

CPR Report Submitted!

Thank you for submitting a Comprehensive Program Review Report. Below is the information you sent on June 24, 2004. *Please note* this is a temporary web page and cannot be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

1 **Name:** Carl F. Wallman
2 **Title:** Associate VP for Academic Affairs
3 **Daytime phone:** 706/569-3121
4 **Email:** wallman_carl@colstate.edu
5 **Institution:** Columbus State University
6 **Review Status:** Non-triggered Review
7 **Degree level:** Bachelors
8 **Degree acronym:** BA
9 **Degree/Major:** BA in Music
10 **CIP Code:** 50090100
11 **College,**
 School/Division: College of Arts and Letters
12 **Department:** Schwob School of Music
13 **CPR Plan**
 followed: Yes
14 **Future institutional**
 plans for program: Maintain at present level
15 **Plan for resources**
 in this program: maintain
16 **Supplemental file:** Music UG Findings&Plans.doc
17 **File Type:** MS Word
18 **CPR Web Addr.:**

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6 **Review Status:** Non-triggered Review
7 **Degree level:** Bachelors
8 **Degree acronym:** BM
9 **Degree/Major:** BM in Applied Music
10 **CIP Code:** 50090300
11 **College,**
 School/Division: College of Arts and Letters
12 **Department:** Schwob School of Music
13 **CPR Plan**
 followed: Yes
14 **Future institutional**
 plans for program: Maintain at present level
15 **Plan for resources**
 in this program: maintain
16 **Supplemental file:** Music UG Findings&Plans.doc
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5 **Institution:** Columbus State University
6 **Review Status:** Non-triggered Review
7 **Degree level:** Bachelors
8 **Degree acronym:** BM
9 **Degree/Major:** BM in Music Education
10 **CIP Code:** 13131200
11 **College,**
 School/Division: College of Arts and Letters
12 **Department:** Schwob School of Music
13 **CPR Plan**
 followed: Yes
14 **Future institutional**
 plans for program: Maintain at present level
15 **Plan for resources**
 in this program: maintain
16 **Supplemental file:** Music UG Findings&Plans.doc
17 **File Type:** MS Word
18 **CPR Web Addr.:**

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CPR Findings and Plans for the Bachelor of Arts in Music & Bachelor of Music in Music Education and Applied Music at Columbus State University

June 24, 2004

1. Major Findings of the Program's Quality, Productivity, and Viability

The Comprehensive Program Review Committee reviewed documentation concerning the BA in Music and the BM in Music Education and Applied Music at Columbus State University. The Committee noted the clarity of the self-study report prepared by the Schwob School of Music and the candor of the report prepared by the NASM Review Team. The committee concluded that the overall quality, productivity, and viability of the programs are strong.

1a. Quality

The NASM Visitors' Report praised the excellent teaching skills among faculty. The annual evaluation requires submission of course handouts and student evaluations. The team noted, however, that peer review has not been part of the evaluation process. In addition, there is no formal assessment of academic advising, although the Coordinator of Advising leads annual training sessions for the faculty. Tutoring in music classes is widely available and there is great potential for internships with the Columbus Symphony, the Youth Orchestra, and the RiverCenter. Service learning and practica are built into many courses and are offered through the activities of CMENC and several music fraternities and sororities. Several music students have taken advantage of study abroad programs in Russia, Mexico, France, and Italy. The School of Music includes in its weekly Music Convocations at least one career-related presentation each year. The Visitors' Report noted that it was not clear that the NASM standard concerning technology is being met in several degree programs (see response under section 2 below). To train for a career, students are required to deepen their knowledge and develop a broad array of skills, including listening, composing, arranging, singing, improvisation, and functional piano. Music fundamentals classes make use of math concepts and touch upon the physics of sound. Music history classes include some world history and developments in theatre, literature, and visual arts, since many historic musical works themselves are inspired by non-musical elements. Advanced classes in theory and form also draw upon analogies with visual arts. Classical music is an international (albeit European) tradition, and contemporary composers in this tradition, included in the programming of CSU ensembles and guest artists, often have a multicultural/global perspective. The quality of the students in the programs is strong. Average SAT scores and grade point averages are well above the institutional averages (see Table 1: Quantitative Measures). Major field assessment reports show that all students have a series of experiences in composition, improvisation, aural and visual analysis, placing music examples in their historic and stylistic contexts, and thinking about the interrelatedness of all areas of music study and the music professions. Surveys of graduating students indicate a high level of

satisfaction with the program. (In a survey conducted in 2003, the average rating for program quality was 4.09 on a scale with 1 as low and 5 as high.)

1b. Productivity and Viability

The NASM Visiting Team commended the Schwob School of Music in the articulation of its mission and goals. The program offers a mixture of liberal arts and professional programs as well as courses for non-majors. The mission, to serve the educational and musical needs of CSU students and the larger community, is consonant with the University's mission statement. The number of majors in the undergraduate programs has increased by 45 percent in the previous three-year period with 181 students enrolled Fall 2003 (see Table 1: Quantitative Measures). The number of degree completions averaged 17 for the previous three years (20 in FY04). During the same time period, the average age was 20.6, female majors averaged 47 percent (atypical of the overall CSU student population), and the percentage of minority students has remained steady at 30 percent of the total program enrollment. The number of credit hours generated at all levels has increased from 1,682 in Fall 2000 to 2,247 in Fall 2003, an increase of 34 percent. Courses are offered annually or semiannually. Four to seven sections of music appreciation are offered each year. At 75 students per section, this makes available 300-500 seats in Area C Fine Arts classes. The Schwob School of Music recruits several non-music majors, and many of these students participate in performing ensembles while pursuing other majors. A close relationship with the Department of Theatre includes team-taught courses in music theatre and an exchange of services. Every other year, the two programs present a joint production of music theatre or light opera. The music program has 18 full-time faculty, including 12 with doctorates, two with doctorates in progress, and all with at least a Master's degree in Music or Music Education. Faculty development includes professional activities such as giving recitals and master classes both on campus and at other institutions; scholarly activities such as research and publications; additional training in either a primary or secondary field of expertise; and attendance at workshops and conferences (productivity in 2002-03 included one publication, two presentations, over 50 performances and one external grant). The University and the School of Music emphasize the need for professional activity both on campus and in other forums, including interaction with public schools, other universities, and professional engagements including solo recitals and membership in professional ensembles. The visiting team noted the "stunning" new musical facility (the RiverCenter for the Performing Arts) with outstanding acoustical treatments, generous space, excellent performance venues, and excellent recording and playback equipment. Graduates of the CSU music programs staff the majority of music teaching positions in Muscogee County and hold many positions around the state. Graduates seeking advanced study have been admitted to such leading music programs as Indiana, Florida State, and Westminster Choir College.

2. Plans for Improving the Program's Quality, Productivity, and Viability

The Comprehensive Program Review Committee generally agrees with the NASM Visitors' Report and supports the School's plans for improving quality and productivity which are as follows:

- a. Include peer review as part of the course/instructor evaluation process.
- b. Include a formal assessment of academic advising as part of the exit survey instrument.
- c. Engage a consultant to help plan for the next phase in the growth of the program.

- d. Enhance the incorporation of technology in the curriculum, with the installation of a new iMac lab, which will bring the total iMac computer station count to 13. There also are 15 Windows PCs for student use throughout the building and at least one computer in every classroom and studio. Lab computers have Finale, MacGamut, PyWare 3-D Java, and other music software installed for student use, and MS Office Suite and Internet browsers are available on all computers.
- e. To remain actively involved with secondary schools. Activities will include guest performances and adjudication by music faculty and placement of student teachers in various programs in the region.
- f. Highlight the unique aspects of the program, including the opportunity to emphasize conducting or pedagogy of a specific area of music (voice, wind, brass, string)

3. New Resource Allocations for Improvement

- a. The iMac lab has been installed.
- b. Funding for the activities listed above to improve program quality, productivity and viability will come from available private sources.

4. Plans for Increasing Program Productivity Above Threshold

Not applicable. The System Office did not trigger the undergraduate music programs for review.

Table 1: Quantitative Measures – BA in Music & BM in Music Education and Applied Music

Measure	2000/2001	2001/2002	2002/2003	2003/2004
Number of Declared Majors - Fall Semester	125	140	157	181
Number of Degrees Conferred - Fiscal Year	17	18	14	20
Credit Hour Production - Fall Semester	1682	1876	1894	2247
Average Course Enrollment - Fall Semester (includes one-on-one enrollment in applied music)	6.2	7.3	5.7	6.2
Number of Faculty by EFT - Fall Semester	11.39	13.12	14.61	16.07
Program-Specific Scholarship Funds Awarded	\$228078	\$241702	\$242117	\$235158
Averages for Declared Majors - Fall Semester				
Average SAT Verbal Score	552, n=107	534, n=119	537, n=134	547, n=157
Average SAT Math Score	540, n=107	524, n=119	523, n=134	531, n=157
Average Undergraduate GPA	3.06, n=125	2.94, n=140	2.96, n=157	3.00, n=181
Gender				
Female	62	72	75	76
Male	63	68	82	105
Total	125	140	157	181
Race				
International Students	9	12	10	7
Asian	3	2	1	1
Black	18	28	26	33
Hispanic	4	2	1	2
American Indian	0	0	0	1
Multi-Racial	3	3	2	5
White	88	93	117	132
Total	125	140	157	181
Age				
25 and Under	119	132	148	172
Over 25	6	8	9	9
Total	125	140	157	181
Average	20.5	20.8	20.5	20.5

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4 **Email:** wallman_carl@colstate.edu
5 **Institution:** Columbus State University
6 **Review Status:** Triggered Review
7 **Degree level:** Masters
8 **Degree acronym:** MM
9 **Degree/Major:** MM in Music Education
10 **CIP Code:** 13131200
11 **College,**
 School/Division: College of Arts and Letters
12 **Department:** Schwob School of Music
13 **CPR Plan**
 followed: Yes
14 **Future institutional**
 plans for program: Expand and enhance
15 **Plan for resources**
 in this program: add
16 **Supplemental file:** Music GR Findings&Plans.doc
17 **File Type:** MS Word
18 **CPR Web Addr.:**

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CPR Findings and Plans for the Master of Music in Music Education at Columbus State University

June 24, 2004

1. Major Findings of the Program's Quality, Productivity, and Viability

The Comprehensive Program Review Committee reviewed documentation concerning the MM in Music Education at Columbus State University. The Committee noted the clarity of the self-study report prepared by the Schwob School of Music and the candor of the report prepared by the NASM Review Team. The committee concluded that the overall quality of the program is strong and made suggestions for improving productivity and viability.

1a. Quality

The MM in Music Education produces professional music educators with advanced knowledge and skills. Those who enter the program without teacher certification also become certified to teach in the schools at the kindergarten through twelfth grade levels at the completion of the master's degree program. Students emphasize either general music or conducting. The NASM Visitors' Report praised the excellent teaching skills among faculty. The annual evaluation requires submission of course handouts and student evaluations. The team noted, however, that peer review has not been part of the evaluation process. In addition, there is no formal assessment of academic advising, although the Coordinator of Advising leads annual training sessions for the faculty. The development of teaching skills for all graduate students is accomplished as follows. The four courses that constitute the major area – Educational Psychology, Research in Education, Graduate Music Project, and Seminar in Music Education – enable students to understand and evaluate research in music education. The music education seminar and project include advocacy and personal research to further the knowledge base of the student in the field. The project must be relevant to classroom teaching and enhance educational practices in music education. Conducting candidates are learning rehearsal and performance strategies along with score analysis. Individual proficiency is evaluated by observation. Students also contribute to the large ensemble and choose electives in pedagogy and literature in their particular field of expertise. Candidates are learning classroom teaching strategies in general and choral music. Each candidate is observed teaching and given specific feedback to help them become experts in the field. The breadth of competence for all graduate students is fostered as follows. The Music History and Music Theory Survey courses are designed to consolidate and extend the knowledge and skills of students in these subjects. The Music Technology course enables students to become skilled in current music technology for use in their teaching. The quality of the students in the program seems above average. In the Fall of 2003, the average GRE score improved to 990 and the average MAT score was 55 (see Table 1: Quantitative Measures). Every graduate student must pass two proficiency exams before enrolling in their last semester prior to graduation. The exams include Aural Skills Proficiency and Piano Proficiency. The final project requirement for the MM degree is the graduate music

project, designed to allow the candidate freedom to reflect a comprehensive review of their course of study. A minimum of five scholarly references must be used to support the project. Major field assessment reports show that students are achieving intended outcomes in research techniques, curriculum planning, instructional techniques, learning theory, and using technology in the curriculum. Surveys of graduating students indicate a high level of satisfaction with the program. (In a survey conducted in 2003, the average rating for program quality was 4.09 on a scale with 1 as low and 5 as high.)

1b. Productivity and Viability

The NASM Visiting Team commended the Schwob School of Music in the articulation of its mission and goals. The mission, to serve the educational and musical needs of CSU students and the larger community, is consonant with the University's mission statement. The number of majors in the graduate program has averaged 11 over the previous three-year period with 10 students enrolled Fall 2003 (see Table 1: Quantitative Measures). The number of degree completions averaged 5 over the same three-year period (5 in FY04). During the same time period, the average age was 33 and 50 percent of the students were female. The percentage of minority students is relatively low at 13 percent of the total program enrollment. The number of credit hours generated grew from 39 in Fall 2000 to 73 in Fall 2003, an increase of 87 percent. The MM in Music Education has the following curricular structure: a total of 36 credits; 12 credits – 33 percent in the major area; 22 credits – 61 percent in other studies in music, and six credits – six percent in electives. Students who lack certification complete an additional 30 credits, including student teaching, thereby achieving teacher certification. The music program has 18 full-time faculty, including 12 with doctorates, two with doctorates in progress, and all with at least a Master's degree in Music or Music Education. Faculty development includes professional activities such as giving recitals and master classes both on campus and at other institutions; scholarly activities such as research and publications; additional training in either a primary or secondary field of expertise; and attendance at workshops and conferences (productivity in 2002-03 included one publication, two presentations, over 50 performances and one external grant). The University and the School of Music emphasize the need for professional activity both on campus and in other forums, including interaction with public schools, other universities, and professional engagements including solo recitals and membership in professional ensembles. The visiting team noted the "stunning" new musical facility (the RiverCenter for the Performing Arts) with outstanding acoustical treatments, generous space, excellent performance venues, and excellent recording and playback equipment. Graduates of the CSU music programs staff the majority of music teaching positions in Muscogee County and hold many positions around the state. Graduates seeking advanced study have been admitted to such leading music programs as Indiana, Florida State, and Westminster Choir College.

2. Plans for Improving the Program's Quality, Productivity, and Viability

The Comprehensive Program Review Committee generally agrees with the NASM Visitors' Report and supports the School's plans for improving quality and productivity which are as follows:

- a. Include peer review as part of the course/instructor evaluation process
- b. Include a formal assessment of academic advising as part of the exit survey instrument
- c. Engage a consultant to help plan for the next phase in the growth of the program

- d. Increase advertising in the Georgia Music News, the journal of the state professional organization for music educators
- e. Continue to promote via mailings and advertising the annual CSU Wind Conductors' Workshop, which already has been a very good draw for potential master's students
- f. Highlight the unique aspects of the program, including the opportunity to emphasize conducting or pedagogy of a specific area of music (voice, wind, brass, string)

Given that the market for a MM in Music Education in the immediate metropolitan area is limited to the number of local teachers who do not already hold the degree, the School of Music is optimistic that the new pedagogy track implemented this year will help draw graduate students from beyond the Columbus region. In addition, the undergraduate enrollment in music programs has increased 45 percent the previous three years. The faculty expects this growth to result in an increase in the number of applications to the MM program.

3. New Resource Allocations for Improvement

- a. Funding for the activities listed above to improve program productivity and viability will come from available private sources.
- b. Since acceptance of each student to the applied music pedagogy track involves creating a tailor-made course sequence, resource demands are broad. Faculty have been instructed not to accept students into the pedagogy track unless they are committed to teaching the required three-hour course. The dean will provide overload support if necessary.
- c. The school will review the possibility of limiting its offerings to broader topics like voice, woodwind, brass, string, and jazz in order to moderate financial impact.

4. Plans for Increasing Program Productivity Above Threshold

While we expect implementation of the new pedagogy track (cited above) to increase enrollment, the dean is prepared to recommend deactivation if the program does not meet threshold by the 2006-07 academic year.

Table 1: Quantitative Measures – MM in Music Education

Measure	2000/2001	2001/2002	2002/2003	2003/2004
Number of Declared Majors - Fall Semester	5	8	15	10
Number of Degrees Conferred - Fiscal Year	2	3	6	5
Credit Hour Production - Fall Semester	39	62	113	73
Average Course Enrollment - Fall Semester (includes one-on-one enrollment in applied music)	1.6	2.7	2.8	1.2
Number of Faculty by EFT - Fall Semester	11.39	13.12	14.61	16.07
Program-Specific Scholarship Funds Awarded	\$2250	\$5250	\$9900	\$5250
Averages for Declared Majors - Fall Semester				
Average GRE Score	838, n=4	875, n=6	924, n=8	990, n=5
Average MAT Score	43, n=1	47, n=2	48, n=7	55, n=5
Average Graduate GPA	3.63, n=5	3.47, n=8	3.71, n=15	3.86, n=10
Gender				
Female	3	4	7	5
Male	2	4	8	5
Total	5	8	15	10
Race				
International Students	1	1	0	0
Asian	0	0	0	0
Black	0	1	1	0
Hispanic	0	0	0	0
American Indian	0	0	0	0
Multi-Racial	0	0	1	0
White	4	6	13	10
Total	5	8	15	10
Age				
30 and Under	3	5	9	7
Over 30	2	3	6	3
Total	5	8	15	10
Average	32.0	32.5	34.1	33.2