

Selected SNAAP Research (2010 – present)

- 1) Dumford, A.D., & Miller, A.L. (in press). Assessing alumni success: Income is NOT the only outcome! *Assessment and Evaluation in Higher Education*, vol and pp TBD. doi: 10.1080/02602938.2015.1098587. Online availability.
Abstract link: <http://www.tandfonline.com/doi/full/10.1080/02602938.2015.1098587>
- 2) Frenette, A. & Tepper, S. (in press). "What difference does it make? Assessing the effects of arts-based training on career pathways." In R. Comunian & A. Gilmore (Eds), *Beyond the campus: Higher education and the creative economy*. Routledge.
- 3) Lindemann, D.J., Rush, C.A., & Tepper, S.J. (2016) An asymmetrical portrait: Exploring gendered income inequality in the arts. *Social Currents*, 2016; DOI: [10.1177/2329496516636399](https://doi.org/10.1177/2329496516636399)
- 4) Dumford, A.D., & Miller, A.L. (2015). Are those rose-colored glasses you are wearing?: Student and alumni survey responses. *Research and Practice in Assessment*, 10, 5-14.
Abstract link: <http://www.rpajournal.com/are-those-rose-colored-glasses-you-are-wearing-student-and-alumni-survey-responses/>
- 5) Frenette, A., Dumford, A. D., Miller, A. L., & Tepper, S. J. (2015). *The Internship Divide: The Promise and Challenges of Internships in the Arts*. Bloomington, IN: Indiana University and Arizona State University, Strategic National Arts Alumni Project.
Full link: http://snaap.indiana.edu/pdf/SNAAP15/SNAAP_Special_Report_2015.pdf
- 6) Lambert, A.D., & Miller, A.L. (2015). Living with smartphones: Does completion device affect survey responses? *Research in Higher Education* (AIR Forum issue), 56(2), 166-177. doi: 10.1007/s11162-014-9354-7
*Association for Institutional Research Charles F. Elton Best Paper Winner
Abstract link: <http://link.springer.com/article/10.1007/s11162-014-9354-7>
- 7) Miller, A.L., & Dumford, A.D. (2015). The influence of institutional experiences on the development of creative thinking in arts alumni. *Studies in Art Education*, 56(2), 168-182.
Using SNAAP data, the results of several regression analyses indicate a greater number of significant predictors for creative thinking in undergraduate alumni, when compared to graduate alumni. The two strongest, most consistent predictors across all models were satisfaction with their freedom and encouragement to take risks and instructors in classrooms, labs, and studios. Differences across majors are also discussed.
Abstract link: <http://www.tandfonline.com/doi/abs/10.1080/00393541.2015.11518959>
- 8) Miller, A.L., & Dumford, A.D. (2014). Open-ended survey questions: Item nonresponse nightmare or qualitative data dream? *Survey Practice*, 7(5), 1-11.
Abstract link: <http://www.surveypactice.org/index.php/SurveyPractice/article/view/263>

- 9) Tepper, S.J. (2014). *Artful Living: Examining the Relationship between Artistic Practice and Subjective Wellbeing Across Three National Surveys*. <http://arts.gov/sites/default/files/Research-Art-Works-Vanderbilt.pdf>
Commissioned by a research grant from the National Endowment for the Arts, this report explores the thesis that the arts are essential to a high quality of life, using SNAAP and two other datasets.
- 10) Lena, J.C., Gaskill, S., Houghton, R.F., Lambert, A.D., Miller, A.L., & Tepper, S. J. (2014). *Making it Work: The Education and Employment of Recent Arts Graduates*. Bloomington, IN: Indiana University, Strategic National Arts Alumni Project.
Full link: http://snaap.indiana.edu/pdf/2014/SNAAP_AR_2014.pdf
- 11) Lambert, A.D., & Miller, A.L. (2014). Lower response rates on alumni surveys might not mean lower response representativeness. *Educational Research Quarterly*, 37(3), 38-51.
Investigating potential differences between responses on a major undergraduate survey (NSSE) and an alumni survey (SNAAP), results suggest that even though response rates on alumni surveys may be lower, they are just as representative as studies with much higher response rates.
- 12) Lambert, A.D., & Miller, A.L. (2014, May). *Living with smartphones: Does completion device affect survey responses?* Paper to be presented at the Annual Forum of the Association for Institutional Research, Orlando, Florida.
This methodological research suggests that the type of devices that respondents use does seem to affect how they respond to the survey, findings differences in the characteristics of those using the devices as well as how the devices affect survey completion, time spent responding, willingness to answer complex and open-ended questions, and lengths of open-ended responses.
- 13) Miller, A.L., & Lambert, A.D. (2014, April). *Why do I need to know this? Skills and competencies from institution to workplace*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania.
This study used factor analysis to identify two types of institutional and workplace skill sets (transferable skills and business-based skills), and then used regression analysis to explore which occupational, institutional, and demographic characteristics are predictors of each type of skill set.
- 14) Tepper, S.J. & Lindemann, D. (2014, March-April). For the money? For the love? Reconsidering the 'worth' of a college major. *Change: The Magazine of Higher Learning*.
Using SNAAP data, the authors suggest that arts graduates use multiple lenses to view the worth of their education.
- 15) Lena, J.C. & Lindemann, D.J. (2014, March). Who is an artist? New data for an old question. *Poetics*. Special issue: Art at the Crossroads.
<http://www.sciencedirect.com/science/article/pii/S0304422X14000023>
The authors explore the "professional artist" as the outcome of an identity process, using data from the 2010 SNAAP survey.

- 16) Tepper, S.J. Co-edited with Lingo, E. (2013, November). The changing nature of creative work in the 21st century. Special issue of *Work & Occupations*.
As catalysts of change and innovation, artistic workers face special challenges managing ambiguity, developing and sustaining a creative identity, and forming community in the context of an individually based enterprise economy. <http://wox.sagepub.com/content/current>
- 17) Lambert, A.D., & Miller, A.L. (2013, November). *Are those rose-colored glasses you are wearing?: Student and alumni survey responses*. Paper presented at the Association for the Study of Higher Education Conference, St. Louis, Missouri.
This study matched SNAAP and NSSE institutions and majors using an experimental NSSE item set consisting of SNAAP questions, and found that alumni rate their overall experience higher, while students more positively judge aspects and skill development.
- 18) Strategic National Arts Alumni Project. (2013, July). *SNAAP Annual Report 2013: An uneven canvas: Inequalities in artistic training and careers*. Bloomington, IN: Indiana University Center for Postsecondary Research.
A postsecondary arts education affords some unique advantages for women, minorities, and disadvantaged students. However, significant gaps remain and inequalities persist related to school debt, racial diversity within artistic occupations, and disparities in earnings by gender. <http://snaap.indiana.edu/pdf/2013/SNAAP%20Annual%20Report%202013.pdf>
- 19) Lambert, A. D., & Miller, A.L. (2013, May). *Innovations in collecting and reporting complex survey data*. Session presented at the Annual Forum of the Association for Institutional Research, Los Angeles, California.
Online data collection allows for the implementation of several complex processes, such as skip logic and conditional response options. However, these components can complicate data management and the reporting of results. Presenters use experiences from five years of administering SNAAP to discuss effective practices.
- 20) Miller, A.L., & Lambert, A.D. (2013, April). *Open-ended survey questions: Non-response nightmare or qualitative data dream?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
Using SNAAP data, this research explores whether those with certain demographic and personal characteristics are more or less likely to respond to open-ended questions placed at the beginning, middle, and end of an online alumni survey. Findings suggest that there are some group differences in likelihood of response, which could be explained by time burden, negativity bias, and self-identification as “other.”
- 21) Lambert, A.D., & Miller, A.L. (2013, April). *Assessing alumni success: Income is not the only outcome!* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
Using SNAAP data, exploratory and confirmatory factor analysis indicate there are two distinct components of job satisfaction among arts alumni: intrinsic satisfaction and extrinsic satisfaction. Results indicate that intrinsic satisfaction may play a larger role in how alumni perceive their careers outcomes and success.
- 22) Lindemann, D.J., Tepper, S.J., Gaskill, S., Jones, S.D., Kuh, G.D., Lambert, A.D., Lena, J., Miller, A.L., Park, K., Rudolph, E.B., & Vanderwerp, L. (2012). *Painting with broader strokes: Reassessing the value of an arts education* (SNAAP Special Report No. 1). Bloomington, IN: Indiana University

and Vanderbilt University, Strategic National Arts Alumni Project.

Findings from the 2010 SNAAP survey highlight three broad ways in which arts students continue to flex their creative muscles after graduation: (1) using their artistic skills in their jobs whether or not they work within arts-related fields; (2) teaching the arts; and (3) contributing to the arts in their non-work time, through volunteering, artistic consumption, and making and performing art. Both those evaluating the impact of arts degrees and those in a position to influence arts training must learn to paint with broader strokes, looking beyond narrow employment measures as the sole defining features of educational success and expanding the scope of arts training to provide students with the resources necessary to help them move forward in their careers. http://snaap.indiana.edu/pdf/SNAAP_Special%20Report_1.pdf

- 23) Strategic National Arts Alumni Project. (2012). *A diverse palette: What arts graduates say about their education and careers—annual report 2012*. Bloomington, IN: Indiana University Center for Postsecondary Research.

Findings from the 2011 SNAAP survey conclude that (1) Americans with arts degrees are employed at rates equivalent to other college graduates; (2) Variations on satisfaction and performance can be seen within majors; (3) Findings have implications for current college advising; (4) Teaching plays a crucial role for many arts graduates; (5) Factors including socio-economic status, gender and race must be considered; (6) the worth of an arts degree must be measured by both pecuniary and non-pecuniary benefits.

http://snaap.indiana.edu/pdf/2012/2012_Annual_Report.pdf

- 24) Miller, A.L. & Lambert, A.D. (2012). Comparing skills and competencies for high school, undergraduate, and graduate arts alumni. *International Journal of Education & the Arts*, 13(5) 1-13. Using data from the 2009 SNAAP survey, alumni perceptions of institutional contributions to the development of certain skills and competencies across high school, undergraduate, and graduate arts training programs are analyzed. High school alumni report significantly greater perceived institutional contributions to their development of artistic technique, communication skills, social skills, and personal growth. Graduate alumni report significantly greater perceived institutional contributions to their development of research and technological skills. <http://www.ijea.org/v13n5/v13n5.pdf>

- 25) Lambert, A.D., & Miller, A.L. (2012, April). *Lower response rates on alumni surveys might not mean lower response representativeness*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.

Comparing responses from six cohorts of NSSE and SNAAP, results suggest that the demographic characteristics and institutional satisfaction of alumni respondents closely mirror those of the graduating seniors.

- 26) Miller, A.L. & Lambert, A.D. (2012, November). *The influence of institutional experiences on the development of creative thinking in artistically gifted individuals*. Paper presented at the Annual Convention of the National Association for Gifted Children, Denver, Colorado.

Using SNAAP data, this study explores whether satisfaction with aspects of institutional experience contributes to perceived development of creative thinking for artistically gifted individuals. The two strongest, most consistent predictors across all models are satisfaction with freedom and encouragement to take risks and instructors in classrooms, labs, and studios.

- 27) Dempster, D. & Tepper, S.J. (2011, July). Accountability and the iron cage. *Inside Higher Education*. Using SNAAP data, the authors demonstrate that art schools, while expensive, provide good value. http://www.insidehighered.com/views/2011/07/26/essay_questions_value_of_listings_of_most_expensive_colleges
- 28) Tepper, S.J. & Kuh, G.D. (2011, September). Let's get serious about cultivating creativity. *Chronicle of Higher Education*. Using SNAAP data, the authors maintain that rigorous training and deliberate practice in creativity can be found in arts-degree programs. <http://chronicle.com/article/Lets-Get-Serious-About/128843/>
- 29) Strategic National Arts Alumni Project. (2011, June). *Forks in the road: The many paths of arts alumni—annual report 2011*. Bloomington, IN: Center for Postsecondary Research, Indiana University, School of Education. Using data from the 2011 SNAAP survey, findings indicate that arts alumni are happy with their training and have few regrets. They went to arts school to learn art and, by and large, they are satisfied with the quality of instruction they received concerning their artistic craft. More than half have worked as professional artists at some time in their careers.
- 30) Lambert, A.D., & Miller, A.L. (2011, July). *Using the Strategic National Arts Alumni Project (SNAAP) survey data for improvements to arts curriculum and programs*. Presentation at the International Art Education Association Assessment for the Arts Conference, Denver, Colorado. Using 2010 SNAAP data, This presentation focused on potential ways that administrators and faculty at educational institutions can use results from alumni surveys to assess and improve curriculum.
- 31) Rush, C. & Tepper, S.J. (2011, October). *Inequality in the creative economy: An empirical investigation of barriers in the careers of art school graduates*. Presentation at the Social Theory, Politics, and the Arts Conference; Lexington, KY. Using 2010 SNAAP data, the presenters demonstrate that barriers exist post-graduation for those seeking careers in the creative industries.
- 32) Kennedy, J., Tepper, S., & Lambert, A. D. (2010, September). *An analysis of mode effects in three survey modes in the Strategic National Arts Alumni Project*. Paper presented at the 2nd International Workshop on Internet Survey Methods, Daejeon, South Korea. Internet surveys are steadily replacing both postal and telephone surveys. Internet surveys are easier to conduct, require fewer resources, and are less costly. However, replacing traditional survey modes can create data quality and analysis challenges if the differences across modes are not adequately analyzed and documented. In 2009, SNAAP administered a questionnaire in three modes (paper, telephone, and Internet) and found that most responses did not change between modes.