Maximizing SNAAP Results for Outreach, Assessment, Accreditation, Curriculum, and Beyond

College Music Society 2016 Summit

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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?

- 300 institutions in North America since 2008
- Over 140,000 respondents since the first annual administration in 2011
  - Over 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 2013**

- **92,113** arts alumni completed the survey.*
- **75%** continue to practice art separate from work*
- **17%** said student loan debt had a major impact on career / education choices*
- **80%** reported artistic technique as being important to their work*
- **52%** of respondents pursued a graduate degree*
- **32%** of those who have never been professional artists said higher pay or steadier income in other fields was a reason*
- **75%** have been self-employed at some point in their career*

* For 2011, 2012, and 2013 SNAAP survey participants from U.S. institutions.
SNAAP Institutional Reports

All institutions participating in SNAAP receive a complete data set with all respondents, as well as Institutional Reports that feature:

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

SNAAP 2011 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.

### Institutional Experiences

How alumni (n = 819) rated their overall experience at Sample University:
- Excellent - 42%
- Good - 46%
- Fair - 11%
- Poor - 1%

Alumni (n = 821) who would attend Sample University if they could start over again:
- Definitely yes - 30%
- Probably yes - 36%
- Uncertain - 18%
- Probably no - 12%
- Definitely no - 3%

How well Sample University prepared alumni (n = 798) for further education:
- Very well - 25%
- Fairly well - 27%
- Not too well - 10%
- Not well at all - 3%
- Did not pursue further education - 35%

Alumni (n = 799) reporting their level of satisfaction as very satisfied with these aspects of their time at Sample University:

### Institutional Experiences (cont.)

Alumni (n = 786) reporting Sample University helped them develop the following skills and competencies:

<table>
<thead>
<tr>
<th>Skill</th>
<th>% Very Much</th>
<th>% Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking and analysis of arguments and information</td>
<td>47%</td>
<td>2%</td>
</tr>
<tr>
<td>Broad knowledge and education</td>
<td>54%</td>
<td>1%</td>
</tr>
<tr>
<td>Listening and revising</td>
<td>45%</td>
<td>3%</td>
</tr>
<tr>
<td>Creative thinking and problem solving</td>
<td>63%</td>
<td>1%</td>
</tr>
<tr>
<td>Research skills</td>
<td>27%</td>
<td>6%</td>
</tr>
<tr>
<td>Clear writing</td>
<td>24%</td>
<td>10%</td>
</tr>
<tr>
<td>Persuasive speaking</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>Project management skills</td>
<td>23%</td>
<td>13%</td>
</tr>
<tr>
<td>Technological skills</td>
<td>30%</td>
<td>9%</td>
</tr>
<tr>
<td>Artistic technique</td>
<td>51%</td>
<td>1%</td>
</tr>
<tr>
<td>Financial and business management skills</td>
<td>2%</td>
<td>44%</td>
</tr>
<tr>
<td>Entrepreneurial skills</td>
<td>4%</td>
<td>43%</td>
</tr>
<tr>
<td>Interpersonal relations and working collaboratively</td>
<td>27%</td>
<td>10%</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Networking and relationship building</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>Teaching skills</td>
<td>14%</td>
<td>28%</td>
</tr>
</tbody>
</table>
### SNAAP 2011 Frequency Report • Current Work

**Sample University**

**Undergraduate Level**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response Options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.</td>
<td><strong>sector</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Currently not employed</td>
<td>42</td>
<td>6%</td>
<td>407</td>
<td>7%</td>
<td>482</td>
<td>8%</td>
<td>1,619</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>For-profit and commercial</td>
<td>323</td>
<td>46%</td>
<td>2,503</td>
<td>46%</td>
<td>2,628</td>
<td>43%</td>
<td>8,253</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Nonprofit (including schools)</td>
<td>173</td>
<td>23%</td>
<td>1,137</td>
<td>21%</td>
<td>1,688</td>
<td>27%</td>
<td>5,236</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Government (including military)</td>
<td>19</td>
<td>3%</td>
<td>187</td>
<td>3%</td>
<td>226</td>
<td>4%</td>
<td>837</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Mix of the above</td>
<td>81</td>
<td>12%</td>
<td>674</td>
<td>12%</td>
<td>690</td>
<td>11%</td>
<td>2,226</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Not relevant</td>
<td>59</td>
<td>9%</td>
<td>529</td>
<td>10%</td>
<td>456</td>
<td>7%</td>
<td>1,485</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>697</td>
<td>100%</td>
<td>5,437</td>
<td>100%</td>
<td>6,170</td>
<td>100%</td>
<td>19,656</td>
<td>100%</td>
</tr>
</tbody>
</table>

| 49.     | **timetrainrel**           |       |     |       |     |       |     |       |     |
|          | Currently not employed    | 42    | 6%  | 407   | 7%  | 482   | 8%  | 1,619 | 8%  |
|          | Not at all relevant        | 72    | 10% | 708   | 13% | 945   | 15% | 2,924 | 15% |
|          | Somewhat relevant          | 154   | 22% | 1,086 | 20% | 1,183 | 19% | 4,152 | 21% |
|          | Relevant                    | 179   | 26% | 1,133 | 21% | 1,154 | 19% | 3,956 | 20% |
|          | Very relevant               | 249   | 35% | 2,093 | 39% | 2,394 | 39% | 6,974 | 36% |
|          | Total                      | 696   | 100%| 5,427 | 100%| 6,158 | 100%| 19,625| 100%|
Alumni Comments

SNAAP 2011 Alumni Comments • Institutional Experiences
Sample Institution
Undergraduate Level

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Work as Artist</th>
<th>Work as Arts Teacher</th>
<th>Work as Arts Administrator</th>
<th>Undergraduate Level Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>Past</td>
<td>Past</td>
<td>Past</td>
<td>In 1947, when I graduated, nearly all advertising was done in NYC. This was not made clear to me as an advertising major. I did plan to move to NYC to work, but was unable to. I wish my institution suggested alternate fields in which I might have been able to work, using my training in advertising in small towns, where I stayed for college. I designed a few menu covers, but had to find work in totally non-art fields. It was not until the 1970's that I was able to use my art training professionally. Eventually I did, however, paint and sell my work, but not enough to support myself.</td>
</tr>
<tr>
<td>1952</td>
<td>Past</td>
<td>Never</td>
<td>Current</td>
<td>From today's point of view, a lot. Since I was a student from 1948-1952 I don't think anybody gave a lot of thought to that sort of preparation. If one continued on, he/she just went ahead and did it, learning along the way. That's what I did, and I never quite learning, so I must have acquired some impetus.</td>
</tr>
</tbody>
</table>

See "Understanding the Alumni Comments" page for details.
*Asked of all alumni. Variable name in Codebook is edprepxt.
02. EDUCATIONAL EXPERIENCES

OVERALL EXPERIENCE RATE

- Excellent: 65%
- Good: 32%
- Fair: 15%
- Poor: 0%

53%

OBTAINTHEFIRSTJOB

- Prior to leaving the institute: 65%
- In a year: 32%
- More than a year or did not find one: 15%
- Pursue further: 0%

43%

would recommend to other students: 84%
complete the degree at this institute: 92%
intend to work as an artist eventually: 93%
first job related to the art training: 74%
Customization Options

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

- Add Module(s) to the end to 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

- Recruitment and career advising
- Publicity, alumni relations, and donor outreach
- Program and curricular change
- Advocacy and public policy
- Reporting, planning, assessment, and accreditation
Recruitment and Career Advising
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.
Publicity, Alumni Relations, and Donor Outreach
CURRENT OCCUPATION

- 8% CURRENTLY NOT EMPLOYED
- 32% EMPLOYED OUTSIDE THE ARTS
- 60% EMPLOYED IN THE ARTS

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.

- Very satisfied (V)
- Somewhat satisfied (S)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Fields</td>
<td>68%</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td>Non-Arts Fields</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>Income</td>
<td>69%</td>
<td>62%</td>
<td>66%</td>
</tr>
<tr>
<td>Balance Between Work + Non-Work Life</td>
<td>63%</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>Opportunity To Contribute To The Greater Good</td>
<td>69%</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Job Security</td>
<td>69%</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Opportunity To Be Creative</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Work Reflects My Values, Personality + Interests</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Overall Job Satisfaction</td>
<td>88%</td>
<td>90%</td>
<td>89%</td>
</tr>
</tbody>
</table>
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

Faculty to Student Ratio: 1:7

Participated in extracurricular activities: 74%
Participated in Community Service: 76%

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

THE ARTS ADVANTAGE
- Alumni working in arts
- Alumni working in non-arts fields

Job security
Opportunity to be creative
Balance between work and non-work life
Opportunity to contribute to the greater good
Opportunity for career advancement
How work reflects their values, personality, and interests
Overall job satisfaction

WORKING AS AN ARTIST
- Undergraduates: 71%
- Graduates: 74%

70 exhibitions
80 symposia
30 productions
500 performances

Performances, Exhibitions, Lectures each year
ALUMNI POPULATION

ALUMNI CAREERS

15% Fine Arts / Design
25% Education
8% Performing Arts
4% Other Arts Occupations
8% Corporate Setting
14% Communications
5% Engineering
18% Architecture / Interior Design
8% Not Employed
1% Other Occupations
1% Not Employed

FINANCIAL OVERVIEW

Post-graduation income

Years since graduating UT Austin

Undergraduates
1 - 5 yrs: 25k
5 - 10 yrs: 35k
10 - 20 yrs: 50k
20 - 25 yrs: 55k
25 yrs +: 65k

Graduates
1 - 5 yrs: 25k
5 - 10 yrs: 45k
10 - 15 yrs: 55k
20 - 25 yrs: 55k
25 yrs +: 65k

19% Received artistic awards from the college
67% Applied for financial assistance
64% Applied for aid, received grants and merit scholarships
93% Qualified for government student loans

Average tuition after grants/scholarship discount: $7,275

Tuition
Financial Aid

UT $, OU $, ASU $, TCU $, SMU $, ESM $, USC $,

utexas.edu/tinearts
facebook.com/UTCOFA
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.
Advocacy and Policy
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
Reporting, Planning, Assessment, and Accreditation
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*
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>Undergraduate</th>
<th></th>
<th>Graduate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never worked as a</td>
<td>61%</td>
<td>50%</td>
<td>10%</td>
<td>19%</td>
</tr>
<tr>
<td>teacher of the arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously worked as</td>
<td>24%</td>
<td>29%</td>
<td>47%</td>
<td>38%</td>
</tr>
<tr>
<td>a teacher of the arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(but not currently)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently work as</td>
<td>15%</td>
<td>21%</td>
<td>43%</td>
<td>44%</td>
</tr>
<tr>
<td>a teacher of the arts</td>
<td></td>
<td></td>
<td></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
Dean’s Assessment Report 2010-2012

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.*
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 arts accreditors (NASM, etc) and each regional accrediting body (SACS, HLC-NCA, Middle States, New England, WASC)
## Accreditation Toolkit (NSSE Example)

### NSSE 2015 Survey Items Mapped to HLC–NCA Criteria and Core Components

<table>
<thead>
<tr>
<th>NSSE 2015 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. Come 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>in course discussions or assignments</td>
<td></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.B, 3.E</td>
</tr>
</tbody>
</table>
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Questions or Comments?

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