

All About SNAAP

3 Million Stories, March 2016

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STRATEGIC
NATIONAL ARTS ALUMNI
PROJECT

The Strategic National Arts Alumni Project (SNAAP)



What is SNAAP?

- Online annual survey designed to assess and improve various aspects of arts-school education
- Investigates the educational experiences and career paths of arts graduates nationally
- Findings are provided to educators, policymakers, and philanthropic organizations to improve arts training, inform cultural policy, and support artists



Who has participated in SNAAP?

- Over 300 institutions in North America since 2008
- Over 140,000 respondents since the first annual administration in 2011
 - 40,000 in most recent 2015 administration
- SNAAP dataset the most comprehensive source of information about arts graduates



SNAAP 2.0 launched 2015

- **New three-year cycle with:**
 - Revised questionnaire, topical modules, data visualization, and accreditation toolkits
- **Two participation options:**
 - One-year participation ('regular SNAAP')
 - Three-year membership in SNAAP+ (additional benefits)
 - SNAAP+ benefits include: Leadership Forum, financial benefits/discounts and payment over 3 years, advance receipt of all SNAAP research publications

Questionnaire Topics

1. Formal education and degrees
2. Institutional experience and satisfaction
3. Current work
4. Career
5. Arts engagement
6. Income and debt
7. Demographics
8. Module: Internships
9. Module: Careers skills and entrepreneurship





SNAAP Research for the Field

- DataBriefs
- Annual Reports & Special Reports
- Scholarly Articles
- Essays
- Articles in the media (Fast Company, Wall Street Journal, Forbes, Opera America)

SnaapShot

SnaapShot2013

Dashboard | Arts Majors | Skills | Locations | Degrees | Occupations | Debt & Earnings



SNAAP Institutional Reports

All institutions participating in SNAAP receive a complete data set with all respondents (Undergraduate & Graduate Alumni reported separately), as well as Institutional Reports that feature:

- Data Highlights
- Comparison Groups (customizable)
- Respondent Characteristics
- Frequency Report: All Alumni
- Special Report & Frequency Report: Recent Graduates
- Alumni Comments
- Data Visualization (new for this year!)



Data Highlights

SNAAP 2013 Data Highlights

Sample University
Undergraduate Level



This Data Highlights Report features key findings based on your institutional data, including some information about different subgroups of your alumni. More extensive information, including comparisons to other SNAAP institutions, can be found in the Frequency Report. Throughout the Data Highlights, "n" refers to the number of alumni responding to a particular question. The data for schools that participated in more than one year (2011, 2012, 2013) have been combined.

Institutional Experiences

How alumni (n = 418) rated their overall experience at Sample University:

- Excellent - 44%
- Good - 44%
- Fair - 11%
- Poor - 1%

Alumni (n = 417) who would attend Sample University if they could start over again:

- Definitely yes - 36%
- Probably yes - 37%
- Uncertain - 16%
- Probably no - 10%
- Definitely no - 1%

How well Sample University prepared alumni (n = 411) for further education:

- Very well - 29%
- Fairly well - 24%
- Not too well - 9%
- Not well at all - 3%
- Did not pursue further education - 35%

Alumni (n = 410) reporting their level of satisfaction as very satisfied with these aspects of their time at Sample University:

Institutional Experiences (cont.)

Alumni (n = 407) reporting Sample University helped them develop the following skills and abilities:

	% Very Much	% Not at All
Critical thinking and analysis of arguments and information	48%	2%
Broad knowledge and education	45%	2%
Improved work based on feedback from others	46%	2%
Creative thinking and problem solving	67%	1%
Research skills	25%	6%
Clear writing	30%	8%
Persuasive speaking	37%	5%
Project management skills	36%	10%
Technological skills	23%	15%
Artistic technique	61%	1%
Financial and business management skills	5%	34%
Entrepreneurial skills	7%	30%
Interpersonal relations and working collaboratively	61%	2%
Leadership skills	39%	6%
Networking and relationship building	25%	7%
Teaching skills	20%	16%



Frequency Report

SNAAP 2013 Frequency Report • Current Work

Sample University
Undergraduate Level



			Undergraduate Level							
			Sample University		Parallel Majors		Midwest		SNAAP Institutions	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
48. In terms of your work in the occupation in which you spend the majority of your work time, in what sector do you do most of your work:	sector	<i>Currently not employed</i>	31	9%	285	6%	1,447	8%	4,517	8%
		For-profit and commercial	148	41%	1,768	40%	7,671	42%	25,172	43%
		Nonprofit (including schools)	101	28%	1,464	33%	5,025	27%	14,801	26%
		Government (including military)	9	3%	148	3%	654	4%	2,305	4%
		Mix of the above	45	13%	473	11%	2,158	12%	6,597	11%
		Not relevant	26	7%	256	6%	1,337	7%	4,616	8%
		Total	360	100%	4,394	100%	18,292	100%	58,008	100%
49. Overall, how relevant is your arts training at this institution to your current work in the occupation in which you spend the majority of your work time?	timetrainrel	<i>Currently not employed</i>	31	9%	285	6%	1,447	8%	4,517	8%
		Not at all relevant	44	12%	575	13%	2,212	12%	7,287	13%
		Somewhat relevant	78	22%	1,075	25%	3,320	18%	11,164	19%
		Relevant	83	23%	995	23%	3,703	20%	11,850	21%
		Very relevant	121	34%	1,456	33%	7,555	41%	22,974	40%
		Total	357	100%	4,386	100%	18,237	100%	57,792	100%



Alumni Comments

SNAAP 2013 Alumni Comments • Institutional Experiences

Sample University
Undergraduate Level



Is there anything that this institution could have done better to prepare you for further education or for your career? Please describe.^c

Cohort	Work as Artist ^b	Work as Arts Teacher ^b	Work as Arts Administrator ^b	Undergraduate Level Comment
2012	Current	Past	Never	Helped more with networking and relations in the industry for connections after graduation.
2011	Current	Past	Past	A crucial component of my college experience--studying theater--was independently creating my own projects outside of class with my peers. A part of what made it so formative was that we were figuring it all out on our own--no one asked us to do it, there were no deadlines, there was no support. We definitely incorporated what we were learning into our process, but it was all on our own terms; it's difficult to propose a way to include these independent projects into a curriculum--as soon as it becomes a requirement, graded according to metrics, it loses everything that made it a worthwhile learning experience.
2011	Never	Current	Never	Building the bridge with organizations to hire and help alumni after school.
2011	Never	Past	Past	Taken more classes geared toward my major and had those classes that were geared toward my major taught by professors and not graduate students.

^bSee "Understanding the Alumni Comments" page for details.

^cAsked of all alumni. Variable name in Codebook is edpretxt.



02. EDUCATIONAL EXPERIENCES

MENU

HOME

ABOUT SNAAP

PARTICIPATING ALUMNI

EDUCATIONAL EXPERIENCES

CAREER

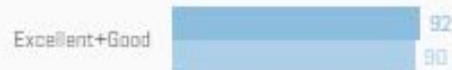
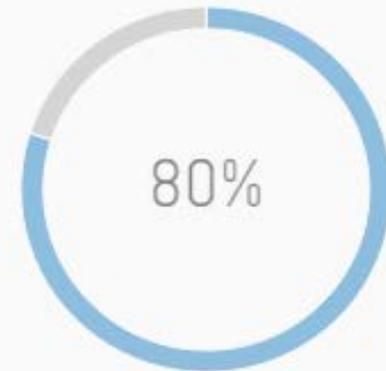
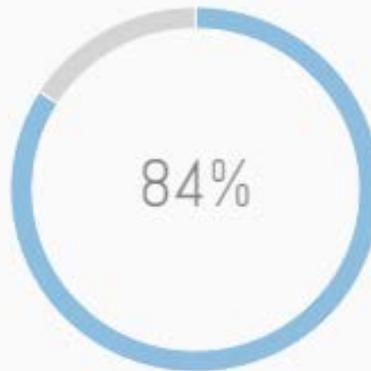
SKILLS

INCOME+DEBT

Overall positive experience

Undergraduate

Graduate



Customization Options

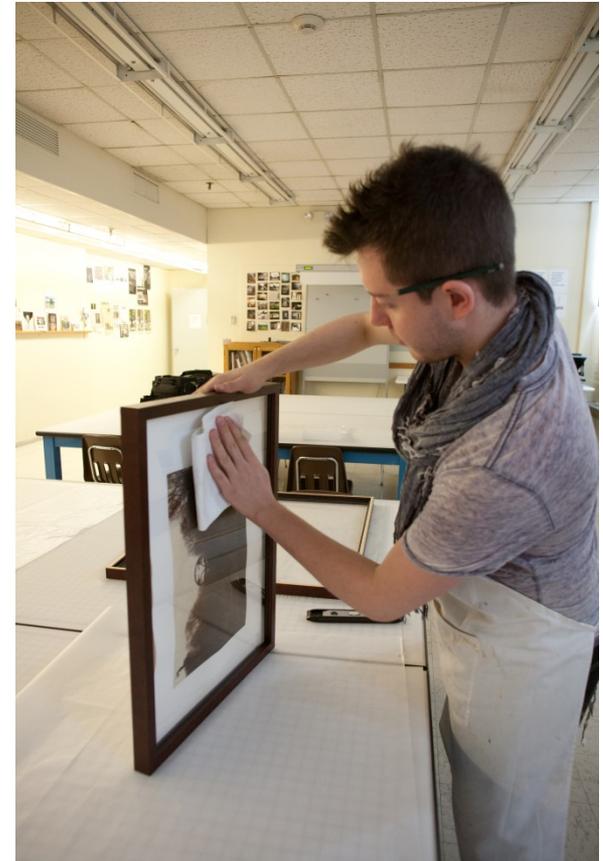
In addition to customizing the majors and institutions included in comparison groups, participating schools can also:

- Add Module(s) at the end of the core survey, depending on needs and interests
- Form a consortium with other similar institutions, with option for additional survey items
- Customize contact messages for inviting alumni to complete the survey
- Break out results into your own groupings of majors/disciplinary areas



Examples of SNAAP Data Use

- Sharing on Campus
- Recruitment
- Alumni & Donor Outreach
- Program & Curricular Change
- Planning & Assessment
- Advocacy



Sharing on Campus



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."

1970's

1980's

1990's

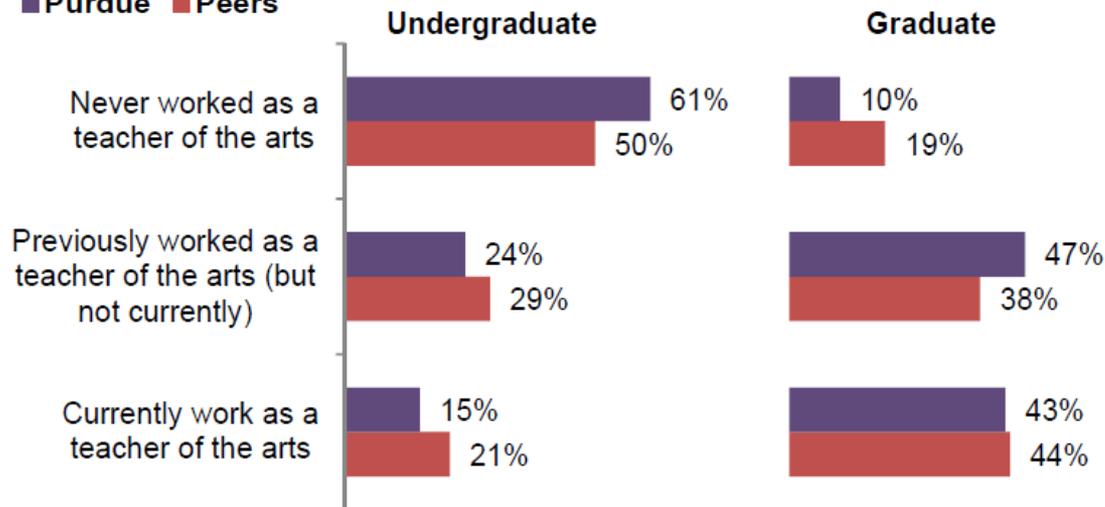
2000's

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...

■ Purdue ■ Peers



"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

Recruitment



HERRON SCHOOL of ART

What are you looking for?

Find

Roberson's a perfect portrait of arts graduates' flexibility and career satisfaction

Recent Posts

The Art of Paper Cutting
2 days 1 hour ago

Annie Leibovitz Exhibition Comes to Ohio
1 week 1 day ago

Herron alumni in the thick of Regatta happenings
2 weeks 3 days ago

Herron's ARTI connection runs deep
2 weeks 4 days ago

Alumnus Chris Stuart featured in Whole Foods' online magazine
2 weeks 6 days ago

Posted by: Rob Bullock



Jane Roberson
Image credit: Herron staff

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.

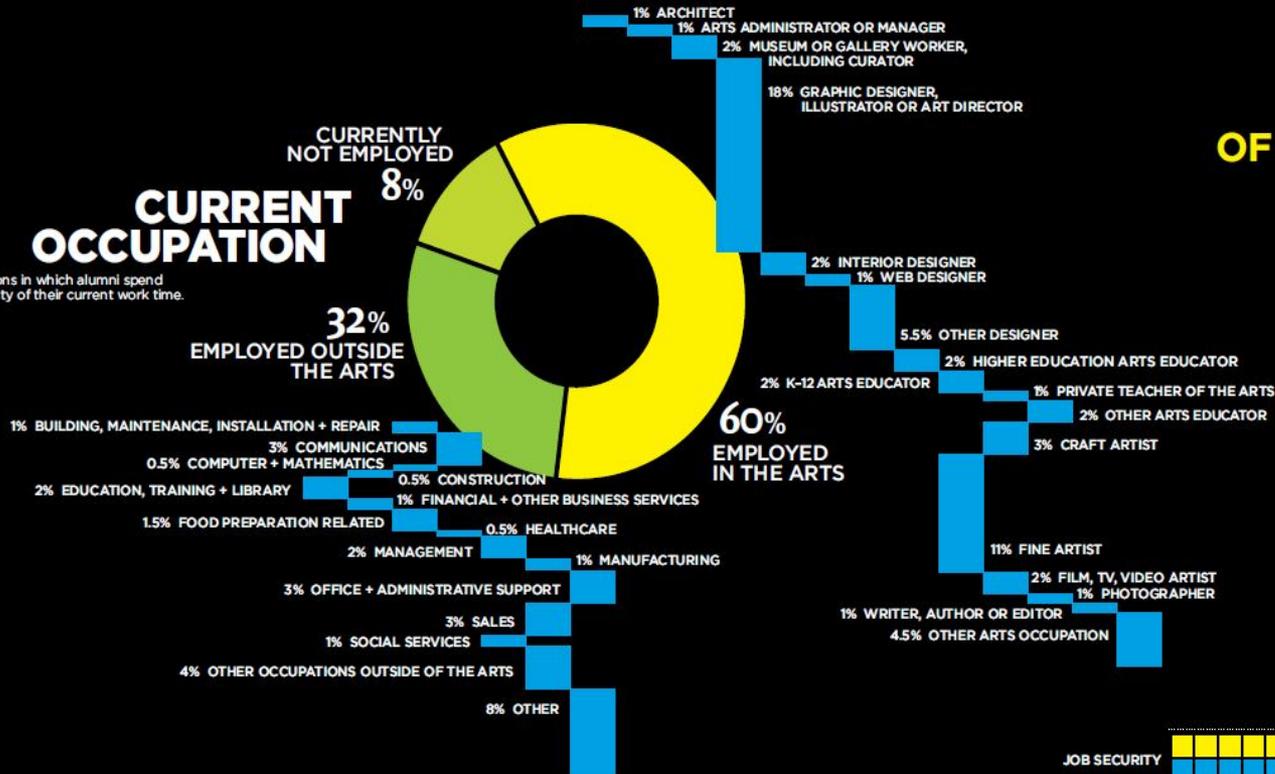
Her first job out of college was at L.S. Ayres department store. She worked in the ad department, where she also developed special events and created invitations. "When I graduated, Herron was just getting a few computers. We were still doing typesetting," Roberson said.

Alumni & Donor Outreach

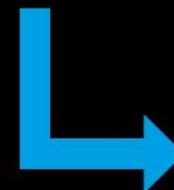


CURRENT OCCUPATION

Occupations in which alumni spend the majority of their current work time.



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 the current job in which they spend the majority of their work time.

V S
 ARTS FIELDS
 NON-ARTS FIELDS

V Very satisfied
 S Somewhat satisfied





THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF FINE ARTS

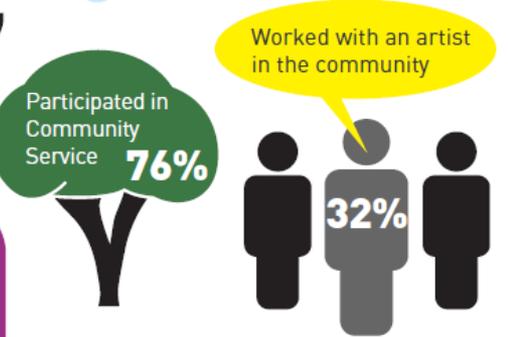
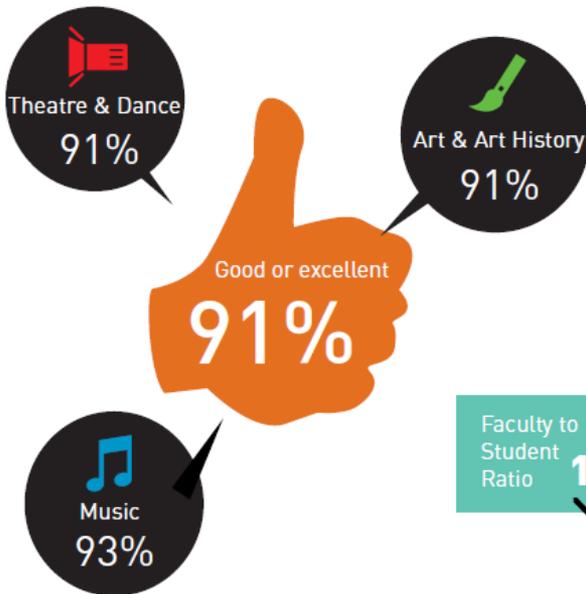


Strategic National
Arts Alumni Project

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.

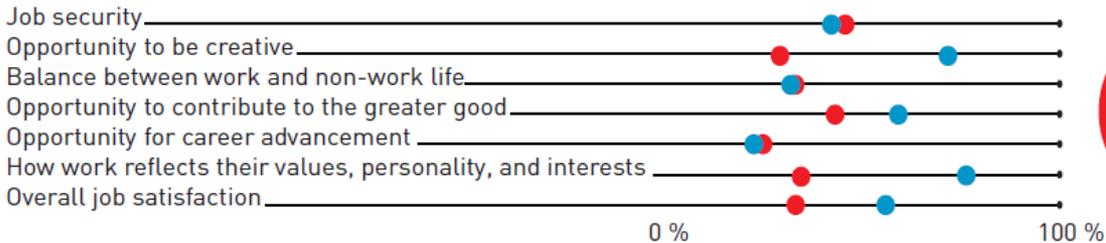
EXPERIENCE

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

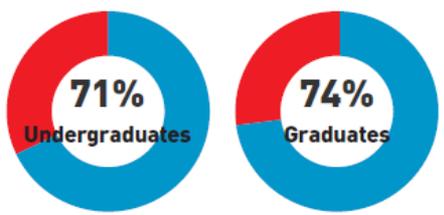


THE ARTS ADVANTAGE

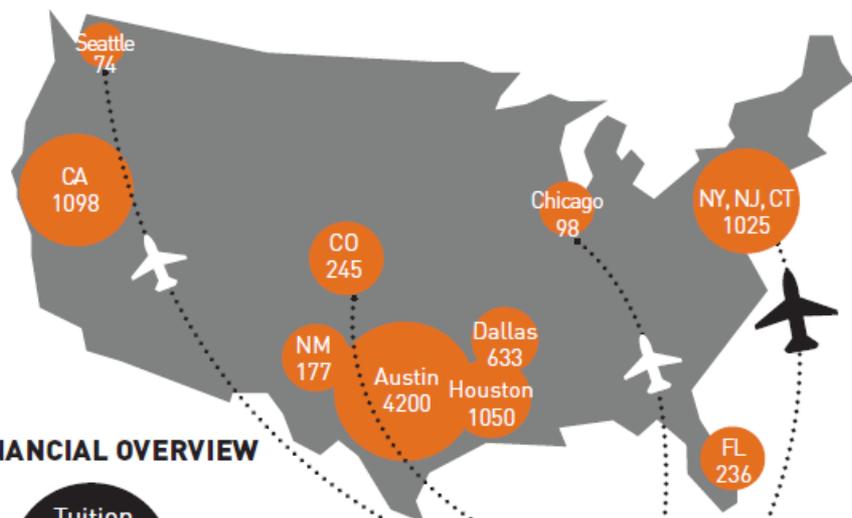
● Alumni working in arts ● Alumni working in non-arts fields



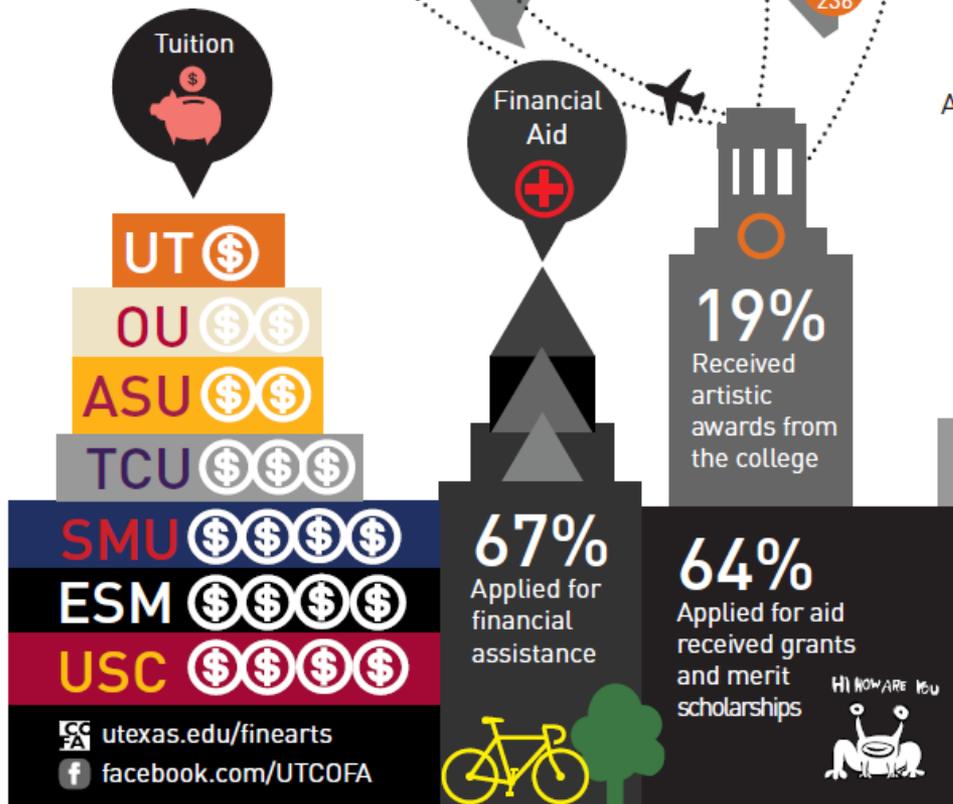
WORKING AS AN ARTIST



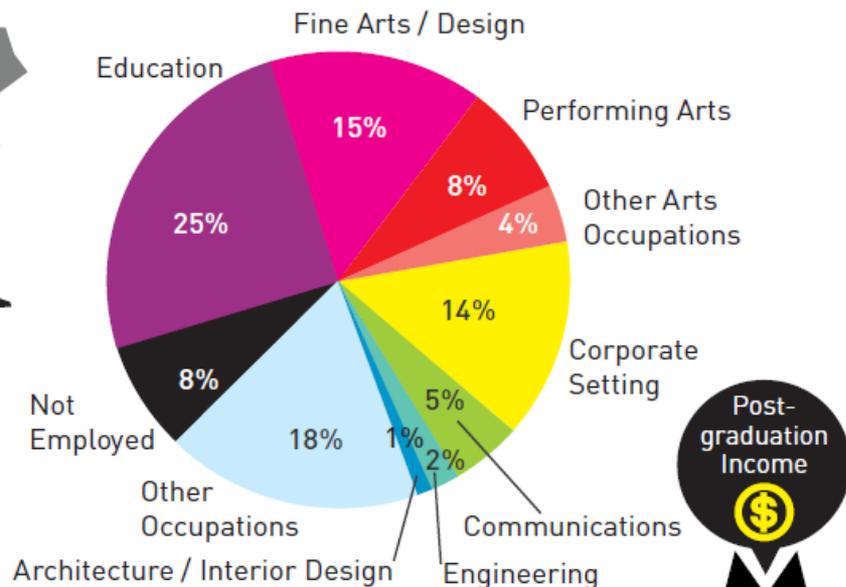
ALUMNI POPULATION



FINANCIAL OVERVIEW



ALUMNI CAREERS



Program & 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.



Planning & Assessment



UC SnaapShot

[About](#) | [Dashboard](#) | [Arts Majors](#) | [Skills](#) | [Locations](#) | [Degrees](#) | [Occupations](#) | [Debt & Earnings](#) | [Testimonials](#)

DASHBOARD

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

LOCATIONS »

74%

have been self-employed at some point in their career

OCCUPATIONS »

71%

reported artistic technique as being important to their work

SKILLS »

69%

continue to practice art separate from work

ARTS MAJORS »

59%

of respondents pursued a graduate degree

DEGREES »

24%

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

DEBT & EARNINGS »

ARTS MAJORS

SKILLS

LOCATIONS

DEGREES

OCCUPATIONS

DEBT AND EARNINGS

*For 2011 survey participants from University of California institutions.



UC SnapShot

[About](#) | [Dashboard](#) | [Arts Majors](#) | [Skills](#) | [Locations](#) | [Degrees](#) | [Occupations](#) | [Debt & Earnings](#) | [Testimonials](#)

DASHBOARD

ARTS MAJORS

SKILLS

LOCATIONS

DEGREES

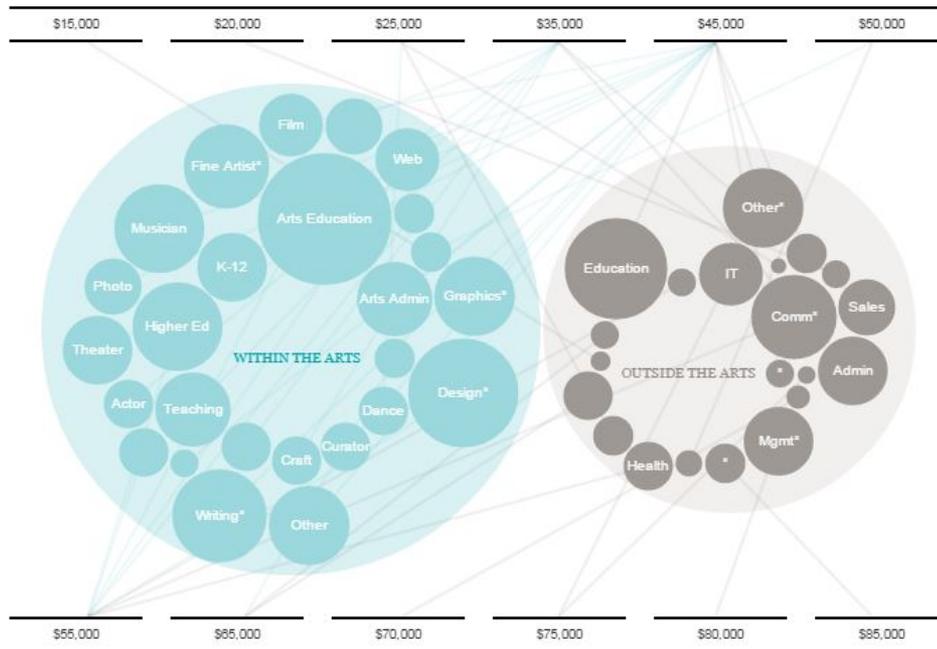
OCCUPATIONS

DEBT AND EARNINGS

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



*For UC participants in the 2011 survey



Integrating Multiple Assessment Sources



Participates in both National Survey of Student Engagement (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



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*)

NEW! SNAAP Accreditation Toolkit

- In final stages of completion for use with 2015 Institutional Reports
- Creates crosswalk between specific items on SNAAP and relevant accreditation standards
- Separate toolkits for each regional accrediting body (SACS, HLC-NCA, Middle States, New England, WASC)



Accreditation Toolkit

SNAAP 2016 Survey Items Mapped to HLC (NCA) Accreditation Standards		
SNAAP 2016 Survey Items		<u>HLC (NCA) Standards</u>
<u>OVERALL PARTICIPATION IN SNAAP</u>		3.A.2, 4.A.6, 4.B, 5.C.3, 5.D.1
<u>EDUCATION</u>		
8	Please list the names of any educational institutions that you attended after leaving [INSTITUTION] and subsequent degrees received.	4.A.6
<u>INSTITUTIONAL SATISFACTION</u>		
13	Please select the option that best describes how satisfied you were with the following aspects of your [UNDERGRADUATE / GRADUATE] experience at [INSTITUTION]?	
13.1	Satisfaction with: Opportunities to perform, exhibit, or present your work	3.D.4
13.2	Satisfaction with: Opportunities to work in different artistic disciplines from your own	
13.3	Satisfaction with: Opportunities to take non-arts classes	
13.4	Satisfaction with: Instructors in classrooms, labs, and studios	3.C.3
13.5	Satisfaction with: Academic advising	3.D.3
13.6	Satisfaction with: Advising about career or further education	





Advocacy



The New York Times

Arts graduates are content with their jobs, study finds

Despite the old stereotype about arts majors, Americans and Canadians with arts degrees are by and large employed and happy with their work, according to a new report released last week by the [Strategic National Arts Alumni Project](#) at [Indiana University](#).

The report, titled “A Diverse Palette,” considered degrees in performance, design, architecture, creative writing, music composition, choreography, film, illustration and fine art. It found that 87 percent of arts alumni who are working are content with their jobs, whether or not they work as artists, and that 82 percent of respondents felt they brought creativity to their jobs.

Among master’s graduates in the arts, 86 percent have either worked or are working as professional artists, compared with 71 percent of those holding bachelor’s degrees in the arts.

Many arts graduates became involved in education: 57 percent of arts graduates have taught at some point in their career, and 27 percent are doing so currently, the report said.

The specific discipline played an important role in employability, the study suggested. For example, 82 percent of those with a dance degree said they had worked or were working as an artist. That was only true of 30 percent with art history degrees. Many arts graduates became involved in education: 57 percent of arts graduates have taught at some point in their career, and 27 percent are doing so currently, the report found.

The project covered 36,000 arts alumni from the United States and Canada. —

CHRISTOPHER F. SCHUETZE



More Institutional Examples...

- California College of the Arts
- Kent State University

COLLEGE OF THE ARTS

LIFE IN THE ARTS



KENT STATE
UNIVERSITY
College of the Arts



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.

(based on the 2013 ACT National Collegiate Retention Survey)

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)

The projected growth rate for artists is
11%

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.

300

undergraduate
courses

92

graduate
courses

Presentation to Parents/New Students during summer orientation

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.

Presentation to Parents/New Students during summer orientation

In Design Arts: Fashion Design & Merchandising

- Over 90% placement rate in jobs upon graduation
- Internships that often lead to jobs
- One of the top 4 Fashion Schools in the USA

ABC's *Scandal*, **Akron Museum of Art**, Akron Symphony, American Greetings, Art House, Arena Stage, Ashland University, Bath & Body Works, BCBG, Black Balloon Editions, Blue Man Group, Borromeo and St. Mary Seminaries, **Broadway productions of: *Book of Mormon*, *Hair*, *Legally Blonde: The Musical*, *Next to Normal*, *Spiderman: The Musical***, Belk Stores, Bergdorf Goodman, **Boston Symphony**, Calvin Klein, Carnival Cruise Line, CBS's *The Good Wife* and *Mom*, Charleston Symphony, **Cirque du Soleil**, Cleveland Print Room, Cleveland Institute of Art, Cleveland Museum of Art, **Cleveland Museum of Natural History**, Cleveland Orchestra, Cleveland Play House, Coach, Contemporary American Theatre Company, Crate & Barrel, Disney Cruise Lines, Eastern Kentucky University, *Elle Magazine*, El Paso Symphony Youth Orchestra, Emerson String Quartet, 4Wall Entertainment Lighting, Fox's *New Girl* and *24*, Great Lakes Theater Festival, Great Lakes Science Center, Guitar Center, HBO's *True Blood*, JakPrints, **Jim Henson Co.**, Indiana University, Kansas City Art Institute, Kansas City Symphony, Karamu House, Kohl's, Levi Strauss, Macy's, Malone Advertising, Michael Kors, Milwaukee Rep, Morgan Paper Conservancy, National Taiwan University of Arts, Natori, NBC's *Saturday Night Live* and *30 Rock*, Neznadny & Swartz, New Mexico State University, New York Philharmonic, Nike, Nordstrom, Ohio State University, PCPA, Pittsburgh Public Theatre, Playhouse Square, Prime Sound, Quad Studios, RCS, **Riout Dance NY**, Rock & Roll Hall of Fame and Museum, Royal Swedish Opera, Saks Fifth Avenue, San Francisco Opera, San Jacinto College, Santa Fe Opera, Shanghai Institute of Technology, Shanghai Conservatory of Music, Signal Ensemble Theatre (Chicago), Southeastern Louisiana State, Sweetwater Sound, Steppenwolf Theatre Company, Tainan University of Technology Tainan City - Taiwan, **The Smithsonian**, Target, The CW's *Hart of Dixie* and *The Carrie Diaries*, The Ghetty Museum, **The Metropolitan Opera Orchestra**, Univ. of Akron, Univ. of Alaska Fairbanks, Univ. of Mississippi, Univ. of Nebraska, Univ. of Texas, U.S. Airforce Ceremonial Brass, U.S. Army Band, Wash. DC, USA's *Royal Pains*, Utah Shakespeare Festival, Vera Wang Luxe, **Victoria's Secret**, Vincent Lighting, Virginia Opera, Vista Color Printing, Warner Bros.' *American Sniper*, **Walt Disney Corp.**, Zygote Press

Program and Curricular Change

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.



PERSONAL MANAGEMENT

[KENT](#) / [COLLEGE OF THE ARTS](#) / [STUDENTS](#) / [STUDENT RESOURCES](#) / [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.

- Conducted college sponsored workshops on financial survival, marketing your work and outreach
- Created a “Returning Professional Graduate Acting” degree where long-term professionals mentor undergraduates in professional practice while they are earning their degree
- Continued/improved professional practices courses in all disciplines to include business skills
- Included entrepreneurial activities (fund raising/marketing/business plan development) in capstone experiences, e.g. MT Showcase, Study Away
- Mentored and sponsored students to make presentations at national conferences
- Sponsored national, regional and local events such as Hackathons and Maker Faires
- Worked with our “LaunchNet” to develop student entrepreneurial skills
- Established guest artist series where students interact directly with working professionals
- Invited industry professionals to review the work of students

Sharing on Campus

Using/Sharing SNAAP Data:

- Internal School/Departmental Review Reports
- External Reviews (NASD, NASM, NASAD, NAST, NCATE)
- Share data with the KSU repository for institutional data (IR) for use in institutional reports
- We are using SNAAP student comments to assist with our assessment of Academic Advising and improve Retention Efforts
- We are sharing our data and our experiences and playing a vital role in the “re-conceptualization” of our KSU Career Center

Alumni and Donor Outreach

What we **found** in our SNAAP Data:

- Students want to have had more interaction with alumni
- Students want to connect with alumni 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



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."

ZACHARY HOH
B.A. '11, Assistant Designer, Natori

"Receiving my M.F.A. has opened up new opportunities for me including gallery representation, artist residencies and teaching positions. It has changed my life in that I am wholly committed to my work as an artist."

ANDREA JOKI
M.F.A. '06, Painter

"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 RIPLEY
'86 Musical Theatre
Tony Award-winning actress, *Next to Normal*
Tony Nominated, *Side Show*
Broadway casts of *Sunset Boulevard* and
2000 revival of *The Rocky Horror Show*

"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. '03, Key Costumer, ABC's *Scandal*

Alumni Testimonials in print, social media, and on the web.



"Artists
need stronger voices to preach
not only the qualitative benefits
arts and culture provide, but the
quantitative, hard numbers we
generate in our region and state."

Liz Maugans

BFA '89 Painting and Printmaking

Co-founder and executive director, Zygote Press

Winner, Cleveland Arts Prize

Workforce Scholarship,

Community Partnership for Arts and Culture