's		14
Master's		5
Doctorate		0

13. How many years did it take you to complete your degree program at CWU?

How long?	- % -	- n -
one year		0
two years		3
three years		1
four years		3
five years		9
> five years		3

Responses to “More than five years:”













- no response (even though they selected more than 5 years)
- 7
- 5 years, 1 quarter

14. Please list your opinions regarding the following areas. (If you did not take classes outside the school or department of music, answer only a. and b. of this question.) Question modes are highlighted.

	Low quality (1)	(2)	(3)	(4)	High quality (5)	Average	Count
a. Overall quality of the CWU department of music	0% (0)	0% (0)	0% (0)	26% (5)	74% (14)	4.7	19
b. Quality of your specific focus of studies	0% (0)	5% (1)	5% (1)	47% (9)	42% (8)	4.3	19
c. Quality of CWU overall studies outside of music	12% (2)	18% (3)	29% (5)	29% (5)	12% (2)	3.1	17

15. On what instrument(s) did you take private studio lessons while studying at CWU?

- Piano
- Trumpet
- Clarinet
- Trombone
- Tuba
- Trumpet!
- Voice
- Vocal/ saxophone
- Trumpet and Voice
- voice
- Flute
- Voice, Choral Conducting
- horn, piano
- Clarinet
- Trumpet
- clarinet
- Cello
- Voice
- Trumpet
- Trumpet

Instrument	Count	Count
Cello		1
Clarinet		3
Flute		1
Horn, piano		1
Piano		1
Trumpet		5
Trumpet and Voice		1
Trombone		1
Tuba		1
voice		3
Voice, Choral Conducti		1
Vocal/ saxophone		1

16. Please list your opinions regarding the quality of instruction at CWU in the following areas. If you did not have any classes in a specified field please select N.O. (Question modes are highlighted.)

	Low (1)	2	3	4	High (5)	N.O.	Avg	#
a. Basic Music Theory	0% (0)	0% (0)	21% (4)	32% (6)	37% (7)	11% (2)	3.7	19
b. Music History	0% (0)	0% (0)	0% (0)	42% (8)	53% (10)	5% (1)	4.3	19
c. Advanced Literature / Analysis	0% (0)	5% (1)	11% (2)	26% (5)	16% (3)	42% (8)	2.3	19
d. Studio Lessons	0% (0)	0% (0)	16% (3)	26% (5)	58% (11)	0% (0)	4.4	19
e. Teaching Methods / Pedagogy	0% (0)	5% (1)	37% (7)	11% (2)	42% (8)	5% (1)	3.7	19
f. Ensembles	0% (0)	0% (0)	0% (0)	5% (1)	95% (18)	0% (0)	4.9	19
g. General Education / Liberal Arts	5% (1)	10% (2)	26% (5)	26% (5)	16% (3)	16% (3)	2.9	19

17. Please describe any courses you think should be added for music majors/students.

- More elementary music classes.
- One year of observation/teaching before student teaching. More Piano.
- Are you kidding? There's too many requirements already. But if you were to add classes: Jazz education class; many students aren't prepared for this field. A financial organization/responsibility class. Students graduate with tons of debt nowadays. Wouldn't it be great if CWU music students were way below the national or CWU average in student debt.
- INSTRUMENT REPAIR!!! I deal with instrument repair DAILY and really have no idea what I'm doing. I'm lucky that everything I've tried has worked so far. This would seriously be the most useful music class for teachers!!! Music technology...including how to use recording software, how to set up recording equipment, using programs like Sibelius, etc.
- Music Entrepreneurship
- Jazz Education
- More emphasis on song literature and pedagogy for voice. 1 class in each as a performance major is not enough!
- There should be a reading band that works like the graduate auditions so rehearsal is a focus in the education.
- A course dedicated more fully to preparing a group for festival. Finding music that is acceptable for festival with groups that are beginning groups.
- Music Education Technology-how set up a sound board and what is an amplifier. Instrument Repair!
- Two quarters of student teaching, like the UW. They have one quarter of part-time student teaching and one quarter of full time student teaching.
- Fundraising and community outreach for music ed
- Sight Reading classes
- Rehearsal or Music Terms in Foreign Languages (How to survive a rehearsal and understand musical instruction outside of the US)
- Music program management. Help students understand the everything that goes into running a music program in schools.

18. Please list any courses you were required to take that you think should not be required.

- Sociology 101
- Reading in the Content Field
- Education sequence
- Reduce the amount of required private lesson credits. The culture of "you need be in 4 or 5 ensembles to be a good student" needs to change. Students take too many ensemble and lesson credits, which delays graduation. Less education department classes. Less basic and breathe classes. It takes way too long to complete them. Perhaps there could be more overlap in requirements with the basic and breathe classes & education/music classes.
- None
- NA
- None
- Most of the education classes were a waste of time and would have been more useful if replaced with education classes specific to music
- N/A
- Counterpoint.

19. Did you complete a senior recital, senior project, thesis, treatise, or dissertation?

Students who answered "Yes" were sent to Section 4, students who answered "No" were sent to Section 5.

	- % -	- n -
Yes		14
No		5

If yes, at what university?

CWU	13
George Fox	1

SECTION IV – SENIOR RECITAL, PROJECT, THESIS, TREATISE, AND/OR DISSERTATION?

20. Do you feel that the breadth of your studies prepared you adequately for doing your senior recital, project, thesis, treatise, and/or dissertation?

	- % -	- n -
Yes		12
No		2

21. Were your senior recital, project, thesis, treatise, and/or dissertation advisors or committee members helpful?

	- % -	- n -
Yes		12
No		2

SECTION V – CAREER PREPARATION

22. Given your major or professional emphasis, do you feel you had adequate opportunities to work in the following situations?

	Yes	No	N/A	- n -
a. Performance with large ensemble (conducted)	100% (19)	0% (0)	0% (0)	19
b. Performance with small ensemble (non-conducted)	84% (16)	16% (3)	0% (0)	19
c. Solo performance	90% (17)	10% (2)	0% (0)	19
d. Teaching opportunities	53% (10)	37% (7)	10% (2)	19
e. Research/Writing projects	95% (18)	5% (1)	0% (0)	19

23. What advice would you give to present music students in regard to preparation for a career in music? Please emphasize your current career in music.

- Take every opportunity you can. Even if it's not on the top of your list you never know what your job will require and it's better to be prepared.
- Get yourself into the music classroom and get familiar with reading scores early on.
- Get as far as you can musically while in college. The discipline of in-depth study will help no matter what field you end up in. Ask questions and seek answers from professors. Take any opportunity you can to be more involved as a student- those opportunities often will help you become better at something you'll need later on. Work very hard at the methods classes and get competent on each instrument if you're an ed major. Teach and study other's teaching. Record yourself playing and teaching. Get professional feedback as often as possible.
- Don't feel like you need to be in 4 or 5 ensembles at once. If you decide not to go into music, it's ok, I didn't and I'm successful.
- If you want to become a music teacher, get in the classroom as much as possible.
- As a teacher, I believe all students studying music education must have PASSION and be MOTIVATED with youth. If you are getting an ed degree as a backup, please never teach. You will never enjoy it and your students will suffer!! Only do it if you really want to.
- Develop your practicing habit early. Do more than is required. Create something new.
- GO TO CONFERENCE AND PAY ATTENTION!! The "hard" parts of my job are not covered in a conventional music classroom. Paperwork, budgets, trips, fundraising, boosters etc.(music teacher)
- Do not find your comfort zone and stay there. Break out and try other ensembles or classes you think you may have difficulty with. These are the ones that will be most beneficial to connecting ideas and theories of music in your main focus and help you understand and appreciate the depths of the musical realm.
- Spend more time focusing on song literature!



23. What advice would you give to present music students in regard to preparation for a career in music? Please emphasize your current career in music - continued

- Start early and figure out if the degree is right for you. It took me a long time to find the love of music education back at Central. Take as many opportunities that are available of interest and do not feel pressured into being overly active in everything to avoid burnout.
- Gain as much information as you can. Find a mentor professor that you can call years later and talk with about the things that you can't remember or never learned.
- Volunteer in as many classrooms as you can. Seek out ways to get experience actually teaching lessons. Experience is the best teacher.
- Jobs are limited!
- Practice More.
- I would advise singers to spend more time on coachings.
- Find a way to gain experience before leaving school. Volunteer, teach private lessons, but gain experience.

24. What advice would you give to current music students in regard to preparation for a career in music? Please emphasize your current career in music.

- I teach band. Take more score study. Make sure you understand your music theory.
- same as 21
- Same as above
- I'm assuming this should read, "future music students," not "current." I would say practice more, learn the basics of the piano, and start learning your theory.
- Do not spread yourself too thin.
- Jobs are limited!
- No really, practice more.
- Practice! Work harder than seems reasonable to develop your musicianship to as high a level as possible before it's too late!

25. Did you have a graduate assistantship in music while pursuing a post-baccalaureate degree from CWU? If alums answered yes they are sent to Section VI, if no they are sent to Section VII.

	- % -	- n -
Yes		2
No		15

SECTION VI – GRADUATE ASSISTANTSHIP

26. Please describe your assistant ships duties (e.g., teaching, etc.).

- Teaching, conducting, assisting
- MUS326, trumpet studio, conducting, jazz history

27. Please rate your assistantship experience according to the following factors:

	Terrible (1)	2	3	4	Excellent (5)	Average	Count
a. freedom from inappropriate duties.	0.0% (0)	0.0% (0)	100.0% (2)	0.0% (0)	0.0% (0)	3.0	2
b. supervision, guidance, and attention received from your faculty supervisor.	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (2)	0.0% (0)	4.0	2
c. contribution of assistantship experiences to your personal and career development.	0.0% (0)	0.0% (0)	0.0% (0)	50.0% (1)	50.0% (1)	4.5	2
d. preparation for subsequent professional responsibilities.	0.0% (0)	0.0% (0)	50.0% (1)	50.0% (1)	0.0% (0)	3.5	2

SECTION VII – DID YOU OR ARE YOU CURRENTLY ATTENDING A UNIVERSITY OTHER THAN CWU?

28. Did you or are you currently attending a university other than CWU? If alums answered Yes they were sent to Section VIII. If they answered No they were sent to section IX.

	- % -	- n -
Yes		8
No		11

If yes, which university?

- University of Washington
- Getting my masters through Lesley University
- Eastern Washington University
- Strathclyde University-study abroad
- Coe College
- California State University, Northridge
- American Band College, Sam Houston State University for my Master's Degree
- Gonzaga

SECTION VIII – REASONS FOR ATTENDING OTHER UNIVERSITIES

29. How important were the following elements in deciding to attend another university? (Question modes are highlighted.)

	Not very important (1)	2	3	4	Very important (5)	Average	Count
a. Location	14% (1)	14% (1)	14% (1)	14% (1)	43% (3)	3.6	7
b. Cost of tuition	0% (0)	0% (0)	14% (1)	29% (2)	57% (4)	4.4	7
c. Recommendations of a teacher	29% (2)	0% (0)	29% (2)	0% (0)	43% (3)	3.3	7
d. Recommendations of an acquaintance	42% (3)	0% (0)	14% (1)	14% (1)	29% (2)	2.9	7
d. Assistantship/Scholarship	57% (4)	14% (1)	14% (1)	0% (0)	14% (1)	2.0	7
f. Quality of education	14% (1)	0% (0)	0% (0)	0% (0)	86% (6)	4.4	7
g. Reputation of the school/department of music	14% (1)	0% (0)	0% (0)	0% (0)	86% (6)	4.4	7
h. Presence of particular faculty member(s)	29% (2)	0% (0)	29% (2)	14% (1)	29% (2)	3.1	7
i. Facilities	29% (2)	0% (0)	29% (2)	29% (2)	14% (1)	3.0	7

30. Do you have any comments or suggestions regarding that university?

- Their lack of a good music dept. made me realize how lucky I was to be at CWU.
- The performance spaces are not as nice (acoustically or visually) as CWU.
- An incredible program!

SECTION IX – DEMOGRPAHICS AND FINAL COMMENTS

31. Your approximate annual income is...?

Income Range	- % -	- n -
Less than \$20,000		3
\$20,001 to \$40,000		10
\$40,001 to \$60,000		5
\$60,001 to \$80,000		1
\$80,001 to \$100,000		0
\$100,001 to \$120,000		0
\$120,001 to \$140,000		0
Over \$140,000		0

Estimated, average annual income = \$35,484.

32. Are you...?

	- % -	- n -
Male		8
Female		11

33. Do you have any other comments for the Music department at Central Washington University?

- I wouldn't recommend going anywhere else! Amazing music department.
- Not to sound like a broken record, but it takes way too long to graduation, even for very disciplined students. Whatever you can do to reduce the amount of time graduation takes, the better. As an institution, you are not preparing students well if you make graduation take 5-6 years and therefore put students in debt.
- Love it! Proud to be a CWU Music alumni!
- I would love to be a part of an active Music Dept. Alumni association.
- Very happy with my experiences from Central! Very caring supportive staff