Maximizing Survey Data for Outreach, Assessment, Programming, and Beyond

Angie L. Miller
Associate Research Scientist
Indiana University, Bloomington

Amber D. Dumford
Associate Professor
University of South Florida, Tampa
Session Plan

• Introduce the projects

• Give lots of examples of data use across campuses and nationally

• Discuss how your campuses are using data!
What is NSSE?

- National Survey of Student Engagement: Online annual survey of first-year and senior students that provides snapshot of experiences in and outside of the classroom.
- NSSE items represent good practices related to desirable college outcomes.

- High-Impact Practices (HIPs)
  - Learning communities, service-learning, research with faculty, internship, study abroad, culminating senior experience.

- Engagement Indicators (EIs)
  - Higher-order learning, reflective & integrative learning, learning strategies, quantitative reasoning, collaborative learning, diverse discussions, student-faculty interaction, effective teaching practices, quality of interactions, supportive environment.

- Topical Modules
What is FSSE?

- Faculty Survey of Student Engagement: Online annual survey of instructional staff
- FSSE items focus on:
  - Perceptions of how often students engage in different activities
  - Importance they place on various areas of learning and development
  - Nature and frequency of interactions with students
  - Organization of time in and out of the classroom
- Many items correspond with NSSE items (including EIs and some HIPs and modules) to promote comparisons
What is BCSSE?

- Beginning College Survey of Student Engagement: paper or online annual survey of entering students

- BCSSE items focus on:
  - High school academic & co-curricular experiences
  - Expectations for participating in educationally purposeful activities during the first year of college
  - Academic perseverance, difficulty, and preparation

- Many items correspond with NSSE items (including EIs and some HIPs) to promote comparisons

- Features “Advising Report” for individual students based on their survey responses
What is SNAAP?

- Strategic National Arts Alumni Project: Online annual survey designed to assess and improve various aspects of arts-school education
- Investigates the educational experiences and career paths of arts graduates
- Survey topics include institutional experiences and satisfaction, careers and current work, arts engagement, and income and debt
- Broad definition of “arts”
- High school, undergraduate, and graduate level alumni
Examples of Data Use

• Sharing on campus
• Academic & career advising
• Planning, assessment, and accreditation
• Program and curricular change
• Sharing externally: recruitment, public relations, alumni engagement, and donor outreach
• Advocacy and public policy
Sharing on Campus
Sharing on Campus: Best Practices

• Who is the champion?
• Formulate a team to be responsible for selecting and sharing the data from your report
• Determine your internal audiences; ensure that different authorizers in the institution get to see the data because they will have different questions & feedback
The NSSE Bus at IUB

Freshmen and Seniors reported:

94% Worked with classmates outside of class to prepare class assignments

92% Worked harder than they thought they could to meet an instructor’s standards or expectations
Youngstown State University

- Created “Lunch and Learn” sessions for faculty and other administrators to discuss YSU’s NSSE results
- Broken down by topical areas
- Led to discussion of improvements for areas of weakness and how to promote areas of strengths
What did you say?

Results from the 2013 Beginning of College Survey of Student Engagement

70% live 8 or more hours away from their hometown

72% attended Puget Sound with no close friends from their hometown

87% expected to spend more than 11 hours a week preparing for classes

96% said Puget Sound was one of their top 3 choices for college

55% were unsure of a major upon entering college

97% are receiving grants and/or scholarships
Using Feedback from Miami Alumni to Improve Educational Effectiveness

Surveying Alumni
Miami students are frequently surveyed throughout their college experiences. However, assessing the long-term impact of students’ Miami education can also require reaching out to students after they graduate. Feedback from alumni, who are now using the skills they developed at Miami, can greatly improve educational effectiveness.

The Strategic National Arts Alumni Project (SNAAP) survey gathers information about fine arts alumni to better understand the relationship between arts education and arts-related occupations. The SNAAP participants from Miami University consisted of 220 undergraduate fine arts alumni who graduated in the following years: 1990, 1995, 2000, and 2005-2009.

The survey included questions about institutional experiences and career choices. To capture institutional experiences, the survey prompted alumni to report their overall satisfaction with their education as well as their satisfaction with specific areas (e.g., academic advising, freedom to take risks). In the career section, alumni reported their current and previous occupations, their satisfaction with these jobs, and their current level of fine arts engagement.

To explore the intersection between institutional experience and careers, the survey asked alumni about the skills and competencies they developed at Miami University as well as which skills were most important in their current job.

By reviewing these results, faculty and staff can better understand how students’ experiences at Miami prepare them for their career.

Key Findings
- Fine arts alumni were satisfied with their experiences at Miami University; 94% of undergraduate arts alumni rated their overall experience as good or excellent.
- Arts alumni were especially satisfied with their sense of belonging at Miami and with their instructors.

Recommendations
The SNAAP survey highlights the importance of gathering alumni feedback. Such feedback is a valuable resource for assessing educational impact and improving educational effectiveness across the university. The SNAAP survey helps faculty and staff in fine arts by identifying the following:
- Common occupations and post-secondary degrees among graduates
- Skills and competencies that students will frequently use in their careers
- Levels of student satisfaction with various aspects of their Miami experience

These results can help the division improve retention and graduation rates and better prepare students for their future careers.

If you have comments or questions, please contact the Center for the Enhancement of Learning, Teaching and University Assessment at celt@muohio.edu or 513-529-9266. Previous Briefs are available online at: http://www.units.muohio.edu/celt/assessment/briefs/.
Strategic National Arts Alumni Project (SNAAP)

Background

SNAAP launched its first annual administration in fall 2011 in an effort to gain information about arts graduates' educational experiences and careers. Alumni were surveyed from institutions that grant degrees in arts, including independent colleges of art and design, music conservatories, arts training programs within comprehensive college and universities, and arts high schools. Nationally, 24,580 undergraduate and 7,372 graduate alumni responded to the survey. A total of 404 (21%) undergraduate and 63 (25%) graduate Art & Design, and Theatre alumni responded to Purdue’s administration of the SNAAP survey. Purdue has very competitive undergraduate and graduate departments as indicated by the University’s results compared to peer institutions. The skills developed by students in these departments have helped them succeed no matter if they were in arts-related or non-related professions. The undergraduate peer group includes 47 institutions and the graduate peers include 40 institutions selected from comparable universities in the Big Ten and PAC 12, as well as others with significant arts programs.

Alumni Comments Over Time

- "I use my arts training everyday in my studio! I see everyday in the Art World the difference between those who had arts training and those who did not... it has made a huge difference in my life and my work."
- "The education I received at Purdue gave me the ability to think creatively and take risks. I work in the marketing department of a large global corporation. Having the ability and confidence to pursue ideas beyond what people expect makes me stand out among my peers."
- "The ability to think with a broad range of influences enhances my ability to problem solve. A degree in theater also enhanced my ability to think on my feet and made it easier for me to learn from failure and keep trying."
- "Since graduating from Purdue I have found an incredible position editing audio for Oprah Winfrey’s satellite radio station, Oprah Radio. While it may have been a circuitous route to get this position, I can without a doubt credit my education and hands on experience at Purdue with giving me the tools and know-how to effectively perform at my current job."
Examples of Current Positions of Art & Design, and Theatre Alumni

- Art Director, TV Series
- General Manager Minor League Baseball Team
- Entertainment Costumer for Walt Disney Company
- U.S. Patent Design Examiner
- Freelance Illustrator
- Director of Engineering, New Product Development
- Director of Education at Austin Shakespeare
- Associate Professor of Civil Engineering
- Military and Protective Services
- Instructional Designer for RaceTrac Petroleum
- Curator of Education at the Columbus Museum
- Corporate Real Estate Executive

Art & Design, and Theatre Alumni Who...

<table>
<thead>
<tr>
<th></th>
<th>Purdue</th>
<th></th>
<th>Peers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never worked as a teacher of the arts</td>
<td>61%</td>
<td></td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Previously worked as a teacher of the arts (but not currently)</td>
<td>24%</td>
<td></td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Currently work as a teacher of the arts</td>
<td>15%</td>
<td></td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

"Arts training, the ability to break down both the largest ideas or most mundane of tasks into the simplest kernel or deepest significance is of incalculable value... as a father, as a husband, as a business owner, as an engineer. Arts training taught me to risk my ideas." ~ Purdue Alumnus
When asked how much the Purdue Art & Design, and Theatre programs helped to acquire or develop the following skills and competencies, the combined percentage responses of "some"/"very much" are:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad knowledge and education</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>Creative thinking and problem solving</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Critical thinking and analysis of arguments and information</td>
<td>95%</td>
<td>84%</td>
</tr>
<tr>
<td>Artistic technique</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Listening and revising</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Clear writing</td>
<td>86%</td>
<td>77%</td>
</tr>
<tr>
<td>Interpersonal relations and working collaboratively</td>
<td>83%</td>
<td>77%</td>
</tr>
<tr>
<td>Technological skills</td>
<td>79%</td>
<td>68%</td>
</tr>
<tr>
<td>Project management skills</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Research skills</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>Persuasive speaking</td>
<td>74%</td>
<td>61%</td>
</tr>
<tr>
<td>Networking and relationship building</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>Teaching skills</td>
<td>56%</td>
<td>84%</td>
</tr>
<tr>
<td>Financial and business management skills</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>Entrepreneurial skills</td>
<td>27%</td>
<td>28%</td>
</tr>
</tbody>
</table>

A series of courses are currently being created that will help students understand the financial, entrepreneurial and business side of the arts. For additional information on the departments of Art & Design, and Theatre, visit: [http://www.cla.purdue.edu/vpa/vpa/](http://www.cla.purdue.edu/vpa/vpa/)
Networking & Relationship Building
The rated importance of the skill and how many learned it at the CFA

95% of our undergraduate alumni said networking and relationship building are important to their primary career.

17%

Only 17% of our undergraduate alumni reported learning networking and relationship building while at the CFA.
Academic Advising and Career Advising
Nationally:

• 70% of undergraduate theatre and dance majors got jobs after graduation related to their field of study.

• 70% of undergraduate fine and studio arts majors also got jobs after graduation related to their major.

• According to the General Social Survey, artists are among the happiest professionals –

• Happier than lawyers, financial managers and high school teachers

• e.g. 97% of dancers and choreographers indicated that they were “very” or “somewhat” satisfied overall with their jobs.
USF Student Success Initiative

• Predictive model
  • identifies the 10% of students that are least likely to persist from the first year to the second year

• In the model:
  • Student characteristics, institutional data (like HS gpa, standardized scores, etc.),
  • Student expectations (measured by the BCSSE)

• Once these at risk students are identified there is a three part intervention:
  • if they on campus, the resident assistant (RA) has a conversation with the student
  • freshman seminar faculty are notified and have a conversation with the student
  • on Banner there is a flag that tells academic advisors to talk to the student.
Considering Visual Art
at Kent State University at Stark?

How satisfied are people who majored in the arts?

92% of arts alumni who wish to work currently are and 81% found employment soon after graduating.

2/3 said their first job was a close match for the kind of work they wanted.

57% are currently working as professional artists (41%) or did so in the past (16%).

44% of fine and studio arts majors currently work as professional artists.

Of the 43% that work outside of the arts, half of them find their arts training relevant to the job in which they spend the majority of their time.

More than half (52%) of arts graduates have taught in the arts at some point in their careers.

*These findings and statistics are from a 2010 study of 13,581 arts alumni from 154 educational institutions done by the Strategic National Arts Alumni Project (SNAAF).*

With an arts degree, you will bring the following to any job:

Creativity and the ability to execute creative decisions
A strong understanding of the creative process and how to engage others in it
Wide-ranging curiosity and the ability to possess unique perspectives on issues
Capacity to manage multiple projects simultaneously
Excellent visual literacy
Proficiency in analytical reasoning
The skills to make critical observations and evaluations
Possession of a wide body of general knowledge especially in popular culture and the arts
The facility to handle ambiguity and criticism
Knowledge of how to communicate to an audience
Training to introspectively observe and analyze
Ease in new situations
Ability to think clearly and make strong arguments
Comprehensive command of grammar and vocabulary
Facility to create interesting associations and connections between ideas
Proficiency in reading, speaking and writing
Dexterity to investigate and manipulate materials
Intelligence to visually develop and assemble ideas into concrete products
Technical skills, such as digital technology, wood and metal working
The qualification to explain ideas visually

Career Possibilities:

Artist (painter, ceramist, sculptor, jeweler, illustrator, glassblower, printmaker) who shows their work in galleries and museums and possibly teaches others
Appraiser who evaluates the worth of artworks
Art educator (K-12, at a museum, for a non-profit social organization, pre-school, nursing home, religious organization, arts organizations)
Art historian for a library, museum, educational or cultural institution, museum, historical society
Art management (work for a non-profit arts organization like ArtStart)
Art therapist who works with psychologists, schools, residential hospitals
Chef at a restaurant, cooking school, or for publications
Children’s book author and illustrator
Commercial illustrator
Designer of clothing, online media (websites, video, printed materials, or products)
Events coordinator for a museum, business, non-profit, educational institution
Fabricator of models for production
Assistant to other artists
Fine arts and/or commercial photographer
Filmmaker (documentary, commercial, popular)
Director of an arts organization, museum, gallery
Curator (gallery, museum, historical society, corporate collections)
Graphic artist (websites, printed materials, product design)
Instructional technologist for digital media
Interior designer
Exhibit designer/programmer (museums, non-profit organizations, cultural institutions)
Performance artist
Producer of media (live venues, recorded events)
Professor of art, art history, visual culture
Public relations (consultant, producer of media)
Silk screenor (clothing, products)
Software designer
Urban planner
EMPLOYERS

- Apple
- NBCUniversal
- CBS
- Disney
- Cartoon Network
- Stoopid Buddy Stoodios
- Pixar
- JibJab Media Inc.
- Nickelodeon
- Center Theatre Group
- American Film Institute
- DMG Entertainment
- Thinkwell Group
- DreamWorks Animation
- Sharon Lockhart Studio
- Machine Project
- LA Opera
- Red Hen Press
- 20th Century Fox
- Titmouse, Inc.
- Sundance
- LACMA
- Google
- Velvet Hammer Music
- PIC Agency
- Adobe
- Alabama Shakespeare Festival
- Disney ABC TV Group
- School of Doodle
- Oddball Films
- Facebook
- Fullscreen
- Conaco, LLC.
- GLAAD
- The Encyclopedia Project
- The Blanco Agency
- Saturdays NYC
- Automata Arts
- Jim Henson Company
- Kidz Create Music
- Tiger Beat
- Pinterest
- The Do Lab
- Trailer Park
- Academy of Motion Picture Arts and Sciences
- I Cellisti Publications
- Mouche Gallery
- Act Lighting
- Wayforward Technologies
- Nancy Stella Soto Studio
- Clotheshorse NYC
- Volt Lites
- VT Pro Design
- Nike
The Beginning College Survey of Student Engagement Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. For example, if a student studied 1-5 hours per week in high school but expects to study 16-20 hours during the first year, does this student have a plan on how to achieve this dramatic increase in study behavior?

Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

### Student Background

<table>
<thead>
<tr>
<th>Name</th>
<th>JT Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>123456789</td>
</tr>
<tr>
<td>Completed Calculus</td>
<td>Not checked</td>
</tr>
<tr>
<td>AP courses</td>
<td>1-2</td>
</tr>
<tr>
<td>Expected Major</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>What choice was this institution?</td>
<td>Second</td>
</tr>
<tr>
<td>Does student expect to graduate from this institution?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Expected Transition Difficulty

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning course material</td>
<td>5</td>
</tr>
<tr>
<td>Managing your time</td>
<td>4</td>
</tr>
<tr>
<td>Paying for college expenses</td>
<td>6</td>
</tr>
<tr>
<td>Getting help with school work</td>
<td>2</td>
</tr>
<tr>
<td>Making new friends</td>
<td>3</td>
</tr>
<tr>
<td>Interacting with faculty</td>
<td>5</td>
</tr>
</tbody>
</table>

### HS Behaviors and FY Expectations

<table>
<thead>
<tr>
<th>Behavior</th>
<th>HS</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying</td>
<td>1-5</td>
<td>16-20</td>
</tr>
<tr>
<td>Working</td>
<td>0</td>
<td>1-5</td>
</tr>
<tr>
<td>Co-curricular</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socializing/relaxing</td>
<td>11-15</td>
<td>6-10</td>
</tr>
<tr>
<td>Assigned reading</td>
<td>1-5</td>
<td>6-10</td>
</tr>
</tbody>
</table>

### HS Academic Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)</td>
<td>35</td>
</tr>
<tr>
<td>Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)</td>
<td>40</td>
</tr>
</tbody>
</table>

### Academic Perseverance

<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study when there are other interesting things to do</td>
<td>4</td>
</tr>
<tr>
<td>Find additional information for assignments when you don’t understand the material</td>
<td>3</td>
</tr>
<tr>
<td>Participate regularly in course discussions, even when you don’t feel like it</td>
<td>2</td>
</tr>
<tr>
<td>Ask instructors for help when you struggle with course assignments</td>
<td>3</td>
</tr>
<tr>
<td>Finish something you have started when you encounter challenges</td>
<td>4</td>
</tr>
<tr>
<td>Stay positive, even when you do poorly on a test or assignment</td>
<td>4</td>
</tr>
</tbody>
</table>

### Academic Preparation

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write clearly and effectively</td>
<td>4</td>
</tr>
<tr>
<td>Speak clearly and effectively</td>
<td>3</td>
</tr>
<tr>
<td>Think critically and analytically</td>
<td>4</td>
</tr>
<tr>
<td>Analyze math or quantitative problems</td>
<td>3</td>
</tr>
<tr>
<td>Use computing and information technology</td>
<td>5</td>
</tr>
</tbody>
</table>
FSSE and Advising

• Indiana State University
• Compared NSSE FY, NSSE SR, and FSSE responses for Advising module
• Discussed discrepancies and potential ways to resolve them

George’s Cafe
627 Cherry Street (behind College of Technology)
8:15-9:30am

What Do Students and Faculty say about Advising?
NSSE/FSSE 2013 Results
Jan. 23 or 24 (2 date options)
The Strategic National Arts Alumni Project (SNAAP)

In addition to the annual survey of new graduates, MassArt alumni from selected graduation years are currently participating in a national pilot study called the Strategic National Arts Alumni Project (SNAAP). Alumni from MassArt and over fifty other art and design colleges who are five to twenty years post graduation are taking part in this project.

SNAAP Survey results show that MassArt alumni attach great importance to the analytical and conceptual skills they gained at MassArt. 98% of MassArt alumni who described themselves as currently a professional artist and 93% who said they were working in another profession, indicated that analytical and conceptual skills were the most valuable attributes they acquired from their MassArt education. The survey defined these skills as the ability to generate new forms and ideas; solve problems; think creatively; and analyze information.
CHART YOUR PATH THROUGH RISD

Your advisor will help guide you to graduation.
To find your advisor, log on to WebAdvisor and check your Program Evaluation.
Each student will have several advisors during their four years at RISD.

Advisors guide many students and collaborate with each other.
Planning, Assessment, and Accreditation
Excerpts:

• **Introduction:** ... *SNAAP surveyed all CFA alumni (1972 – 2010) with known email addresses to assess the overall effectiveness of our programs to prepare graduates for employment. With a 20% return rate, the 2011 SNAAP study is being used by the college to review key pedagogical areas related to career preparation including technology training, financial and business management preparation, and entrepreneurship to determine mechanisms for strengthening learning outcomes in these areas.*

• **Conclusion:** ... *During the next review period the College of Fine Arts shall continue to strengthen assessment activities with a comprehensive review of student learning outcomes and the use of college wide assessment tools such as the SNAAP program to further our programs while supporting the growth and success of our students.*
School of the Arts

• Dean’s office reported its SNAAP findings internally and for regional accreditation, in a written summary

• Circulated the report as a starting point for discussions about curriculum and advising with chairs and directors

The SNAAP survey’s information pertaining to the School of the Arts’ alumni should be useful in the preparation of recruitment and cultivation materials. This is especially true of alumni comments that refer to the need for internships, scholarships and related items.

The School of the Arts has been planning to take part in the SNAAP survey every two years. (It included funding this process in its budget requests for 2014 – 2015.) Using present fee rates as a guide, the School will need an allocation of $5,500 to pay for the survey in coming years, but that rate may change. This funding will ensure the School’s continued participation in the SNAAP survey, which promises to be an important component in future assessment of the School and its programs.
School of the Arts

Report Excerpts:

Responses to some of the survey questions indicate that the School of the Arts’ alumni regard the School and their education well. The following questions are a brief sample of some of the information in the report:

• Overall, how would you rate your experience at CoC while pursuing your undergraduate degree? (CoC and comparison group responses)
• Would you recommend this institution to another student like you?
• Satisfaction with academic advising?
• Is there anything that CoC SOTA cold have done better to prepare you for further education or your career? (open-ended comments)
Integrating Multiple Assessment Sources

Participates in both NSSE and SNAAP

• Compared NSSE results (4th year arts majors) with SNAAP (alumni):
  • Overall experiences
  • Would they attend the institution again?
  • Quality of instruction
  • Internships
# SNAAP Accreditation Toolkit

**Higher Learning Commission-North Central Association (HLC-NCA)**

<table>
<thead>
<tr>
<th>SNAAP Survey Items</th>
<th>HLC-NCA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YOUR OVERALL PARTICIPATION IN SNAAP APPLIES GENERALLY TO:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>8. Please list the names of any educational institutions that you attended after leaving [INSTITUTION] and subsequent degrees received.</td>
<td>4.A.6</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL SATISFACTION</strong></td>
<td></td>
</tr>
<tr>
<td>13. Please select the option that best describes how satisfied you were with the following aspects of your [UNDERGRADUATE / GRADUATE] experience at [INSTITUTION]?</td>
<td></td>
</tr>
<tr>
<td>13.1. Satisfaction with: Opportunities to perform, exhibit, or present your work</td>
<td>3.C.3</td>
</tr>
<tr>
<td>13.5. Satisfaction with: Academic advising</td>
<td>4.A.6</td>
</tr>
</tbody>
</table>
Ontario College of Art and Design University
(OCAD UNIVERSITY)

STRATEGIC MANDATE AGREEMENT

FOR SUBMISSION TO:
ONTARIO MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

OCAD University suggested metrics for jobs, innovation and economic development

- Increase the proportion of the most recent alumni cohort who indicate their OCAD University training is relevant for their current work from 82 percent to 90 percent (Source: Strategic National Arts Alumni Project—SNAAP)
- Maintain a rate of 83 percent of alumni who are satisfied in their current job (Source: Strategic National Arts Alumni Project—SNAAP)
- Maintain a 57 percent rate of alumni that are self-employed professionals (Source: Strategic National Arts Alumni Project—SNAAP)

OCAD University suggested metrics for teaching and learning

- Increase from 96 percent to 100 percent the courses making full use of the virtual learning platform (Source: OCAD University institutional data)
- Maintain 85 percent of alumni rating their experience as excellent or good (Source: Strategic National Arts Alumni Project—SNAAP)
- Maintain over 90 percent of classes with less than 30 students (Source: OCAD University institutional data)
3.C.5
Instructors are accessible for student inquiry.

Figure 3.C.5-1
Student Interactions with Faculty Members
The extent to which students interact with faculty members inside and outside the classroom

Component survey items include:
- Discussed grades or assignments with an instructor;
- Talked about career plans with a faculty member or advisor;
- Discussed ideas from your readings or classes with faculty members outside of class;
- Worked with faculty members on activities other than coursework, such as committees, orientation, or student-life activities;
- Received prompt written or oral feedback from faculty on your academic performance;
- Worked on a research project with a faculty member outside of course or program requirements.
## NSSE Accreditation Toolkits

<table>
<thead>
<tr>
<th>NSSE 2014 Survey Items</th>
<th>HLC–NCA Core Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>c. Came to class without completing readings or assignments</td>
<td>3.E</td>
</tr>
<tr>
<td>d. Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>e. Asked another student to help you understand course material</td>
<td>3.E</td>
</tr>
<tr>
<td>f. Explained course material to one or more students</td>
<td>3.B</td>
</tr>
<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>h. Worked with other students on course projects or assignments</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>i. Gave a course presentation</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td><strong>2. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>1.C, 3.B, 3.E</td>
</tr>
<tr>
<td>d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>f. Learned something that changed the way you understand an issue or concept</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>g. Connected ideas from your courses to your prior experiences and knowledge</td>
<td>3.R, 3.F</td>
</tr>
</tbody>
</table>
Program and Curricular Change
Creative Entrepreneurship Program Overview

Program Mission
The Creative Entrepreneurship Program is designed to prepare undergraduate majors in the creative disciplines to lead their careers and lives as entrepreneurs in the highly connected and complex commercial environment of creative activities.

Program Goals
- Students develop the ability to combine deep expertise in their major creative discipline with a broad spectrum of entrepreneurship and transferable enterprise skills and knowledge, across a range of disciplines.
- Students develop the mindset for managing risk, learning from failure, and exploiting change as an opportunity.
- Students develop the ability to learn and work collaboratively and understand the skills, knowledge and values that contribute to successful team-based outcomes.
- Students develop the tools and confidence to increase their career prospects, and create their own jobs.
New Courses in Creative Entrepreneurship

We are pleased to offer the following new courses:

**ARTS 350 The Creative Economy**
Semester course. 3 lecture hours. 3 credits. Examines the contribution of creative ideas to the world economy with a focus on where, how, and why creative ideas are produced and consumed.

**ARTS 351 Piloting the Enterprise**
Semester course. 3 lecture hours. 3 credits. Introduces the language of the creative enterprise, focusing on intellectual property, contracts and negotiations; tracking business performance and using financial data to improve decision-making.

**ARTS 352 Idea Accelerator**
Semester course. 3 lecture hours. 3 credits. Prerequisites: ARTS 350 or permission of the instructor. Exposes students to the processes and methodologies used to transform ideas and opportunities into sustainable business models. Students evaluate business case studies, engage industry professionals, and investigate the commercial potential of their creative ideas.

**ARTS 353 Creative Destruction Lab** (capstone course, not recommended until senior year)
Semester course; 3 credits. 2 lecture and 3 studio hours. Prerequisites: ARTS 352 or permission of the instructor. Provides a low-risk educational environment for students to develop their own ventures, including a product/service business model, legal considerations, financial and marketing plans, and media presence (web, mobile, social). Students work with a network of mentors from the university and industry. Course may be repeated for up to 6 credits.
Foundations in Arts Entrepreneurship

Subject:
LLAMS

Catalog Number:
21

This course is designed as a primer in entrepreneurship for arts students and those in cognate fields. Students will examine the breadth of professional opportunities available in the Creative Economy and explore strategies for pursuing them. Based on these examinations, students will construct a personal mission statement, build an individualized portfolio of materials appropriate for professional development purposes, and begin a journal to formulate, collect, and grow creative venture ideas. Topics will include creative visioning, an introduction to the for-profit and non-profit economies, and relevant arts policy. Meets with BDIC 391E and HM&FNART 391A. Part of the Online Certificate of Arts Management.
What we found from our survey:

- Lowest satisfaction among our alums with “advising about career or further education,” opportunities for degree-related internships or work,” and “opportunities to network with alumni and others”

- KSU was “least helpful” in developing skills in “Financial and business management skills” and “Entrepreneurial Skills”
What we’ve done as a result:

• Integrated early career exploration projects into all First Year Experience courses

• Held “faculty discussions” about having career conversations with students earlier in their academic lives

• Integrated student assessments into courses to assess career readiness (Fashion)

• Established funded opportunities for students to explore entrepreneurial cross-disciplinary projects (FlashGrants)

• Established funded opportunities for faculty to engage students in cross-disciplinary research projects

• Created a college-wide web resource for student information on survival skills, career planning, study away, etc.
Why participate? Wanted to obtain:

• Quantitative data for reports
• Quantitative data for accreditation
• Comments to support funding requests
• Information to support programmatic changes
Changes made as a result of SNAAP

• Campus leadership responded well.

• Created Arts Entrepreneurship classes (on campus and online)
  -- Promoted by academic advisors

• Art Stars lecture series bringing artists to campus to talk about their journeys from college to professional
Changes Made as a Result of SNAAP

• Funding for Research on Internships

• As a result:
  • Hold Arts Internship Fairs twice a year
  • Hold trainings for area artists & nonprofits on how to best utilize an intern
  • Bring artists who have served as an internship provider to workshops to share experiences
  • Build internship instructor cohorts
  • Created Featured Internship page on website
NEW: Fall 2015

INTRO TO ARTS ADMINISTRATION

FA 3100 Introduction to Arts Administration
Description: An introductory course to the world of arts administration and arts organizations. Students will explore various topics related to the field of arts administration including, but not limited to, organizational concepts, mission, organizational structure, budgets and financial planning, marketing, and development (fundraising, grant writing, board relations). Students will also get an opportunity to connect with local arts professionals and organizations.
Instructor: Brooke Horejsi

available now for undergraduates
CFA EMERGING LEADERS PROGRAM
• Assists College of Fine Arts undergraduate students in creating and participating in leadership opportunities both on and off campus.

CFA EMERGING LEADERS COUNCIL
• Annually established fine arts cohort, which provides opportunities for College of Fine Arts undergraduate students to network and learn more about the arts.

EMERGING LEADERS INTERNSHIP PROGRAM
• Created to give undergraduate students the opportunity to help facilitate and contribute to the betterment and proliferation of a strong arts education.
Harvey Mudd College & Writing

- Used NSSE and FSSE results for writing-related items in development of faculty workshop
- Focused on improvements to the core “Writ 1” course that teaches writing across academic disciplines
Gettysburg College & HIPs

• NSSE results suggested they were lagging behind peers in some HIPs

• Introduced new programs

• “Celebration: Colloquium on Undergraduate Research, Creative Activity, and Community Engagement” (research with faculty, service-learning, study aboard, capstone)

• “The Career Connector Challenge” (internships)
PERSONAL MANAGEMENT

Personal Skills for a Life in the Arts

What key survival skills do I need for a life in the arts? Where do I go for help? How do I develop good habits now that will serve me later? How do I make the leap from high school to college? What happens if I have academic or personal challenges?

Most students need some help at one time or another in college. Many students expect the same kind of academic and social life they had in high school. Instead, students find that they need to put in much more time and effort to be successful in college. College of the Arts students are passionate about what they do. Learn to use your passion to explore the vast number of opportunities open to you in your life in the arts. The personal skills and habits developed in college will serve you for the rest of your life.

Survival Skills for a Life in the Arts

Develop the habits of highly creative people. These habits revolve around passionate exploration, developing personal processes and methods that help you to begin and end your work, experimentation, questioning and risk-taking, and a tolerance for ambiguity.
Sharing Externally: Recruitment, Public Relations, Alumni Engagement, and Donor Outreach
Recruitment

100+ full-time faculty

Average of 12:1 Student-Faculty Ratio

86% freshman retention rate vs. the national average of 64.9% for four-year, public universities.

2,600 students enrolled

Artistic and creative practices have been associated with higher levels of life satisfaction, a more positive self-image, less anxiety about change, a more tolerant and open approach to diverse others, and less focus on materialistic values.

91% of arts graduates report being satisfied with their current work, life choices, work-life balance and ability to be creative at work. (SNAAP Survey)

In 2018, the U.S. economy will require 22 million more associates, bachelor’s and graduate degrees. Since most arts jobs typically require high levels of education, Georgetown’s Center on Education and the Workforce has found that more than 75% of jobs will require postsecondary education. Yet, according to the study, the U.S. will have a shortfall of three million degrees by 2018.

The projected growth rate for artists is 11%.

300 undergraduate courses

92 graduate courses

Print Media
CalArts is committed to providing a well-rounded education for students.

Recent studies have shown the impact that the arts have in society and in developing the creative economy. For further reading:

- [The Strategic National Arts Alumni Project (SNAAP)](https://www.thenationalartsproject.org), an annual online survey, data management and institutional improvement system that enhances the impact of arts-school education.

- [A Otis Report on the Creative Economy of the Los Angeles Region](https://www.otiscollege.edu/about/mission)
Roberson’s a perfect portrait of arts graduates’ flexibility and career satisfaction

Posted by: Rob Bullock

When Jane Roberson (nee Hildebrandt) graduated from Herron in 1987 with a B.F.A. degree in visual communication, she scarcely could have imagined that 25 years later she’d become the owner of Kaleidoscope of Art Studio, catering to Fishers-area kids and young adults who want art classes.

Her story is but one example of arts graduates’ consistent ability to adapt, create their own jobs and strike a satisfying balance between work and home. Herron graduates—being creative by definition—possess the abilities to:

- Approach problems in non-routine ways
- Ask “what if” questions to reframe problems
- Detect new and unexpected patterns
- Risk failure
- Heed critiques to improve ideas
- Bring resources together to launch novel ideas
- Use visual, oral, written and media-related tools to communicate ideas.

These skills are applicable not only for art and design, art education, art history and art therapy, but for solving problems in a broader variety of disciplines. A Herron education can take a student places, as Roberson illustrates.

Her first job out of college was at L.S. Ayres department store. She worked in the ad department, where she also developed special events and created invitations. “When I graduated, Herron was just getting a few computers. We were still doing typesetting,” Roberson said.
“The whole experience at Herron is so individualized. I took with me such a wealth of experiences and insights that I would have never experienced at a traditional school.”

Class of '95

“Herron gave me the foundational training for creative thinking, color theory, collaboration, analysis and critique.”

Class of '90

“I am currently serving as a military officer and have found numerous ways in which I can express my artistic abilities. My visual communication degree is nowhere near related to my current occupation, but I bring an artistic talent to the table that few have and use it to my advantage.”

Class of '08

“My arts training has made me more organized and a better problem solver. At work I dispense medication, bill and speak with insurance representatives and health care professionals, and I am in charge of the pharmacy inventory. My time at Herron also showed me how to cater my résumé to all different kinds of jobs.”

Class of '04

HERRON SCHOOL OF ART + DESIGN
Eager for more

Many Herron undergraduate alumni continue their educations. Here’s a random sampling of where 2011 undergraduate alumni headed off to:

Bradley University in Illinois
Full scholarship
California State University at Long Beach
Columbia College
England
Undecided on which of three master’s programs to attend
School of Visual Arts in New York City
The Vermont Studio Residency Program
University of Nevada, Las Vegas
University of Texas at Arlington
Full scholarship
Windgate Fellowship
One of only 100 nationally

Many paths to success

Herron alumni have worked for companies including Disney (Bill Justice, Roger White), The Design Studio at the Walker Art Center in Minneapolis (Andrew Blauvelt heads it up.) and Scholastic Books (Illustrator Jared Lee has more than 27 million books in print.).

Herron alumni have gone on to teaching positions at universities including Notre Dame (Rev. Andrew Lauck), University of Arizona (Rogelio Gutierrez) and the Maine College of Art and Design (where Matt Hutton heads the furniture design program). Just as importantly, many Herron alumni have gone to elementary and high school art classrooms in Indiana and beyond. Even during this most recent recession, Herron’s placement of elementary education majors reached 85 percent.

Entrepreneurial alumni have gone on to create their own businesses, such as Steve Paddack’s Paint Box Studio, Jim and John Sholly’s Commercial Artisan, or Steve Mueller’s Vector Fabricating. Susan Hirsch has garnered critical acclaim as a creative director and graphic designer with clients including Neiman Marcus and Cole Haan. In 2012 she was recognized as one of the 10 top artists of San Diego.

Illustrations by Herron alumni Rob Day have been featured in Rolling Stone, Time and Sports Illustrated, and James Wille Faust is a celebrated artist with works included in the internationally famous Absolut Art Collection, among others. Work by Lois Mean Templeton, who graduated from Herron at age 53, has been featured in the National Museum of Women in the Arts.

For more than 100 years, Herron has been the proving ground for some of the country’s most notable artists and designers. Herron has produced Prix de Rome winners (Harry Davis, et al), Fulbright Scholars (William Crutchfield, et al), a MacArthur Fellow (Vija Celmins) and sculptors (Don Gummer, Casey Eskridge, et al) who have competed successfully for commissions on a global scale.

Something to say

Currently Not Employed: 8%
Employed Outside the Arts: 32%
Employed in the Arts: 60%

83% of OCAD U alumni are satisfied in their current job.

From Process to Practice
OCAD U Grads Track Learning + Earning in the 2011 Strategic National Arts Alumni Project (SNAAP)

Job Satisfaction
Alumni who are very satisfied or somewhat satisfied with certain aspects of their current job in which they spend the majority of their work time.

V S
Very satisfied
S Somewhat satisfied

Job Security

Opportunity to be creative

Income

Balance between work + non-work life

Opportunity to contribute to the greater good

Opportunity for career advancement

Work reflects my values, personality + interests

Overall job satisfaction
Satisfaction at OCAD U

Alumni reporting their level of satisfaction as very satisfied or somewhat satisfied with these aspects of their time at OCAD U.

Very Satisfied

Somewhat Satisfied

Relevancy of OCAD U Training

Alumni reporting that their OCAD U training is relevant to their current employment.

Relevant: 86%

Not Relevant: 14%

Very Relevant: 41%

Relevant: 24%

Somewhat Relevant: 21%

Work Time

For those who identified in 2010 as professional artists (a category defined broadly by SHAAP to include performance art, design, architecture, creative writing, film, media arts, illustration and fine art), percentage of total work time engaged in artistic activity.

Less Than 20 Per Cent: 22%

41 To 60 Per Cent: 15%

61 To 80 Per Cent: 12%

81 To 100 Per Cent: 10%

Skills + Competencies

Alumni reporting that OCAD U helped them develop specific skills and competencies (per cent respondents who answered very much)

Critical Thinking + Analysis of Arguments + Information: 55%

Artistic Technique: 44%

Listening + Revising: 31%

Persuasive Speaking: 26%

Network + Relationship Building: 15%

Leadership Skills: 10%

Project Management Skills: 8%

Management Skills: 7%

Research Skills: 24%

Broad Knowledge + Education: 26%

Clear Writing: 12%

Creative Thinking + Problem Solving: 63%

Interpersonal Relations + Working Collaboratively: 19%

Technological Skills: 26%

85% of Alumni rated their overall experience at OCAD U as excellent or good

84% of Alumni would recommend OCAD U to another student
THANK YOU TO THE MANY ALUMNI WHO TOOK TIME TO FILL OUT THE SNAAP SURVEY

The national survey, SNAAP (Strategic National Arts Alumni Project), helps VCUarts enhance the quality of education. In 2011, VCUarts alumni participated in the SNAAP survey for the first time and analyzed undergraduate and graduate alumni responses in Fall 2012. To update your contact information, so that you will receive the next survey, go to esterknows.com/where-are-you-now and upload your bio and image. Many prospective and current students visit these bios and we’d love to show them what you’ve been up to.

34% of alumni have their first job before leaving VCUarts

Over 90% of VCUarts alumni rated their experience as “Excellent” or “Good” and would recommend VCUarts to others

WHERE ARE YOU NOW?

Upload your bio and an image so we can tell your story at esterknows.com

STAY CONNECTED

facebook.com/vcuarts
twitter.com/vcuarts
instagram.com/vcuarts

87% of alumni obtain work within a year, with another 10% going on to graduate school
### REPORT CARD

Percent of alumni that reported WVU helped them acquire or develop the following key skills:

<table>
<thead>
<tr>
<th>Skill</th>
<th>WVU</th>
<th>Natl. Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Broad Knowledge &amp; Education</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>Research Skills</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td>Clear Writing Skills</td>
<td>79%</td>
<td>69%</td>
</tr>
</tbody>
</table>

- **Research Skills**
  - WVU: 78%
  - Natl. Avg: 73%
- **Clear Writing Skills**
  - WVU: 79%
  - Natl. Avg: 69%

---

- **78%** would attend WVU again if they had to start over 75% National Avg.
- **91%** would recommend WVU to another student 87% National Avg.
- **85%** were satisfied with opportunities to perform or present their work 80% National Avg.
- **96%** learned artistic technique while at WVU 92% National Avg.

- **64%** worked with an artist in the community 43% National Avg.
- **86%** worked with a faculty member on a project 66% National Avg.
THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF FINE ARTS

Tracking the lives and careers of arts graduates. Results based on alumni experiences from 1943–2011 and does not reflect more recent changes in the college.

EXPERIENCE

How our alumni rated their overall experience in the College of Fine Arts.

- Theatre & Dance: 91%
- Art & Art History: 91%
- Music: 93%

91% Good or excellent

95%
Engaged in meaningful conversations with students who were different from themselves in regards to their ethnicity, religious beliefs, political opinions or personal values

Faculty to Student Ratio: 1:7

THE ARTS ADVANTAGE

<table>
<thead>
<tr>
<th></th>
<th>Alumni working in arts</th>
<th>Alumni working in non-arts fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job security</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>Opportunity to be creative</td>
<td>75%</td>
<td>50%</td>
</tr>
<tr>
<td>Balance between work and non-work life</td>
<td>70%</td>
<td>55%</td>
</tr>
<tr>
<td>Opportunity to contribute to the greater good</td>
<td>60%</td>
<td>45%</td>
</tr>
<tr>
<td>Opportunity for career advancement</td>
<td>70%</td>
<td>55%</td>
</tr>
<tr>
<td>How work reflects their values, personality, and interests</td>
<td>70%</td>
<td>55%</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>70%</td>
<td>55%</td>
</tr>
</tbody>
</table>

WORKING AS AN ARTIST

- Undergraduates: 71%
- Graduates: 74%

70 exhibitions
80 symposia
30 productions
500 performances

Performances, Exhibitions, Lectures each year

Students studied abroad in 15 countries

Worked with an artist in the community
ALUMNI

"I loved Kent State. I had a great experience, great professors. I can't speak highly enough of my time there. My association with Kent State helped me in finding every job I've had since I graduated because the Fashion School has a great reputation here in New York."  
ZACKARY NICH
B.A. ’10, Fashion Design

"I think Kent State is part of who I am now and how I express my talent. I have some great college memories of becoming an actor and I learned a lot about how to be a grownup at Kent State."  
ALICE REPLAY
B.F.A. ’92, Musical Theatre

"My memories of my experience at Kent State are very positive. The orchestra, theory and jazz program and the fine faculty members, [were] excellent in conveying relevant knowledge, and each student received much personal attention and care."  
SEMMY STAHLHAMMER
M.M. ’04, Performance Violin
Concertmaster, Royal Swedish Opera

"Kent State gave me the strong foundation to help me succeed in making my career goals a reality. This network continues to be a positive resource long after graduation."  
KRISTINE HAAG
B.A. ’15, Any Customer ABC’s Braun
strategic national alumni arts project (snaap)

As an institution within the AICAD consortium (Association of Independent Colleges of Art and Design), SFAI joined with other North American art schools to participate in the SNAAP (Strategic National Alumni Arts Project) survey, which will occur every two years. The survey provides SFAI with comparative data and enables staff to measure alumni successes against those of SFAI's competitors.

Results from the 2012 SNAAP frequency report for graduate-level alumni were very promising, with SFAI graduate alumni comprising 7.5% of all AICAD institution respondents (24 institutions, total). Further, 95% of SFAI alumni who responded indicated that, upon matriculating in SFAI’s graduate program, they intended to work eventually as an artist, compared to 87% from all AICAD institutions. As reinforced by their responses, SFAI alumni are employed as artists or maintain an artistic practice at a much higher rate than other AICAD institution alumni. For example, 70% of SFAI alumni who completed the survey currently work or have worked as an artist, compared with 60% from AICAD schools and 58% from art, design, and media departments within universities and colleges. 59% of SFAI alumni identify as fine artists, compared to 49% from AICAD institutions and 41% from art, design, and media departments within universities and colleges. Additionally, 91% of SFAI alumni respondents to the survey make or perform art in their personal (not work-related) time, compared to 83% from AICAD institutions and 78% from art, design, and media departments within universities and colleges.

Results from the 2012 SNAAP frequency report for undergraduate-level alumni were equally promising. 91% of SFAI alumni who responded indicated that, upon matriculating in SFAI's BFA and BA programs, they intended to work eventually as artists. 57% of SFAI undergraduate alumni identify as fine artists compared to 36% from AICAD institutions and 34% from art, design, and media departments within universities and colleges. Additionally, 89% of SFAI alumni respondents make or perform art in their personal (not work-related) time, compared to 81% from AICAD institutions and 75% from art, design, and media departments within universities and colleges.

Frequency Reports from the Strategic National Alumni Arts Project (SNAAP) are available for the Graduate Level and Undergraduate Level.
JCA Strategic National Arts Alumni Project (SNAAP) 2012

Report and Findings: Executive Summary

- 24% more satisfied with career advising
- 11% more likely to have job placement before they graduate
- 17% more likely to have first employment in the area of their studies
- 19% more likely to make a financial contribution to the arts
- 29% more satisfied with internship opportunities
- 24% more preparation in leadership skills
- 13% more job security

Last October and November, Jordan College of the Arts conducted an extensive survey of our alumni through the Strategic National Arts Alumni Project.

CONTENTS

SUMMARY
BRAGGING POINTS
ANALYSIS
DOWNLOAD ALL SURVEY RESULTS
The Survey
The SNAAP survey is an extensive online survey of alumni from arts institutions. The instrument includes over 100 questions and includes opportunities for commentary. Jordan College was one of 127 arts institutions to take part during 2011 and 2012.

We have accomplished our three goals:

1. To meaningfully engage our alumni
2. To identify past points of strength and weakness and provide a benchmark for improvement
3. To develop reliable data for marketing

The survey was available for response during October and November 2012. JCA was aggressive in informing our alumni of the importance of participation, resulting in a response rate better than most institutions participating. Our response rate was 26% (598 respondents), more than double the rate of other Midwest institutions and considerably higher than the 17% average response rate nationwide. Finally, the email research provided by SNAAP resulted in finding nearly 650 new or corrected emails for our alumni.

Report
The report, including answers to questions and hundreds of pages of commentary, became available in May 2013. JCA's analysis has just been completed and is attached.

In the report and in our analysis, responses of our alumni are compared to alumni of four comparison groups:

1. Private institutions that are similar to ours from among all participating institutions
2. Public and private institutions similar to ours that are located in the Midwest
3. Public and private institutions similar to ours that are located across the country
4. The full group of 127 institutions

Findings: Brilliant Blue
Of the 72 most relevant comparative questions or question parts, Butler leads the field in all but 12, and in some areas we lead by more than 20%. We trail in only four questions. From the survey results, we have pulled 25 specific bragging points, 12 positive statements based on averaging groups of similar questions, and four points of concern. These are listed on the following pages.
UC SnaapShot

Dashboard

UC SnaapShot provides a defined view of UC arts alumni from the SNAAP survey on issues relating to their career paths. Below are highlights of their responses. The following slides provide a deeper view.

4,918 arts alumni completed the survey

74% have been self-employed at some point in their career

71% reported artistic technique as being important to their work

69% continue to practice art separate from work

59% of respondents pursued a graduate degree

24% of those who have never been professional artists said higher pay or steadier income in other fields was a reason

10% said student loan debt had a major impact on career/education choices

*For 2011 survey participants from University of California Institutions.*
Occupations

You are looking at the current occupation of all UC respondents within and outside the arts and average salaries. Rollover each circle for more information.

A BREAKDOWN OF PARTICIPANTS BY CURRENT OCCUPATION

<table>
<thead>
<tr>
<th>$15,000</th>
<th>$20,000</th>
<th>$25,000</th>
<th>$35,000</th>
<th>$45,000</th>
<th>$50,000</th>
</tr>
</thead>
</table>

*For UC participants in the 2011 survey*
My experience at UCLA was TRANSFORMATIVE. During my three years of graduate school, I developed a body of work that has been of interest to curators, gallerists, and collectors, which has allowed me to begin my career.
— UCLA Alum, 2010

I can directly connect the fact that I have managed to forge a FINANCIALLY VIABLE LIFE in the arts to my education in the MFA Directing Program at UCSD. It feels good that my children can look at me and their father (a Playwright) and know that you can indeed make a life in the arts. Thank you UCSD.
— UCSD Alum, 1992

66% of UC undergraduates and 78% of UC graduates continue to work as PROFESSIONAL ARTISTS in some capacity.

UC Davis is potentially the only true multi-disciplinary theater design program in the country that not only prepares you for a career in the lucrative TV & Film industries, but additionally teaches you and prepares you for physical & devised theater. No other [University] to my knowledge has such a program so FOCUSED on these two disciplines.
— UC Davis Alum, 2004

I practice entertainment law, currently in the area of film finance. My arts training helped provide me with CRITICAL THINKING SKILLS, learning how to work collaboratively, and the importance of networking.
— UCSB Alum, 1998

93% of undergraduates and 90% of graduates reported a high level of SATISFACTION with their overall UC experience.
Pace University participated in NSSE every year since 2002.

In 2012, published a “NSSE Retrospective” to share all the ways NSSE had made a difference for the university.

NSSE: NATIONAL SURVEY OF STUDENT ENGAGEMENT

ABOUT PACE UNIVERSITY
Pace University offers a comprehensive education combining exceptional academics, professional experience, and the New York advantage.

Originally founded in 1906, Pace is a leading, private metropolitan university with three campuses in downtown New York City, Westchester County, and White Plains, New York. Our diverse population of students is enrolled in more than 3,000 courses across more than 100 majors. Students take advantage of Pace's college and five schools in the liberal arts and sciences, business, law, nursing, education, and computing. Pace's prime locations put students just steps away from world-class centers of finance, accounting, media, healthcare, performing arts, and technology. The student experience is further enhanced by a robust cooperative and internship program that is one of the largest in the metropolitan area.

2016 represents the fifteenth administration of the NSSE in as many years.

WHY IS PACE UNIVERSITY SO COMMITTED TO THE NATIONAL SURVEY OF STUDENT ENGAGEMENT?
As a doctoral research university, Pace University is interested in what research tells us about the impact of college on students. The National Survey of Student Engagement utilizes twenty years of research in higher education to identify those educational activities that are associated with significant student gains in learning and personal development. The NSSE project is grounded in the proposition that the frequency with which students engage in activities that represent effective educational practice is a good proxy for collegiate quality. Thus, the National Survey of Student Engagement fits perfectly with Pace's efforts to continually assess and improve the undergraduate experience for all its students.
What we found in our SNAAP Data:

• Students want to have had more interaction with alumni

• Alumni want to connect with students after graduation
What we have done:

• Engaged alumni to be guest artists, conduct workshops, provide critiques of student work on and off-campus and participate in panels for students

• Engaged donors to connect with students as “sponsors.” They often follow students through their careers

• Supported and engaged with “pockets” of alumni in major cities

• Used testimonials from alumni in printed material and websites

• Nominated alumni for awards as Arts Patrons and for University Recognition (Honorary Degrees/President’s Medallion)

• Used Social Media to highlight recent alumni accomplishments and connect them to current students
Advocacy and Policy
Commentary

Arts education delivers a good return on Minnesota’s investment
by Ann Markusen
June 22, 2011

Budget crises force decisions that either improve a state’s economic future or compromise it. While Minnesota has been more fortunate than most in riding out the recent recession, much of this good outcome is because of the high quality of education in the state, from preschool to post-graduate. Outsized cuts to education, however, will threaten our greatest resource, the pipeline of human capital.

Take arts program graduates, for example. New evidence from the Strategic National Arts Alumni Project (SNAAP) refutes the “starving artist” stereotype. Of 13,600 graduates from 154 U.S. public and private colleges arts programs, conservatories and arts high schools—including two in Minnesota--85 percent found jobs soon after graduation. Their current unemployment rates (6 percent) are substantially below the national average, and their job satisfaction levels are very high.

Artists and designers are core employees in our cultural industries. Minnesota’s nationally prominent publishing, advertising and architecture firms, for instance, rely heavily on the creativity and training of the state’s arts graduates. More than 10 percent of the advertising industry’s workforce consists of visual artists, writers and designers who provide the crucial creative content. Minnesota arts also create jobs in the public and nonprofit sectors. Think of the cast and crew that University of Minnesota English grad Garrison Keillor’s “A Prairie Home Companion” has supported for decades, and the income the show has brought back to Minnesota.

Crucial for fueling the 21st century economy is that many arts grads are entrepreneurs. More than 3 in 5 are self-employed at some point in their career, compared with 1 in 10 for all occupations. Writers and visual artists are more likely to be self-employed. But rates are also quite high among musicians, performing artists, architects and designers. Fourteen percent of SNAAP respondents started their own companies, creating jobs for others.

Arts grads contribute to the productivity of non-arts industries, too. They apply their creative skills to other sectors—designing products and services, writing guides and user manuals, photographing and filming marketing materials, redesigning business space, and using performance techniques to solve employee relations problems. The majority of arts graduates working outside of the arts—especially in law, health and management fields—report their arts education to be relevant to their current work.

In addition, creativity is a key competitive advantage for the American economy. Overall, 75 percent of arts grads say that their schooling contributed a great deal to their ability to think critically and creatively and to work effectively with others. In a new study by Vanderbilt University, arts graduates reported much greater emphasis on thinking creatively in their education curricula than did science and engineering graduates.

Does Minnesota retain the artists we educate? Artists, like scientists and engineers, are more likely than most other workers to move from one labor market to another. But Census data show that Minnesota attracts as many as it loses. Our smaller cities and towns are more apt to lose young artists to out-migration but gain many back in mid-career. But Minnesota has a superior track record for adding artists to the workforce compared to the rest of the nation. That’s because our state home-grows more artists than many other states, thanks to the quality of our educational institutions, our extraordinary nonprofit arts infrastructure and our robust cultural industries.

Almost 50 years ago, Nobel-prize winning economist Wassily Leontief discovered that the United States is a labor-intensive, not capital-intensive, exporter. That finding shocked economists, but Leontief showed that it is skilled labor-intensive products and services in which the United States excels. Even more today, science, engineering, medical, arts and design content creates and maintains good jobs in this country. Artists and designers are prominent in broadcasting and telecommunications, motion picture and sound recording, performing and visual arts, printing and publishing industries. That’s a group of industries that exported $46 billion in 2006, equal to or larger than our air transportation, finance and farm sectors.

Hammering education with disproportionate budget cuts is a poor economic choice. And despite arts and design’s growing significance in a de-industrialized economy, funding for arts and design are being cut disproportionately.

Do we really believe that selective or across-the-board tax breaks for business will create and retain more jobs than maintaining and adding to our outstanding pool of human capital? Where’s the evidence? Minnesota businesses have confirmed collectively, time and again, that the quality of our labor force is one of the most important reasons they come to and stay in our state. And many of our best companies are “home-grown,” having once been the gleam in the eye of today’s well-educated graduates. Let’s keep it that way.

---

Ann Markusen is director of the Project on Regional and Industrial Economics at the University of Minnesota’s Humphrey School of Public Affairs and a SNAAP National Advisory Board member.
Policy Impact

- Association for the Advancement of Sustainability in Higher Education created NSSE consortium
- Separate item set to assess the AASHE mission/goals
- Goal achievement has greater impact on environmental policy

Join the NSSE 2017 Sustainability Education Consortium!

Submitted by Chris Pelton on September 19, 2016 - 10:35am

Do you ever wonder how students are experiencing your institution’s sustainability education programming? The NSSE Sustainability Education Consortium provides an opportunity to gather high quality data on this issue in a way that will allow you to compare your results with other institutions.

NSSE, the National Survey of Student Engagement, is administered every year by hundreds of four-year colleges and universities in the U.S. and Canada. The survey is one of the leading sources of information about how students are spending their time and how they experience programs and activities that institutions provide for their learning and personal development. Institutions that are administering NSSE have the option to add additional questions to the survey by participating in a consortium around a common interest or mission.

Participation in the Sustainability Education Consortium, which AASHE has coordinated since 2011, adds a series of questions about student engagement with sustainability education. Participating institutions will receive a cross-institution dataset on student sustainability engagement that they can use to assess institutional strengths and weaknesses compared to peers. The 20 additional consortium questions to be added to the 2017 survey will be the same as the 2016 questions and are publicly available on the NSSE website. (If you have suggestions for how these questions could be improved and/or would like to be involved in the revision process for 2018, please email Dalia Serghil at dalia.serghil@aashe.org)

In addition to the benefits outlined above, participating institutions can earn an Exemplary Practice credit under STARS 2.1.
The Retention of Chicago’s Arts Students in Comparative Perspective

By Jennifer Novak-Leonard and Patience Baach

Supported in part by Arts Alliance Illinois and
The Searle Funds at The Chicago Community Trust

Highlights:

- 58 percent of Chicago arts-school alumni took up residence in the city within 5 years of the date of their last attendance. Of the regions compared in this report, only New York City has a greater portion of its arts-school alumni taking up residence in the city within 5 years, at 66 percent.

- 51 percent of Chicago arts-school alumni were out-of-state applicants who came to Chicago and were still living in the city within five years of their last date of attendance. This is the second highest portion of out-of-state applicants taking up residence in the city of their alma mater. New York City’s rate was highest at 54 percent.

- Of arts-school alumni who searched for work, 38 percent of those attending school in Chicago obtained work prior to leaving their institution; 85 percent obtained work within a year. Alumni from other regions had similar experiences.

- 50 percent of Chicago’s alumni reported that their first job or work experience was “closely related” to their arts-school training. However, alumni from institutions in Los Angeles County, Cleveland/Columbus and New York City reported higher rates of their first work experience being closely related to their arts training.
Good News about Going to College for a Music Degree

There’s good news about going to college for a music degree. According to the latest findings from a national survey of more than 33,000 arts alumni, arts graduates, including those who studied music performance, are likely to find jobs after graduation and use their education and training in their occupation.

by Caitlin Peterson

The Strategic National Arts Alumni Project (SNAAP) is an organization dedicated to analyzing the impact of arts education. In its online survey, SNAAP asked alumni from fields including performance, creative writing, and film, about employment, relevance of their education to the work they’re doing, and their satisfaction with their education in the arts.

Raymond Tymas-Jones, Associate Vice President for the Arts and Dean of the College of Fine Arts at the University of Utah, praised SNAAP for its efforts in a recent post on ARTSblog. “The information from the survey provides important insight as to how artists develop in this country, helps identify the factors needed to better connect arts training to artistic careers, and allows education institutions, researchers and arts leaders to look at the systemic factors that helped or hindered the career paths of alumni,” he says.

Music Performance Employment by the Numbers

- Of all arts alumni who took the SNAAP survey in Fall 2011, 4% indicated that they were currently unemployed and looking for work—less than half of the unemployment rate for all Americans in 2011, according to the U.S. Bureau of Labor Statistics.
- Of those surveyed, only 2.3% of Music Performance majors reported being unemployed and looking for work.
- Music Performance majors are among the most likely to work either full- or part-time as artists.
- 82% of Music Performance, Dance and Theater majors have worked as professional artists.
- 61% of Music Performance majors currently work as professional artists.
• Which examples are the most compelling to you?

• Which types do you think are the most/least difficult to implement?

• What are examples from your own campuses?
Thank You!

Angie L. Miller
Associate Research Scientist
Indiana University, Bloomington
anglmill@indiana.edu

Amber D. Dumford
Associate Professor
University of South Florida, Tampa
dumford@usf.edu