PERFORMING & VISUAL ARTS, PROGRAMS AND FACILITIES

1. What evidence do you have that students achieve your stated learning outcomes?

Learning Outcomes:
1. Expose students to all forms of performing & visual arts
   Through the broad offerings of the Performing Arts Series (PAS), the Heartland Festival and the Nohr Gallery exhibitions, there are hundreds of opportunities each year for students to be exposed to all forms of performing and visual arts. The PAS has grown to 16 events per year from six events in the 2001-2002 school year. We have diversified the types of programming to include all styles and genre of music, theatre and dance from countries around the world.

2. Encourage participation from all students at least once per year in artistic activities
   Our surveys have shown that students that attend artistic events attend on a regular basis more than 1 time per year. Keeping track of students at non-ticketed events is very difficult as we have so many per year (100+) and we can not afford the staff time for counting heads at non-ticketed events. We have done surveys at ticketed events that show that the students who do come are actively coming to events.

3. Increase awareness of arts activities available
   We maintain several methods by which announcements of artistic activities are made. We have a bi-weekly e-newsletter, a constantly updated web calendar for all events, a CFA Blog and page on MySpace and are actively using Facebook to promote events. We also have active content in the PSC Event Screens and cover the campus with posters. We make every effort to get our events promoted on campus to raise awareness of all events in the CFA.

4. Foster leadership and development of employees of P&VA
   The employees of the P&VA office have regularly scheduled meeting with nearly continual training in customer service and event management. We have a promotion incentive for good work and offer students the chance to supervise events. As event managers the students have an opportunity to develop leadership skills, management style, conflict resolution and prioritization skills that will be useful to them no matter the field they will ultimately enter. There is one student position that assists directly with the Performing Art Series. This position has an opportunity to attend regional conferences directly related to the field of Arts Management. Students who have an interest in the arts and management have performed very well in this position. Many have gone on to employment in the field with the solid experience they receive working for the P&VA office.

2. What have you learned as a result?
   There are many events and activities that can occupy a students free time. This is something that every part of campus certainly deals with. What we have learned particularly with the Performing Arts Series is that students are greatly affected by the
performances they see. When we can get them in the door they often make deep connections with the performances. These types of effects are not quantifiable. One of the best examples came from a recent dance performance that prompted a freshman Intro to Theatre student to comment that it ‘changed his life’ and he added a theatre minor. These types of deep connections to the arts and performances can be life changing. We have found that direct interaction with students also leads to deeper connections. This is something that we can control more easily. Master classes, lectures and discussions all lead to increased ticket sales and exposure to the arts on campus.

3. **Document specific changes that have resulted from your assessment efforts.**

One of the offerings that we have intensified is our pre-show discussions. These events are informal discussions with the artist where no question is off limits. It takes place one hour before the show and offer a great opportunity for students to make a personal connection to the artist. These pre-show discussions are offered now for nearly every performance on the season. We have also increased the frequency of master class opportunities on campus. These events get the artist into the classroom and offer a chance for more pre-performance interaction. An example of a successful master class event leading to performance success occurred at the performance of the Chicago Jazz Ensemble led by Jon Faddis. Faddis conducted a workshop with members of the UWP Jazz I ensemble. Joe Caploe, Director of the UWP Jazz Program reported that in his 10 years at UWP it was the best clinic they had ever had. Faddis spent twice the pre-arranged time (nearly two hours) working with the students. Faddis then invited one of the UWP Students on stage to play with the band during the evening performance.

In relation to increasing awareness of events (noticing that simple ads and posters are not enough) we now have a presence on Facebook. We do not purchase ads, but we have an active program of events and networking. It seems that students do not do anything or believe anything exists unless they see it on Facebook. As a result, we have pushed our online social networking presence to bring our message and events to them on their terms. We have utilized video and audio for these promotions as well as a ‘friend’ campaign. We have even promoted special offers on Facebook like ‘Rush Tickets’ for special last minute discounted seats.

We have developed a new method by which to get freshmen involved called the ‘Freshman Fast Pass’. For a fee of $20 freshmen get the pass. They show their pass for entry to any PAS event subject to available seats. All unsold seats are available to Fast Pass holders. For popular (sold out) shows we hold back a minimum of 48 seats to that event to guarantee seats will be available to each show. This low cost method (sold during registration) will introduce freshmen to what is offered in the CFA. Our thought is that by introducing them early we can get them involved sooner.