

# Reconceptualizing Arts Alumni Success

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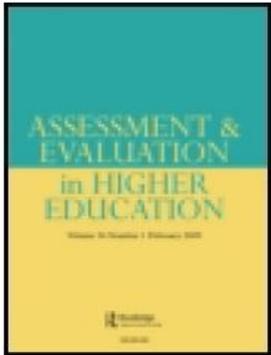
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**STRATEGIC  
NATIONAL ARTS ALUMNI  
PROJECT**

# Previous SNAAP Findings...

## 2017 publication:



Assessment & Evaluation in Higher Education



ISSN: 0260-2938 (Print) 1469-297X (Online) Journal homepage: <http://www.tandfonline.com/loi/caeh20>

**Assessing alumni success: income is NOT the only outcome!**

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# Previous SNAAP Findings...

- Two distinct components of job satisfaction for arts graduates:
  - Intrinsic satisfaction
  - Extrinsic satisfaction
- These two factors related to demographics and occupational characteristics
- Intrinsic satisfaction plays larger role in how alumni perceive career outcomes and success



# Job Satisfaction

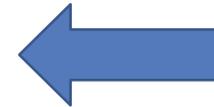
Exploratory and confirmatory factor analysis found that there are two distinct types of job satisfaction:

<b>Extrinsic</b> (Satisfaction with...)	<b>Intrinsic</b> (Satisfaction with...)
Income	Works that reflects my personality, interests, and values
Job security	Opportunity to be creative
Opportunity for career advancement	Opportunity to contribute to the greater good



# OLS Regression Analyses

Independent variables	Intrinsic $\beta$	Extrinsic $\beta$
Female	.047***	.035***
Age	.145***	-.077***
White	.014***	-.005
Income	.057***	.418***
Founder of Organization	.056***	.003
Graduate Degree Earned	.081***	-.016***
Multiple Jobs Held	-.012**	-.100***
Relevance of Training	.365***	.179***
Work in Arts Field	.067***	-.117***
Artist Parent(s)	.011**	.012**
$R^2$	.234***	.215***



\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$



# OLS Regression Analyses

## *Intrinsic*

- Negative predictors: multiple jobs held
- Positive predictors: women, age, White, income, founding an organization, graduate degree, relevance of training, working in arts field, artist parent

## *Extrinsic*

- Negative predictors: age, graduate degree, multiple jobs held, working in arts field
- Positive predictors: women, income, relevance of training, artist parent



# The problem with income...

- While institutions want to verify alumni employment, using income as the “end-all-be-all” measure of career success may not capture a complete vision of successful outcomes

## Contextual factors

- What is “enough” when it comes to income?
  - Location and subsequent cost of living plays a large role



# The problem with income...

## Contextual factors

- What if the alumni pursued further education?
  - For undergraduate alumni who are currently pursuing an advanced degree, their income might be minimal
- Some fields of work (i.e. arts, education) not generally associated with large monetary incentives



# The problem with income...

- Given these issues, institutions may want to survey alumni about not only on current job(s) and income level, but also:
  - Whether they received additional education after their time at their institutions
  - The relevance of their work to their educational experiences
  - Their intrinsic and extrinsic satisfaction within their occupations
  - Avocational arts practice and community involvement
- Can gain a wider perspective on the successes of their alumni and the usefulness of their degrees



# Traditional success questions

## What is your current employment status?

- Full-time (35 hours or more per week)
- Part-time only (fewer than 35 hours per week)
- Unemployed and looking for work
- In school full-time
- Caring for family full-time
- Retired
- Other

In the 2015-16-17 data, only **3%** of alumni reported that they were unemployed and looking for work



# Traditional success questions

What was your *individual* annual income in 2015? (Do not include spousal income or interest on jointly-owned assets.)

- \$10,000 or less
- \$10,001 to \$20,000
- \$20,001 to \$30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 to \$60,000
- \$60,001 to \$70,000
- \$70,001 to \$80,000
- \$80,001 to \$90,000
- \$90,001 to \$100,000
- \$100,001 to \$150,000
- More than \$150,000
- I prefer not to answer.

In the 2015-16-17 data, **68%** of undergraduate alumni and **72%** of graduate alumni reported making at least \$30,000 in the previous year



# Further education questions

Please select any degrees or credentials you pursued *after* your time at Sample School. Check all that apply!

I did not pursue any degrees or credentials after my time at Sample School.

## Certification

Certificate

## Undergraduate

Associate Degree

BA

B Arch

BFA

BM or B Mus

BS

Other undergraduate degree

## Graduate

Artist Diploma

MA

M Arch

MBA

MFA

MM or M Mus

MS

DMA

JD

MD or DO

PhD

Other graduate degree

Can also ask if degree is “in progress” to gather context about current income and work status... recent graduates are more likely to report an in-progress degree!



# Further education questions

Please list the names of any educational institutions that you attended *after leaving* Sample School and subsequent degrees or credentials received.

- Can be useful to get information on whether alumni go on to attend prestigious institutions
- Can also see how “the competition” fares in looking at whether alumni continue their education at other institutions in the same metropolitan area, state, or region



# Training relevance questions

**After leaving your program at Sample School, how long did it take for you to obtain your first job or work experience?**

- Obtained work prior to leaving Sample School
- Obtained work in less than four months
- Obtained work in four to twelve months
- Obtained work after more than a year
- Have not yet found work
- Did not search for work after leaving program
- Pursued further education

**How closely related was your first job or work experience to your training at Sample School?**

- Closely related
- Somewhat related
- Not Related

In the 2015-16-17 data, **54%** of undergraduate alumni and **68%** of graduate alumni said their first job was “closely related” to their training at their institution



# Training relevance questions

Please describe how your arts training is or is not relevant to your current work.

- Alumni can elaborate on their current work, and are prompted to reflect on it in the context of what they learned at their institution
- Institutions can use this information to stress the importance of certain skills to current students, or address curricular areas for improvement if the training is *not* relevant



# Training relevance questions

After selecting their current primary job from a list of 45 different possibilities, several follow-up questions about this job appear...

Overall, how relevant is your arts training at Sample School to your current work in the occupation in which you spend the majority of your work time?

- Very relevant
- Relevant
- Somewhat relevant
- Not at all relevant

In the 2015-16-17 data, **86%** of undergraduate alumni and **92%** of graduate alumni said their arts training was at least somewhat relevant to their work in the job where they spend the majority of their work time



# Job satisfaction questions (again!)

Indicate your level of satisfaction with each of the following aspects of your current work in the occupation in which you spend the majority of your work time.

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to be creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance between work and non-work life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to contribute to the greater good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work that reflects your personality, interests, and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the 2015-16-17 data, **88%** of alumni reported they were “very satisfied” or “somewhat satisfied” as their overall job satisfaction



# Arts involvement questions

Select all of the ways in which you have supported the arts in the past 12 months (other than performing, creating, or exhibiting your own artwork).

- I have not supported the arts in the past 12 months.
- Volunteered at an arts organization
- Served on the board of an arts organization
- Volunteered to teach the arts
- Donated money to an arts organization or an artist
- Attended an arts event (including exhibits, concerts, performances)
- Other

Describe how your arts training at Sample School is or is not relevant to your participation in civic and community life.

In the 2015-16-17 data, **91%** of alumni reported they were in some way supporting the arts community, with “attending an arts event” being the most common (**84%**)



# Arts involvement questions

**Do you make or perform art in your personal (not work-related) time?**

- Yes
- No

**About how often do you practice art in your personal (not work-related) time?**

- Daily
- Several times a week
- Several times a month
- A few times a year or less

In the 2015-16-17 data, **76%** of alumni reported they make or perform art in personal (not work-related) time



# Conclusions

- Traditional measures of employment and income may not provide the most accurate or complete information on alumni success
- Institutions should consider asking alumni additional information about further education and degrees, the relevance of their institutional training, multiple aspects of their current job satisfaction, and community involvement in order to gain a more comprehensive understanding of their alumni
- Intrinsic vs. extrinsic job satisfaction can depend on different factors



# Questions or Comments?

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