Arts Entrepreneurship Skills and Career Satisfaction

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Research Team

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To what extent does undergraduate entrepreneurship education relate to positive career outcomes post-graduation, including career satisfaction and income satisfaction?
Sample and Methodology

• Only undergraduate alumni who were "currently practicing artists" ($n = 27,521$)

• Variables examined:
  • overall career satisfaction
  • income satisfaction (50% or more from art) ($n = 13,543$)
  • 16 (+1) skills and competencies
    • development at undergraduate institution
    • relevance to current work
  *binary (yes/no) versions of all 4-point scales used
Sample and Methodology

• Analyses using descriptive and nonparametric statistics

• Chi-square tests with odds ratios
  
  - Odds ratio- effect size statistic that shows which event (yes/no) is more likely, and by how much
    • OR = 1 the probabilities are the same
    • OR < 1 decreased odds ('no')
    • OR > 1 increased odds ('yes')

\[ OR = \frac{\text{Odds}_1}{\text{Odds}_2} \]
Demographics

Gender
56.3% Female, 41.5% Male, 0.5% Other, 1.7% No response

Ethnicity
82.6% White, 4.9% Mixed, 4.1% Asian, 3.2% Hispanic, 3.1% Other, 2.1% Black

Geographic Region (USA)
26.1% Northeast, 25.8% Midwest, 25.0% West, 23.1% South

Age Ranges (median = 41 years old)
22.7% age 29 or younger, 42.1% ages 30-49, 35.2% age 50 or older

Institutional Type
51.6% private, 48.4% public

Arts Majors (summarized)
- 24.6% Design
- 23.4% Fine & studio art
- 11.8% Music
- 11.2% Media arts
- 11.0% Theater
- 5.7% Arts education
- 3.9% Architecture
- 2.8% Craft
- 5.6% All others
GAP

Importance in career
Preparedness from school

62%
50%
34%
27%
26%
26%
25%
Importance in career
Preparedness from school

Smallest Gaps Between Preparedness and Importance

<table>
<thead>
<tr>
<th>Skill</th>
<th>Importance in career</th>
<th>Preparedness from school</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative thinking and problem solving</td>
<td>99%</td>
<td>95%</td>
<td>4%</td>
</tr>
<tr>
<td>Broad knowledge and education</td>
<td>96%</td>
<td>91%</td>
<td>5%</td>
</tr>
<tr>
<td>Critical thinking and analysis of arguments and information</td>
<td>94%</td>
<td>90%</td>
<td>4%</td>
</tr>
<tr>
<td>Improved work based on feedback from others</td>
<td>95%</td>
<td>93%</td>
<td>2%</td>
</tr>
<tr>
<td>Artistic technique</td>
<td>94%</td>
<td>95%</td>
<td>1%</td>
</tr>
</tbody>
</table>
If a respondent (n=27,521) thought they got [entrepreneurial skill] in their undergraduate institution, they were [##] times more likely to be satisfied in their career.
If a respondent (n=27,521) thought they got [any listed skill] in their undergraduate institution, they were [##] times more likely to be satisfied in their career.

Blue = Entrepreneurial Skill

1X

Creative Thinking/Problem Solving

Improved work based on feedback

Entrepreneurial Skills

Financial/Business Skills

Freedom/Risk Taking

Leadership Skills

Interpersonal Skills

2.3X

2.1X

Top Results ➔ Highest odds ratios

2.2X

2X
If a respondent (n=27,521) thought they got [any skill listed] in their undergraduate institution, they were [##] times more likely to be satisfied in their career.
From sub-group earning greater than 50% from making art (n=13,543): If a respondent thought they got [entrepreneurial skill] in their undergraduate institution, they were [##] times more likely to be satisfied with their income.
From sub-group earning greater than 50% from making art (n=13,543): If a respondent thought they got [any listed skill] in their undergraduate institution, they were [##] times more likely to be satisfied with their income.

Blue = Entrepreneurial Skill

1X

Financial/Business Skills

Entrepreneurial Skills

Creative Thinking/Problem Solving

Artistic Skills

Improved work based on Feedback

Interpersonal relations/collaboration

Top Results ➔ Highest odds ratios

1.8X

1.6X

1.7X

1.5X
Implications

• Gap and Odds Ratio
• Validation
• Opportunities
Gaps

The need for entrepreneurial, business and financials is not being met.
Odds Ratio

Our findings support the inclusion of entrepreneurship education in arts programs to improve career and income satisfaction.
Validation

- For a growing field
- For the classes we teach
- For our students
- For us as educators
Opportunities - To Educate

• Chairs
• Deans
• Provosts
• Presidents

STUDENTS
Opportunities - Educators

- Helps make the case for classes
- Helps make the case for resources
- Helps make the case for programs
Opportunities- Future Study

• Another level of analysis that combines multiple skills and competencies to determine levels of career and income satisfaction

• This data could be used in program assessment
We welcome your questions!

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