

Student 2014-2015 Performance Attendance Survey

Public

Name of Assessment Project: Student 2014-2015 Performance Attendance Survey

Name(s) of Person(s) Responsible for Assessment Project: No Roles Selected

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Providing Department: Art Power!
Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project: ArtPower 2014-2015 Multi-Arts Season of 25 performances in the following genres: Chamber Music, Jazz, Dance, Global Music, Contemporary Music, Spoken Word, and Film.

Assessment Project Description: Survey of student attendees of ArtPower events within the 2014-2015 Multi-Arts Season.
2014-2015 ArtPower Student Attendee Survey

- Unit/Program Specific Goals and Learning Outcomes:**
1. To create co-curricular opportunities in the performing arts and film that foster learning and self-discovery, as well as personal and professional skill development.
 2. To supplement and enhance the academic investigation of our students through collaborative explorations in the performing arts and film.
 3. To add to the artistic and cultural life of the La Jolla and San Diego communities.

Relationship to Student Affairs: Not related to any SALOs

Learning Outcomes Assessment Project Start: 10/1/2014

Assessment Project End: 6/1/2015

Population/Sample: UC San Diego Undergraduate and Graduate Students.

Type of Assessment: Program/department review

Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools: SurveyMonkey Survey distributed to all student attendees to ArtPower events for which we had email addresses for.
Data Analysis Methods: We compiled the survey results to analyze trends in the responses.

How Your Results Will Be Presented: We will present the findings to ArtPower staff to improve upon programs and understand student audience motivations for attending ArtPower performances.
Progress: 100%

| Link Assessment Project in Campus Labs Baseline : | Name | Source |
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Summary of Findings: Based upon the responses, here are the key findings of this survey:

- Student motivations for attending ArtPower performances: 90% responded "to experience high quality arts performances"; 45% responded "to support international artists"; 40% responded "to learn new things"; 15% responded "to socialize with friends"; 5% responded "to complete a course requirement"
- Student barriers to attending ArtPower performances: 69% responded "time"; 46% responded "cost"; 30% responded "no one to go with"; 7% responded "transportation"
- The overwhelming majority of respondents agreed with the following statements as a result of attending ArtPower events: "I have a greater appreciation for fine arts performances and artists"; "I have a greater understanding of world cultures other than my own"; "I have a greater appreciation of diverse arts practices (dance, chamber music, global music, jazz, contemporary music, film)"; "My participation with ArtPower has had a positive effect on my overall academic experience at UC San Diego."
- Respondents tended to disagree with this statement as a result of attending ArtPower events: "I feel more connected to the UCSD campus and fellow students"
- When asked what they enjoyed most about ArtPower performances, here are a few representative responses from the survey pool: "Great performances right on campus", "World-class dance and music in great spaces", "The high quality of the music and being close to the performers"
- Suggestions for improvements included more weekend programming, and more performances throughout the year.
- Additional open-ended responses included: "Every time I went to a performance I felt super grateful to those who funded these programs for students for whom it would be a financial hardship otherwise", "Thanks for highlighting my experience on this otherwise-science campus", "I've been coming to ArtPower performances for 6 years as a graduate student, and many of the shows I saw were free or very discounted, but they were all fantastic. It's been one of my favorite non-academic aspects of being a student here!"

Impact of Assessment: The assessment will initiate a review of our performance scheduling to see if we should consider more weekend programming. We are also investigating ways to build more socialization activities around performances for students through partnerships with other departments and student orgs. This could also help to foster the sense of belonging and connectedness to campus that was lacking in the survey results. We had already discussed adding a performance series to the season, so the feedback for programming more performances throughout the year helps to validate this decision. The assessment could also affect how we market performances to the student audience based upon what students indicated as motivators for attendance. We will also investigate if there are more opportunities for ArtPower to be integrated into course requirements to increase student attendance and more closely align with their academic experience.

Lessons Learned: I learned that few students are attending performances as part of a course requirement, the overwhelming majority are coming on their own volition. I was surprised to find out that not many students expressed that they viewed ArtPower performances as a way to socialize with friends. It leads me to believe that are ways that we can market that opportunity better or develop additional programming that makes the performances more social for the student population. I would like to conduct this survey separately for each of the performance genres in the future. That way we could determine the differences between those potentially different student audiences and further tailor our outreach and marketing to them based on their motivators and feedback.

Supplemental Information:

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