



UNIVERSITY of WISCONSIN  
GREEN BAY

## MEMORANDUM

TO: Dean VonDras, Chair  
Academic Affairs Council

FROM: Scott R. Furlong, Dean  
College of Liberal Arts and Sciences

DATE: October 10, 2013

SUBJECT: Request for Recommendation of Arts Management Self-Study Report

Attached for AAC review, is the Academic Program Review Self-Study Report for Arts Management.

A copy of the report has also been sent to Associate Provost of Academic Affairs, Andrew Kersten. He will provide the AAC with his evaluation of the assessment plan of the unit.

I look forward to receiving the AAC's recommendation regarding this report.

Thank you.

c: Andrew Kersten, Associate Provost for Academic Affairs  
Ellen Rosewall, Chair Arts Management (memo only)

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**ACADEMIC PROGRAM REVIEW**

**ARTS MANAGEMENT PROGRAM**

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**Ellen Rosewall, Coordinator**

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**October, 2013 (no previous reviews have been completed)**

OCT 09 2013

Office of the  
Dean of Liberal Arts and Sciences

## **Section A. Mission Statement and Program Description**

*State your program's mission, describe its requirements and explain how they relate to UW-Green Bay's select mission and the institution's overall strategic plan. Note any changes that have been made to your program mission and requirements since the last review. Then provide a description of your program's curricular strengths and areas in need of improvement.*

The UWGB Arts Management program is centered on the following guiding principles:

1. The Arts are a unique industry with unique management challenges, and therefore arts managers need information and skills specific to the industry.
2. The Arts manifest themselves differently in each community, and therefore arts managers need to understand how arts and culture affect civic life, education, the economy, tourism and health in order to make wise decisions on behalf of arts organizations.
3. The Arts are equal parts art and administration, and therefore arts managers need to have literacy and/or proficiency in one or more artistic disciplines in addition to management knowledge.

The Arts Management program began in 2001 with a minor emphasis within Communication and the Arts. The original purpose of the program was to provide a relevant interdisciplinary minor for students majoring in art, music and theatre. By 2006, students began requesting a major, and three students completed individual majors in Arts Management. The major emphasis in COA was approved in 2008 and became a freestanding major the following year. Within the first year, fifteen students had declared the major. Since this is the first review of this program, there have been no significant changes other than the implementation of the major itself.

The Arts Management major and minor were specifically designed to be an innovative offering responding to UWGB's Select Mission. The program is inherently interdisciplinary; students are required to complete coursework in management, communication, marketing, financial management, and the arts. The program is problem-focused and requires critical and creative thinking, as students transition from theory to practice quickly. Numerous case studies and "real world" exercises prepare students for a required internship field experience. For example, in ARTS MGT 355, Funding and Financial Issues in the Arts, students write a grant application using a template from a real grantor, then turn around and act as a grant panel evaluating the class's applications. The grant writing process is a microcosm of the program's guiding principles at work. In order to persuasively write about an arts-related program, the student must understand artistic disciplines. In order to write persuasively about why the program is needed, the student must understand the role of the arts in communities. And to plan program facilitation, evaluation and budgeting, the student must understand the unique management needs of the arts and current trends in granting and funding.

The Arts Management program also responds to UWGB's strategic plan both by training students to take their places as leaders in the innovation economy, but to interact with and respond to community needs. Arts Management is one of the professions cited as a growth

industry for the next decade, according to the Bureau of Labor Statistics<sup>1</sup>, and is an increasingly strong part of the innovation economy, as economists and social scientists recognize the role the arts can play in beautifying and innovating cities, encouraging tourism and other sustainable industries, supporting well-paying jobs, developing social capital and encouraging authentic culture. As two social scientists put it:

“We believe that the arts represent perhaps the most significant underutilized forum for rebuilding community in America.”

-- Robert Putnam and Lewis Feldstein, “Better Together” 2003

By many measures, the UWGB Arts Management program is succeeding. Enrollment has been steadily increasing; from 15 majors in 2008 to 39 majors and 49 minors in 2012 (no statistics are available for number of minors in 2008, as the minor was still an emphasis within COA). Graduates of our program are already making a difference in the arts, in Wisconsin and elsewhere. Three graduates have already reached the Executive Director level, and several others are in jobs at the department director level.

One of the primary strengths of the Arts Management curriculum at UWGB is that the core courses are taken in Arts Management, and thus are designed to be specific to the arts industry. Other programs, notably the Arts Management major at UW-Stevens Point, contain far less arts management-specific coursework. Students take an intro course, and then take most of their coursework in business and communications. They then have a capstone course where their business coursework (which primarily deals with for-profit businesses) is translated back into the not-for-profit arts environment. The Association for Arts Administration Educators<sup>2</sup> has been vocal in recent years in discouraging this kind of approach, although the organization acknowledges that Arts Management programs, unlike more historically established disciplines, often have to work within the resources available at each school.

While the Arts Management program is interdisciplinary in and of itself, an analysis of the minors, majors and double majors are chosen by Arts Management students reveal that students in the program also have a distinct interdisciplinary outlook and bring a variety of interests and types of expertise to the program. This breaks down as follows:

**Double Majors with Arts Management:** Art, History, Music, Theatre

**Arts Management Majors with other minors:** Art, Business Administration, Humanistic Studies, Communications, Music, Political Science, Theatre

**Arts Management Minors with other majors:** Art, Communications, Design Arts, English, History, Music, Theatre

The variety of interests and outlooks of Arts Management students leads to a variety of perspectives in the classroom. Students have the opportunity to understand how (for example) a historian, an entrepreneur, and an artist might approach the same issue. Other than General Education classes (which are often too large to allow for the same kind of personal interaction

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<sup>1</sup>Artist Employment through 2013. National Endowment for the Arts, Research Note #103, 2011.

<http://arts.gov/sites/default/files/103.pdf>

<sup>2</sup><http://artsadministration.org>



and discussion), there are few places on campus where this kind of interdisciplinary interaction is available within one classroom.

The fact that students take most of their upper level core courses within the Arts Management program is a strength, but because there is only one faculty member, it is also a weakness. Students receive the bulk of their major coursework from one person, with one particular outlook and teaching method. The fact that there is only one faculty member also limits the breadth of the curriculum. Fortunately for UWGB, the faculty member currently teaching the program has experience in a number of different art forms and with arts organizations in several different communities and several different budget levels. However, as we discuss below, the program ignores some aspects of arts management that are not part of the expertise of the current faculty, including international issues and law.

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There are a number of options in the “choose from” categories at both lower and upper levels that have successfully added to the Arts Management curriculum. So far we have taken a great deal of care in communicating with faculty and units who teach these courses, and we have worked hard to ensure that the material students are receiving is consistent, particularly with nonprofit management courses. However, consistency and relevancy is not always possible, and overlap is common. PU EN AF 415 (Public and Nonprofit Budgeting), for example, is currently taught by an adjunct. For a few years, the teacher was a government specialist who concentrated on public budgeting, which was completely irrelevant to Arts Management students. Another issue that has arisen recently is that other units have changed prerequisite requirements, making fewer courses accessible to Arts Management students. Continued monitoring of this situation is necessary to ensure that the Arts Management curriculum remains consistent, relevant and accessible.

Another weakness of the curriculum as it now stands is that students don't always seek advising before enrolling in courses in other units, and/or are forced by periodicity issues to take upper level courses in another discipline before taking the relevant or related Arts Management course. However, with more than 90 advisees, Prof. Rosewall is currently unable to fend off these issues through individual advising alone.

## **Section B. Student Learning Outcomes Assessment**

*Describe the program's intended student learning outcomes and the methods used to assess them. Analyze the assessment results and describe the conclusions drawn from that analysis. Finally, describe what specific actions were taken as a result of the assessment of student outcomes learning.*

The learning outcomes for the UWGB Arts Management program were designed to conform to the Undergraduate Academic Standards developed by the Association for Arts Administration Educators. The following is a chart listing AAAE learning outcomes and how they are measured within UWGB's Arts Management program.

### Arts Management Coursework Compared to Association of Arts Administration Educators Standards

The Association of Arts Administration Educators (AAAE), the service organization for higher education arts administration programs, maintains a “living document” of academic standards for arts management education at both the undergraduate and graduate. This document was used to develop the Arts Management major curriculum and so it is appropriate to use the same standards to review the UWGB Arts Management curriculum.

The AAAE is not an accrediting body and these are standards, not requirements. The complete standards can be found at [http://www.artsadministration.org/wp-content/uploads/2013/09/AAAE-Undergraduate-Standards-Spring-2012\\_0.pdf](http://www.artsadministration.org/wp-content/uploads/2013/09/AAAE-Undergraduate-Standards-Spring-2012_0.pdf).

AAAE Category	Learning Outcome	Current course	Assessment
<b>Community engagement</b>			
	Describe role of arts and culture in communities	ARTS MGT 257	Assignment: Describe your community, its needs and how arts and culture contributes to solutions
	Cite examples of community-focused art creation	ARTS MGT 257	Test material
	Design evaluation processes for community-based arts programming	ARTS MGT 257	Classroom activity: evaluating public art projects
	Participate in community-focused arts program or project design	ARTS MGT 257	Group project: Designing community focused program
<b>Financial Analysis/Budget Management</b>			
	Describe NPO financial accounting and recording practices	ARTS MGT 355	Assignment: Budget building
	Role of mission NPO finances	This is present in every course!	
	Apply analysis of financial statements to health of organization	ARTS MGT 355	Assignment: Budget building
	Foundational understanding of external environment	ARTS MGT 354, 355	Dealt with in several different ways
	Ability to perform basic accounting and reporting functions	ARTS MGT 355 Opt: ACCT 300	Classroom activities and tests
	Understanding of internal controls	ARTS MGT 355	Classroom activities and tests
	Ability to construct and assess budget	ARTS MGT 355 Opt: PU EN AF 415	Assignment: budget building
<b>Institutional Leadership and Management</b>			
	Describe organizational structures including for-profit and not-for-profit	ARTS MGT 354	Assignment: structure identification
	Cite basic responsibilities of governance vs. management	ARTS MGT 354	Classroom activities

	Understand basic business planning and devise strategy in support of mission	ARTS MGT 354	Assignment: Planning and evaluation
<b>Marketing</b>			
	Awareness of basic marketing principles and relationship to arts industry	ARTS MGT 356	Assignment: creation of marketing plan; also tests
	Awareness of how need for earned income affects artistic management	ARTS MGT 354	Earned income classroom activity
	Understanding of marketing practices, including advertising, public relations and promotions	ARTS MGT 356	Assignment: creation of marketing plan
	Knowledge of principles and practices of audience development	ARTS MGT 356	Assignment: creation of marketing plan
<b>Fund Raising</b>			
	Awareness of basic fundraising principles	ARTS MGT 355	Testing material
	Understanding of how contributed income affects cultural management	ARTS MGT 354; 355	Testing material and most assignments in 355
	Understanding of what contributed resources exist and how to find them	ARTS MGT 355	Classroom activities
	Knowledge of grant writing techniques and evaluation	ARTS MGT 355	Assignment: Grant writing and evaluation project
	Knowledge of various forms of giving including major donor, individual, corporate and planned	ARTS MGT 355	Assignments: Grant writing, annual appeal letter, and testing
<b>Strategic Planning</b>			
	Understand theories of strategic planning	ARTS MGT 354	Classroom activity and assignment: SWOT
	Demonstrate ability to conduct Situation analysis (SWOT & other methods)	ARTS MGT 354 and 356	As above
	Understand the role of mission and vision in arts organization	ARTS MGT 354	Assignment: Mission exercise
	Understand planning process and terminology	ARTS MGT 354	Classroom activities



Understand basics of program planning in arts context	ARTS MGT 354 Opt: PU EN AF 428	Assignment: program planning
Understand basics of program evaluation in arts context	ARTS MGT 354 Opt: PU EN AF 428	Assignment: program planning
Communications, persuasion and opportunities for student presentation experience	Opportunities for various forms of presentation in several courses; also COMM 133, COMM 166	Many

#### Legal & Ethical Issues

Identify current legal/ethical issues and how they relate to arts organizations	ARTS MGT 354	Classroom activities
Identify legal and ethical responsibilities of Board of Directors	ARTS MGT 354	Classroom activities and tests

#### Policy for the Arts

Describe current policy issues affecting arts and culture	ARTS MGT 257; 354	Classroom activities and Assignment: Advocacy
Demonstrate awareness of importance of advocacy & advocacy processes	ARTS MGT 354	Assignment: Advocacy letter
Awareness of community-based arts/cultural processes and assets	ARTS MGT 257	Classroom activities

#### Production and Distribution of Art

Understand the creative process and environments which produce good art	All courses	
Understand one or more art forms	Required arts background courses	
Describe the role of producer, presenter, and other intermediaries in the process	COMN ART 354	Assignment: Program evaluation



Technology Management			
	Understanding different types of technology relevant to arts context	Integrated into all classes in various ways	
	Demonstrate use of technology in administrative applications	Integrated	No formal instruction
	Knowledge of graphic design	None	None
	Demonstrate use of technology in marketing, fundraising and distribution of art	Integrated into various scenarios including ARTS MGT 480 Seminar topics	Several

The one section of the AAAE Standards that was not included in this chart is the International Environment for the Arts. For many reasons, we have chosen to focus our program on community-based art. We do not have an international focus, although (as noted in other sections) we do serve some international students and encourage international study and internships when the opportunities arise. The lack of focus on international artistic production and management is in part a result of the needs and background of our students and in part because of the background of the faculty.

Because the program is so new, individual learning objectives were not previously developed in a context other than making sure the AAAE standards were covered in the curriculum. We are fully aware that simply having the information available does not assess the level of competency of students completing the program. We are beginning to assess individual outcomes and objectives on a limited basis and will be able to accomplish more of this in the years to come.

### **Section C. Program Accomplishments and Student Successes**

*Describe your program's major accomplishments and student successes since the last Academic Program Review (e.g., internship program; enrollment increases; student achievements, awards, publications, and presentations; faculty scholarly activity; graduate school admission; diversification of students and faculty; program and faculty awards). Also describe faculty and staff professional development activities and how they impacted your program.*

#### **Graduate activities**

One measure of success of the UWGB Arts Management program is in the number of successful graduates. Although space limits listing all grads who are currently working for local, state and national arts organizations, here are a few facts about our graduates:

1. Three of our grads have already achieved Executive Director level in Wisconsin arts organizations: New Directions Gallery (Marshfield), Francis Hardy Center for the Arts (Ephraim) and Center for Visual Arts (Wausau)
2. Our grads are currently represented locally on the staffs of the Green Bay Botanical Garden, Mosaic, Inc (formerly the Northeastern Wisconsin Arts Council), Boys and Girls

Club of Green Bay, National Railroad Museum, Kroc Center, and NWTC Artisans Center.

3. UWGB Arts Management graduates have been hired by these statewide and national organizations: Wisconsin Public Radio, the Tennessee Performing Arts Center, Delaware Art Museum, Milwaukee Ballet, Milwaukee Art Museum, John Michael Kohler Art Center, Racine Art Museum, United Performing Arts Fund (Milwaukee), Arts Council of Clakamas County (Oregon), and Sharon Lynne Wilson Center for the Arts (Brookfield).
4. Betsy Bostwick Tanenbaum (2005) received a Master's degree in Arts Administration from University of Oregon, and won the graduate research award there two years in a row.

### **Academic Excellence Symposium**

Carrie Dorski, Melanie Horn, Holly Melander and Tessa Wegenke created an artwork, "Out of War Comes Peace," which was featured in the Academic Excellence Symposium and Founders Association Reception and selected for permanent installation in the Cofrin Library. This project was created for the Arts in the Community class.

Sarah Condon, Megan Hedden, Ben Hogan and Beth Servais presented their Arts in the Community project, "Time Capsule" to the Academic Excellence Symposium Spring 2010.

Kellen Holden completed a successful internship with the Charles Saatchi Galleries in London, England, during the summer of 2009. This was featured in the Academic Excellence Symposium in Spring 2010.

Alannah Koehler, Melyssa Keil, and Kyle Pingel completed successful internships with the Edinburgh Fringe Festival in Scotland during summer of 2011. Their experience was featured in the Academic Excellence Symposium in Spring 2012.

### **Student Honors**

Megan Leonard – May, 2013 University Leadership Award

Kyle Pingel – May, 2012 University Leadership Award

Stacy Thompson – December, 2012 University Leadership Award

Holly Melander – May, 2009 University Leadership Award

Jessica Rolfsmeyer – (2010) post-graduate internship at the La Jolla Playhouse

Suzi Lindner – (2009) post-graduate internship at the New York Music Theatre

### **Internships**

Internships require 150 hours of work for the required 3 credits. Care is taken to place all students into situations which respond to their skills and needs. A 3.0 is required for internship placement. Students who do not meet the 3.0 GPA requirement can do an on-campus practicum or, if they are a minor, choose from a variety of PU EN AF courses that contain a fieldwork element to complete their requirement.

2012-2013

Anderson, Holly – Children's Museum of Green Bay

DeBlaey, Alicia – ARTgarage

Dudek, Chrissy – Neville Public Museum  
Hammes, Leanna – Boys and Girls Club, Green Bay  
Kuhlow, Sarah – New Visions Gallery, Marshfield  
Landon, Emilee – UW-Manitowoc Theatre Department, Manitowoc  
Lee, Tae Lee – GalerieBhak (Seoul, South Korea)  
O’Dell, Loraine – John Michael Kohler Art Center, Sheboygan  
Rine, Kelly – Terror on the Fox  
Shim, Min Ji – Marronnier Arts Festival (Seoul, South Korea)  
Simpson-Kraft, Sandra – Green Bay Botanical Garden  
Sinner, Lauren – ARTgarage; National Railroad Museum  
Stensaas, Alex – Mosaic, Inc.  
Sturchio, Jennifer – Children’s Museum  
Suk, Na Young – Hangkuk Performing Arts Center (Seoul, South Korea)  
Suk, Na Young – Seongnam Arts Center (Seoul, South Korea)  
Thompson, Staci – Arts Events, Inc. (Artstreet)

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#### 2011-2012

Bastyr, Michelle – Arts Events, Inc. (Artstreet)  
Cleven, Nancy – ARTgarage  
DuCharme, Leanne – ARTgarage  
Hogan, Ben – Fox Jazz Fest, Appleton  
Ihde, McKenna – Arts Events, Inc.  
Keil, Melyssa – Edinburgh Fringe Festival (Scotland)  
Koehler, Alannah – Edinburgh Fringe Festival (Scotland); New Visions Gallery, Marshfield  
Machalik, Samantha – Kenosha Public Museum, Kenosha  
Palm, Shannon – On Broadway, Inc.  
Paulsen, Emily Terrell – Let Me Be Frank Productions  
Pingel, Kyle – Edinburgh Fringe Festival (Scotland)  
Wolf, Amber – Neville Public Museum  
Zehren, Alea – Francis Hardy Gallery, Ephraim

#### 2010-2011

Becker, Jennifer – Schauer Arts & Activities Center, Hartford  
Dorski, Carrie – ARTgarage  
duCharme, Leanna – ARTgarage  
Evenson, Emily – Green Bay Botanical Garden  
France, Trisha – Arts Events, Inc. (Artstreet)  
Hipke, Krisi - On Broadway, Inc.  
Hogan, Ben – Fox Valley Jazz Fest, Appleton  
Jolly, Emily – UWGB Outreach office  
Laird, Lisa – Artist Lori Andrus  
Morth, Jay – Green Bay Civic Symphony  
Petit, Alexia - Adirondack Theater Festival, New York  
Qadada, Sabrin - Wisconsin Public Radio (Green Bay office)  
Rolfsmeyer, Jessica – Edinburgh Fringe Festival (Scotland)  
Servais, Beth - Francis Hardy Gallery, Ephraim

#### 2009-2010

Berg, Kristine – Grand Opera House, Oshkosh  
Bruette, Joe – Fox Valley Symphony, Appleton  
Egan, Wendi – Cedarburg Fiber Arts Center, Cedarburg  
Holden, Kellen – Saatchi Galleries (London)  
Hyde, Tamarra – ARTgarage  
Karpeck, Vicki – Green Bay Civic Symphony  
LaFond, Erin – Capital Civic Center, Manitowoc  
Melander, Holly – Fox Cities Performing Arts Center, Appleton

Morth, Jay – American Cancer Society/Dancing With Our Stars Event  
Pozorski, Hannah – Wisconsin Public Radio  
Rouse, Katheryn – Fine Art & Technology Co.  
Wagner, Allison – True Nature Healing Arts Center  
Walsingham, Maggie – Arts Events, Inc. (Artstreet)

2008-2009

Mattson, Mary – Attic Books & Coffee  
Viste, Catherine – Arketype Group/Creative WI Task Force  
McDermott, Chris – Good Times Programming; Green Bay Symphony Orchestra  
Schnell, Justin – Peter Quince Theatre Company, Manitowoc; Sheboygan Visual Artists, Sheboygan  
Walker, Mary Joanne – ARTGarage  
Zander, Gabrielle – Phlash-TV  
Riley, Melanie – Fox Cities Performing Arts Center, Appleton  
Gordon, Bari – PMI Entertainment Group  
Smet, April – Weidner Center  
Herr, Nicole – DePere Dance Studio  
Laskowski, Mike – Green Bay Community Theatre  
Aldrich, Andrea – Fox Cities Performing Arts Center, Appleton  
Carstens, Rachael – Neville Public Museum; ARTgarage  
DeHut, Rose – Francis Hardy Gallery, Ephraim  
Rouse, Katheryn – Apple Jam Productions, Appleton  
Dixon, Spencer – Boulevard Theatre Company, Milwaukee  
Cimpl, Andy – Sharon Lynne Wilson Center, Milwaukee  
Twardy, Charice – Wisconsin Public Radio  
Pansier, Gina – Heritage Hill State Park

### **Practica**

The Arts Management program uses the term “practicum” to describe an internship completed with a campus organization or other special project that fulfills the requirement for the field experience credit. In addition to providing an on-campus experience for those who may not be able to go off-campus for an internship, practicum students also supply needed help for campus functions.

2012-2013

Burroughs, Bill – UWGB Performing Arts Office  
Gallagher, David – Sheepshead Review  
Hacker, Hannah – Sheepshead Review  
Jozwiak, Jessy – Sheepshead Review  
Landry, Jade – UWGB Performing Arts Office  
Nichols, Heather Kathleen – Area Research Center, UWGB  
Shefcheck, Rory – University Union

2011-2012

Cox, Shelbi – Brian Sutton – marketing plan for “Searching for Romeo”  
Fletcher, Megan – Czech Slovak voice competition  
Kostreva, Tina – Business plan for dance company

2010-2011

Breest, Jessica – UWGB Performing Arts office  
Meurett, Nikolas – Green Bay Film Festival  
O’Dell, Stephanie – Sheepshead Review  
Tresseder, Meg – UWGB Performing Arts Office  
Wolf, Amber – Phlash-TV



2009-2010

Berg, Kristine – Creation of financial management system for Door County Art League

Hedden, Megan – UWGB Performing Arts Office

Viste, Catherine – Sheepshead Review

Walter, Brett – Matthew Burtner residency (Cheryl Grosso)

Wegenke, Tessa – Coordination of International Czech Singing Competition (Sarah Meredith and Brent Blahnik)

2008-2009

Sklenar, Derek – UWGB Performing Arts Office

Kooiman, Amy – Performing Arts Office, Green Bay Film Society (David Coury), House of Valdar (Donald Shadian)

Torkelson, Erin – Performing Arts Office, House of Valdar, Meyer Theater (Matt Goebel)

Linder, Suzi – Theatre Program (Laura Riddle)

Schmitz, Carmen – Art Open House (Mokren) and more Lawton Gallery database work (Rose)

Rose, Erin – Lawton Gallery/development and updating of mailing list & marketing (Steve Perkins)

Devroy, Amy – Marketing work for Theatre dept. (Laura Riddle)

Hainey, Ryan – Research on audience development based on Major University Presenters study

### **Faculty Accomplishments**

Prof. Ellen Rosewall's strong involvement in the arts and arts management education in Wisconsin and at the national level has brought attention to our program, which is recognized as one of the leading arts management undergraduate programs in the United States. Prof. Rosewall is currently Vice President of the Association of Arts Administration Educators, the field's service organization serving the United States, Canada, parts of Europe and the Far East, and served on the committee which developed academic standards for the field. She has written the first undergraduate arts management textbook, *Arts Management: Uniting Arts and Audiences in the 21<sup>st</sup> Century*, published by Oxford University Press in November 2013. She has also spoken widely on the future of arts management and arts management education, including presentations for Americans for the Arts, the National Arts Marketing Conference, and Association for Arts Administration Educators conference. Her article, "The Case for Mission-Focused Arts Management Education," appears in the July issue of the American Journal of Arts Management.

Since the approval of the Arts Management major, Prof. Ellen Rosewall was promoted to full professor (2011). Some of Prof. Rosewall's other individual achievements are as follows:

- Election to AAAE board of directors (2010) and elected Vice President (2012)
- Presentations for the National Arts Marketing Conference, Wisconsin Presenters Network and the Association of Arts Administration Educators
- Service as Secretary and Vice President of the ARTgarage, Green Bay
- Selection as "Arts In Crisis Mentor" by the John F. Kennedy Center for the Performing Arts (2009)
- Creation of two online Arts Management courses, "Managing Arts and Cultural Organizations" and "Marketing the Arts" (2007 and 2010)
- Consultations with several Wisconsin arts organizations including Birch Creek Music Center, the Door County String Academy, Shell Lake Jazz Camp and Milwaukee Ballet
- Creation of online course in board development for Fractured Atlas, an arts support organization based in New York

## **Section D. Program Enrollment Trends and Analysis**

*Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. Pay close attention to the demographic information. What trends are present? Are there any imbalances in terms of gender, race, or ethnicity? Describe what specific actions, if any, were taken or are intended to be taken based on the conclusions drawn from the analysis.*

Before analyzing the accompanying data, it should be noted that the Alumni Survey contains only two responses. This is because only one graduating class was surveyed, the first year that the Arts Management degree was available. There were only three graduates that year (other grads received the Communication and the Arts major emphasis) and 2 responded – a nice rate of return but invalid for analysis.

The demographic data and graduating senior data show more interesting trends. The most significant – and dramatic – is the growth of the program, from 15 majors in 2008 (no minors are shown because they are still mixed into the COA minor emphasis) to 39 majors and 49 minors in 2012. This represents a 160% increase in majors and 250% increase in minors since 2008. While it might be tempting to attribute this growth to the fact that the numbers were low in the early years of the program, it's important to note that the Arts Management program was not new in 2008, it was merely the first year that it appeared as a freestanding major and (in 2009) minor. At the time the program was proposed, the unit said that no new resources would be needed in order to implement the program; however, if the program ever grew beyond the ability of one faculty to teach and administer, it would be necessary to consider either additional staff or enrollment caps. As we will discuss further in Section E., the program is opposed to enrollment caps and would prefer consideration of additional staff to help manage the continuing increase in enrollment.

There are significant imbalances in the demographics of the program, which currently enrolls 85% female (compared to 64% for UWGB overall), 91% Caucasian (same as overall UWGB population) and 92% under 26 (compared to 76% for UWGB overall). Some of these figures are understandable; for example, because there is only one faculty member, the program cannot offer enough flexibility to provide online, after-hours or summer coursework that might better accommodate non-traditional students.

Although we have welcomed several students of color, the Arts Management program has had limited success in serving international students in particular. This is so for a few reasons. First, the program concentrates on management of not-for-profit arts organizations, not commercial arts businesses or individual artist management. This means that much of the curriculum is focused on American nonprofit law and financial structure, whereas other countries have very different systems for supporting arts and culture. Students who are planning to return to their home countries after graduation find little of relevance in knowing about the IRS, charitable deductions and 501(c)(3) tax exemption. The other issue that comes up with international students is that even if their English is good enough to understand lectures, they find creative work very difficult in another language. There are several case studies with fictional organizations throughout the curriculum, and several assignments that ask students to design programs using fictional organizations. At times, we have attempted to let students use examples from their home countries, which is difficult to adequately assess because the systems are so different.

Students surveyed in the graduating seniors survey generally showed high rates of satisfaction with the Arts Management program, program faculty, internship experience, and courses taken. 94% of majors rated the program as an A, compared to 46% for UWGB overall. The program received 100% A grades in Quality of Teaching by Faculty in Major, Knowledge and Expertise of Faculty in Major, and In Class Faculty/Student Interaction, and 94% A for Faculty Encouragement of your Educational Goals. 87% rated their internship as a high quality experience.

The only other statistic that is significant relates to declaration of degree. In 2008, nearly 50% declared as seniors. By 2012, however, declarations were split evenly between sophomores, juniors and seniors. There are a couple of possible explanations for this trend. First, in 2008, many seniors likely declared as soon as the major was available, even though it was late in their college career. However, we did find that the major took a few years to be recognized by many outside of the traditional artistic disciplines. Now, the program is better known and understood by Academic Advising and other disciplines, who are more comfortable recommending the major or minor to students they encounter. This trend does create some advising problems, however, as students require advising for a longer period in their college career, may have less prior contact with arts programs, and (depending on the quality of information received from other units or Academic Advising) may or may not have a good understanding of the nature of the program.

### **Section E. Program's Vision for Future Development**

*Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report.*

Before the end of the next seven-year period, it is likely that Prof. Rosewall will have retired. The program's goals for the period therefore include the need to plan for that eventuality.

With this in mind, our major goals for the coming seven year-period include:

**1. Increase and diversify faculty and/or staff in the Arts Management program.**

With nearly 90 students currently enrolled in the program, it is clear that the program cannot continue to rely on one faculty member to teach all courses, do all advising and internship placement, and do all administrative work. It will be equally difficult to hire someone upon Prof. Rosewall's retirement to take on such a large load, or to assume that incoming faculty will be able to teach the same breadth of coursework that is currently part of Prof. Rosewall's load. Therefore, it seems logical that the next step in the growth of this program is to add staff as soon as practical. This could be done most easily by adding a part-time or adjunct position which would be able to handle internship placement, some administrative work and teach at least one course per semester.

In addition to being able to share the workload, the advantage of having multiple viewpoints available to students in the program promises to provide a more complete learning experience.

**2. Continue to assess learning outcomes in Arts Management program.**

As was pointed out above, the Arts Management program, while following the undergraduate standards of the Association of Arts Administration Educators, has never had the time or resources to fully assess the learning outcomes of the program. We are starting to establish rubrics for selected outcomes and hope to be able to add to the assessment in the years ahead.

**3. Continue to collaborate with other campus units in order to provide a broad spectrum of relevant coursework for Arts Management students**

Arts Management maintains an excellent relationship with several units on campus, notably the artistic disciplines and Public and Environmental Affairs, whose offerings are part of the Arts Management curriculum. We are always seeking innovative collaborations. In addition to academic units, we have begun to work more closely with nonacademic units, including Student Life, the Area Research Center and the University Union to provide student volunteers, create complementary programming and enhance existing offerings.

**4. Continue to develop community and campus relationships that may lead to outstanding learning and field experiences for students**

With no current program budget, the Arts Management program has relied on the generosity of local and statewide arts leaders to visit class, speak to students and allow us to visit. We've been lucky to have had opportunities to visit lawmakers in Madison with the help of Arts Wisconsin and the Innovative Arts Management student org, and have taken field trips to Minneapolis and Chicago through Innovative Arts Management. As with other areas where additional resources are needed, a program budget would allow us to provide opportunities for students we currently are unable to support.

One of the frustrations we currently experience is that the Weidner Center, one of the nation's finest performing arts centers, has not been able to accept student interns since 2005 because of a lack of staff to adequately supervise them. We maintain an open and productive relationship with Weidner Center staff, who have said that beginning to host internships is one of their goals. We hope this can be achieved soon.

As can be seen from the variety of intern site placements, UWGB's Arts Management program has cultivated and maintained a considerable number of community connections. In the coming years, staff resources will make the difference in helping ensure that this continues.

**5. Improve the process for advising and internship placement, to ensure personalized and appropriate care for every student**

Either additional staff or advising efficiencies will need to be adopted to continue to ensure personalized attention for every student. Internship placements in particular are time consuming, involving as they often do new internship sites, new supervising hosts, and unusual situations. Practica are often individually designed to conform to student needs. This level of attention to student placements is a wonderful facet of the program and students have expressed high levels of satisfaction with internship experiences.



## **Section F. Summary and Concluding Statement**

*Respond specifically to the results and recommendations from the last program review and end your report*

There have been no previous program reviews as this major was adopted in 2008, but it has been a time of growth and change for the Arts Management program with the institution of a new major and rapid growth in the program. The strengths of the program have been documented, but the program is definitely at a turning point because of the growth to a size that can no longer be accommodated with one faculty member doing all teaching and administrative work. In order for the program to continue to serve UWGB and the students who are interested in arts management, we need to start planning immediately for the addition of staff.

Additional faculty in Arts Management would provide several benefits for the program. It would allow all students to continue to receive appropriate advising and internship placement. It would allow more time to accomplish ongoing assessment of learning outcomes in the program. Most importantly, it would provide students an opportunity to learn about arts management from more than one point of view, and would help ensure a smooth transition to life after the current faculty is retired.

We look forward to the opportunity to continue to provide high quality arts management education at UW-Green Bay.

## Section G. Required Attachments

### 1. Office of Institutional Research and Assessment Tables

#### A. Graduating Senior Survey Tables Including Employment Data

OCT 09 2013

Office of the  
Dean of Liberal Arts and Sciences

### Graduating Senior Survey: 2008, 2009, 2010, 2011 & 2012

	Graduation Year	Arts Management	UWGB Overall
<b>Graduates:</b>	2008	1	980
	2009	6	1051
	2010	5	1106
	2011	4	1185
	2012	16	1293
<b>Response Rate*</b>	2008-2012	17/32 (53%)	2904/5615 (52%)

\* Note: % response misses double-majors who choose to report on their other major.

**Table 1: Rating the MAJOR**  
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2008-2012						
		N	mean	A	B	C	D	F
Clarity of major requirements	ART MG	17	3.8	88%	6%	6%	0	0
	UWGB	2897	3.5	56%	36%	7%	1%	<1%
Reasonableness of major requirements	ART MG	17	3.8	82%	18%	0	0	0
	UWGB	2891	3.5	54%	38%	6%	1%	<1%
Variety of courses available in your major	ART MG	17	3.2	47%	29%	18%	6%	0
	UWGB	2875	3.0	30%	43%	21%	5%	1%
Frequency of course offerings in your major	ART MG	17	3.4	53%	29%	18%	0	0
	UWGB	2878	2.6	18%	40%	30%	9%	3%
Times courses were offered	ART MG	17	3.4	47%	41%	12%	0	0
	UWGB	2828	2.8	24%	42%	26%	7%	1%
Quality of internship, practicum, or field experience	ART MG	17	3.7	82%	6%	12%	0	0
	UWGB	1664	3.3	57%	27%	11%	3%	2%
Quality of teaching by faculty in your major	ART MG	17	4.0	100%	0	0	0	0
	UWGB	2880	3.4	52%	39%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	ART MG	17	4.0	100%	0	0	0	0
	UWGB	2892	3.7	69%	28%	3%	<1%	<1%
Faculty encouragement of your educational goals	ART MG	17	3.9	94%	6%	0	0	0
	UWGB	2857	3.4	54%	31%	11%	3%	<1%
Overall quality of advising received from the faculty in your major	ART MG	17	3.9	94%	6%	0	0	0
	UWGB	2747	3.2	52%	26%	12%	6%	4%
Availability of your major advisor for advising	ART MG	17	3.9	88%	12%	0	0	0
	UWGB	2741	3.3	58%	26%	10%	4%	2%
Ability of your advisor to answer university questions	ART MG	16	3.9	94%	6%	0	0	0
	UWGB	2700	3.4	62%	23%	9%	4%	2%

**Table 1: Rating the MAJOR**  
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2008-2012						
		N	mean	A	B	C	D	F
Ability of your advisor to answer career questions	ART MG	17	3.8	82%	18%	0	0	0
	UWGB	2480	3.2	51%	28%	13%	5%	3%
In-class faculty-student interaction	ART MG	17	4.0	100%	0	0	0	0
	UWGB	2789	3.4	54%	37%	8%	1%	<1%
Overall grade for your major ( <b>not</b> an average of the above)	ART MG	17	3.9	94%	0	6%	0	0
	UWGB	2847	3.4	46%	45%	8%	1%	<1%

**Table 2. Job related to major while completing degree?**

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2008-2012 percent	ART MG	17	0	0	12%	6%	82%
	UWGB	2885	13%	<1%	34%	5%	48%

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2008-2012 percent	ART MG	17	70%	12%	12%	6%	0
	UWGB	2882	70%	12%	12%	5%	1%

**Table 4. Plans regarding graduate/professional study**

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2008-2012 percent	ART MG	13	0	0	77%	23%
	UWGB	2189	7%	13%	66%	14%

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2008-2012 percent	ART MG	17	41%	47%	0	12%	0
	UWGB	2886	29%	52%	1%	5%	13%

**Table 6. General Education preparation**

**Current proficiency vs. Contribution of Gen Ed to current proficiency**  
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	ART MG	17	77%	2.8	16	25%	2.1
	UWGB	2674	66%	2.7	2594	25%	2.0

**Table 6. General Education preparation**

**Current proficiency vs. Contribution of Gen Ed to current proficiency**  
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Problem-solving skills.	ART MG	17	82%	2.8	16	31%	2.1
	UWGB	2665	72%	2.7	2585	25%	2.0
Understanding biology and the physical sciences.	ART MG	16	6%	1.6	15	20%	1.7
	UWGB	2655	25%	2.0	2481	26%	2.0
Understanding the impact of science and technology.	ART MG	16	13%	1.6	15	20%	1.7
	UWGB	2645	34%	2.2	2490	24%	2.0
Understanding social, political, geographic, and economic structures.	ART MG	16	25%	2.0	16	19%	1.8
	UWGB	2644	34%	2.2	2546	26%	2.1
Understanding the impact of social institutions and values.	ART MG	17	41%	2.4	16	19%	1.9
	UWGB	2660	52%	2.5	2568	34%	2.2
Understanding the significance of major events in Western civilization.	ART MG	16	38%	2.3	15	13%	2.0
	UWGB	2648	33%	2.2	2528	31%	2.1
Understanding the role of the humanities in identifying and clarifying values.	ART MG	17	41%	2.3	16	25%	2.0
	UWGB	2656	37%	2.2	2549	31%	2.1
Understanding at least one Fine Art.	ART MG	17	100%	3.0	16	56%	2.4
	UWGB	2656	39%	2.2	2520	32%	2.1
Understanding contemporary global issues.	ART MG	16	25%	1.9	16	19%	1.8
	UWGB	2651	34%	2.2	2525	23%	2.0
Understanding the causes and effects of stereotyping and racism.	ART MG	17	77%	2.7	14	43%	2.2
	UWGB	2657	63%	2.6	2560	34%	2.1
Written communication skills	ART MG	17	65%	2.6	16	44%	2.4
	UWGB	2667	67%	2.6	2600	38%	2.2
Public speaking and presentation skills	ART MG	17	59%	2.6	16	50%	2.4
	UWGB	2660	45%	2.3	2536	27%	2.0
Computer skills	ART MG	17	59%	2.6	16	25%	1.9
	UWGB	2650	57%	2.5	2476	23%	1.9

**Table 7. Educational experiences**  
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	ART MG	17	88%	4.4
	UWGB	2813	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	ART MG	17	29%	2.7
	UWGB	2726	42%	3.2



**Table 7. Educational experiences**  
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
The UW-Green Bay educational experience encourages students to become involved in community affairs.	ART MG	17	47%	3.2
	UWGB	2704	52%	3.4
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	ART MG	16	88%	4.4
	UWGB	2809	81%	4.1
My education at UW-Green Bay has given me a “competitive edge” over graduates from other institutions.	ART MG	16	56%	3.4
	UWGB	2674	62%	3.7
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	ART MG	17	65%	3.8
	UWGB	2775	73%	3.9
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	ART MG	17	77%	4.0
	UWGB	2799	70%	3.8
I would recommend UW-Green Bay to a friend, co-worker, or family member.	ART MG	17	65%	3.8
	UWGB	2806	83%	4.2
There is a strong commitment to racial harmony on this campus.	ART MG	15	40%	3.3
	UWGB	2556	56%	3.6
The faculty and staff of UWGB are committed to gender equity.	ART MG	15	80%	4.2
	UWGB	2648	75%	4.0
This institution shows concern for students as individuals.	ART MG	17	59%	3.5
	UWGB	2775	75%	3.9
The General Education requirements at UWGB were a valuable component of my education.	ART MG	15	33%	3.1
	UWGB	2657	48%	3.3

**Table 8. Activities while at UW-Green Bay**

	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2008-2012 percent	ART MG	17	35%	82%	100%	12%	65%	24%	59%	12%
	UWGB	2904	26%	48%	55%	20%	56%	22%	52%	13%

**Table 9. Rating services and resources**  
(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
Library services (hours, staff, facilities)	ART MG	16	88%	3.4
	UWGB	2468	91%	3.4
Library collection (books, online databases)	ART MG	16	69%	3.1
	UWGB	2419	89%	3.3

**Table 9. Rating services and resources**  
(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
Admission Office	ART MG	17	82%	3.1
	UWGB	2321	92%	3.4
Financial Aid Office	ART MG	16	63%	2.8
	UWGB	2120	87%	3.3
Bursar's Office	ART MG	17	82%	3.3
	UWGB	2729	88%	3.3
Career Services	ART MG	11	82%	3.2
	UWGB	1632	84%	3.3
Academic Advising Office	ART MG	15	67%	2.7
	UWGB	2185	76%	3.1
Student Health Services	ART MG	9	44%	2.4
	UWGB	1495	88%	3.4
Registrar's Office	ART MG	15	73%	3.1
	UWGB	2502	92%	3.5
Writing Center	ART MG	5	60%	2.6
	UWGB	1033	82%	3.2
University Union	ART MG	17	82%	3.4
	UWGB	2355	87%	3.3
Student Life	ART MG	10	80%	3.1
	UWGB	1429	83%	3.2
Counseling Center	ART MG	6	50%	2.3
	UWGB	573	78%	3.2
Computer Facilities (labs, hardware, software)	ART MG	16	88%	3.3
	UWGB	2507	94%	3.5
Computer Services (hours, staff, training)	ART MG	15	87%	3.4
	UWGB	2311	92%	3.5
Kress Events Center	ART MG	11	82%	3.5
	UWGB	1933	95%	3.7
American Intercultural Center	ART MG	5	100%	3.6
	UWGB	361	86%	3.3
International Office	ART MG	3	100%	3.3
	UWGB	400	80%	3.1
Residence Life	ART MG	8	63%	2.8
	UWGB	1223	76%	2.9
Dining Services	ART MG	16	63%	2.8
	UWGB	2044	54%	2.5
Bookstore	ART MG	15	87%	3.3
	UWGB	2779	79%	3.1

B. Alumni Survey Data Tables Including Employment Data

**Alumni Survey:  
2008, 2009, 2010, 2011 & 2012**

	Survey year	Graduation Year	Arts Mgmt	UWGB Overall
<b>Graduates:</b>	2008	2004-2005	0	1086
	2009	2004-2006	0	1087
	2010	2006-2007	0	1148
	2011	2007-2008	0	1162
	2012	2008-2009	3	1133
<b>Response Rate*</b>	2008-2012		2/3 (67%)	957/5616 (17%)

\* Note: % response misses double-majors who chose to report on their other major.

**Table 1. Preparation & Importance**

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	ART MG	2	50%	4.0	2	100%	4.5
	UWGB	751	67%	3.8	727	90%	4.5
Problem-solving skills.	ART MG	2	50%	4.0	2	100%	5.0
	UWGB	755	69%	3.8	724	94%	4.7
Understanding biology and the physical sciences.	ART MG	2	50%	3.0	2	0	2.0
	UWGB	720	48%	3.4	710	29%	2.6
Understanding the impact of science and technology.	ART MG	2	50%	3.0	2	0	2.0
	UWGB	720	48%	3.4	718	43%	3.2
Understanding social, political, geographic, and economic structures.	ART MG	2	50%	3.5	2	50%	4.0
	UWGB	741	61%	3.7	721	55%	3.5
Understanding the impact of social institutions and values.	ART MG	2	50%	3.5	2	50%	4.0
	UWGB	742	69%	3.9	720	63%	3.7
Understanding the significance of major events in Western civilization.	ART MG	2	50%	3.5	2	50%	2.5
	UWGB	731	53%	3.5	716	28%	2.6
Understanding a range of literature.	ART MG	2	50%	3.5	2	0	2.5
	UWGB	726	50%	3.6	709	31%	2.7
Understanding the role of the humanities in identifying and clarifying individual and social values.	ART MG	2	100%	4.5	2	50%	4.0
	UWGB	722	58%	3.7	700	38%	3.0
Understanding at least one Fine Art, including its nature and function(s).	ART MG	2	100%	4.5	2	100%	4.0
	UWGB	734	63%	3.6	706	27%	2.6
Understanding contemporary global issues.	ART MG	2	50%	4.0	2	100%	4.5
	UWGB	729	57%	3.8	706	51%	3.4

**Table 1. Preparation & Importance**

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Understanding the causes and effects of stereotyping and racism.	ART MG	2	50%	3.5	2	100%	4.0
	UWGB	730	64%	4.1	708	57%	3.6
Written communication skills.	ART MG	2	100%	5.0	2	100%	5.0
	UWGB	742	81%	4.1	715	91%	4.6
Public speaking and presentation skills.	ART MG	2	50%	4.0	2	100%	5.0
	UWGB	736	61%	3.7	718	85%	4.4
Reading skills.	ART MG	2	50%	4.0	2	100%	5.0
	UWGB	738	73%	4.0	709	91%	4.5
Listening skills.	ART MG	2	50%	3.5	2	100%	5.0
	UWGB	736	73%	4.0	710	96%	4.7
Leadership and management skills.	ART MG	2	100%	4.0	2	100%	5.0
	UWGB	737	65%	3.8	709	94%	4.7

**Table 2. Educational experiences**  
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	ART MG	2	100%	4.5
	UWGB	953	93%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	ART MG	2	50%	3.0
	UWGB	949	51%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	ART MG	2	0	2.0
	UWGB	935	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	ART MG	2	100%	4.5
	UWGB	951	88%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	ART MG	2	50%	3.5
	UWGB	944	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	ART MG	2	50%	3.5
	UWGB	950	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	ART MG	2	50%	3.0
	UWGB	944	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	ART MG	2	50%	4.0
	UWGB	954	89%	4.4

**Table 2. Educational experiences**  
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
The General Education requirements at UWGB were a valuable component of my education.	ART MG	2	50%	3.0
	UWGB	903	59%	3.6
UWGB cares about its graduates.	ART MG	2	0	2.5
	UWGB	918	61%	3.7
I feel connected to UWGB.	ART MG	2	0	2.0
	UWGB	938	47%	3.3

**Table 3. “If you could start college over”**

	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2008–2012 percent	ART MG	1	100%	0	0	0	0
	UWGB	949	64%	23%	7%	5%	1%

**Table 4. Rating the MAJOR**  
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2008–2012			
		n	A or B	C or D	mean
Quality of teaching.	ART MG	2	100%	0	4.0
	UWGB	955	95%	5%	3.5
Knowledge and expertise of the faculty.	ART MG	2	100%	0	4.0
	UWGB	953	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	ART MG	2	100%	0	4.0
	UWGB	952	91%	9%	3.5
Importance and relevance of courses to professional and academic goals.	ART MG	2	100%	0	4.0
	UWGB	942	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	ART MG	2	100%	0	4.0
	UWGB	937	87%	12%	3.3
Availability of faculty (e.g., during office hours).	ART MG	2	100%	0	4.0
	UWGB	936	94%	6%	3.6
Overall grade for the major (not a sum of the above).	ART MG	2	100%	0	4.0
	UWGB	942	94%	5%	3.5

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2008-2012 percent	ART MG	2	50%	50%	0	0	0
	UWGB	947	36%	46%	1%	5%	12%

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2008-2012 percent	ART MG	1	0	0	0	0	100%
	UWGB	632	20%	23%	4%	3%	49%

	ART MG (n = 2)	UWGB (n = 950)
Employed full-time (33 or more hours/week)	100%	80%
Employed part-time	0	12%
Unemployed, seeking work	0	3%
Unemployed, not seeking work	0	2%
Student, not seeking work	0	3%

	Unit of Analysis	n	Very satisfied or satisfied	mean
2008-2012 percentage	ART MG	2	100%	4.5
	UWGB	868	74%	4.0

	ART MG (n = 2)	UWGB (n = 863)
High school or less	0	18%
Certificate	0	3%
Associate's degree	0	15%
Bachelor's degree	100%	57%
Graduate degree	0	7%

	ART MG (n = 2)	UWGB (n = 864)
Very related	0	52%
Somewhat related	50%	29%
Not at all related	50%	19%



**Table 11. Current income**

	ART MG (n = 2)	UWGB (n = 840)
Under \$20,000	0	13%
\$20,000 to \$25,999	0	11%
\$26,000 to \$29,999	0	8%
\$30,000 to \$35,999	50%	23%
\$36,000 to \$39,999	50%	12%
\$40,000 to \$49,999	0	16%
\$50,000 or more	0	17%

**Employers, Locations, and Job Titles**

Globe University	Appleton	Wisconsin	Admissions Representative
Wisconsin Cheese Masters and Leadership Door County	Egg Harbor / Sturgeon Bay	Wisconsin	Cheese Manager / Program Coordinator

**C. Student Tables**

**1. Declared Majors and Minors for Past Seven Falls**

	Fall Headcounts				
	2008	2009	2010	2011	2012
<b>Declared Majors, end of term</b>	15	27	28	32	39
<b>Declared Minors, end of term</b>		14	35	43	49

**2. Profile of Declared Majors (Most Recent Fall)**

	Fall Declared Majors - Characteristics									
	2008		2009		2010		2011		2012	
<b>Female</b>	12	80%	24	89%	25	89%	27	84%	32	82%
<b>Minority</b>	0	0%	2	7%	2	7%	4	13%	4	10%
<b>Age 26 or older</b>	3	20%	3	11%	3	11%	2	6%	0	0%
<b>Location of HS: Brown County</b>	4	27%	5	19%	6	21%	8	25%	13	33%
<b>Location of HS: Wisconsin</b>	12	80%	23	85%	25	89%	29	91%	37	95%
<b>Attending Full Time</b>	15	100%	24	89%	23	82%	29	91%	34	87%
<b>Freshmen</b>	2	13%	3	11%	0	0%	1	3%	3	8%
<b>Sophomores</b>	3	20%	6	22%	5	18%	10	31%	12	31%
<b>Juniors</b>	3	20%	7	26%	12	43%	5	16%	11	28%
<b>Seniors</b>	7	47%	11	41%	11	39%	16	50%	13	33%

### 3. Majors and Minors Graduated for Past Seven Falls

	Calendar Year Headcounts				
	2008	2009	2010	2011	2012
Graduated Majors (May, Aug. & Dec.)	1	7	6	4	17
Graduated Minors (May, Aug. & Dec.)	.	.	1	4	7

### 4. Profile of Graduated Majors (Most Recent Year)

	Characteristics of Graduated Majors									
	2008		2009		2010		2011		2012	
Graduates who are... Women	1	100%	5	71%	4	67%	4	100%	15	88%
... Students of Color	0	0%	0	0%	0	0%	1	25%	0	0%
... Over 26 Years Old	1	100%	2	29%	0	0%	1	25%	5	29%
Graduates earning Degree Honors	0	0%	3	43%	1	17%	0	0%	4	24%

	Characteristics of Graduated Majors				
	2008	2009	2010	2011	2012
Average Credits Completed Anywhere	167	155	143	138	137
Average Credits Completed at UWGB	176	130	113	93	122
Average Cum GPA for Graduates	2.79	3.36	3.20	3.15	3.21

### 5. Student Qualifications of Declared Majors (Most Recent Fall)

*Institutional Research no longer calculates Prior College GPA as part of the program review process. UWGB stopped collecting high school ranks in 2004. Since they no longer collect percentile rank data, units aren't required to examine it or analyze it.*

	Fall Declared Majors - Characteristics				
	2008	2009	2010	2011	2012
Percent started as Freshmen	53%	56%	57%	59%	46%
Percent started as Transfers	47%	44%	43%	41%	54%
Percent with prior AA degree	13%	7%	7%	0%	5%
Percent with prior BA degree	7%	7%	7%	0%	3%

	Fall Declared Majors - Characteristics				
	2008	2009	2010	2011	2012
Average HS Cumulative G.P.A.	3.39	3.39	3.35	3.38	3.36
Average ACT Composite Score	23.2	22.6	22.9	22.8	23.1
Average ACT Reading Score	24.9	23.3	23.9	23.8	23.4
Average ACT English Score	23.0	22.9	23.0	22.8	23.7
Average ACT Math Score	21.8	20.8	21.6	21.6	22.0
Average ACT Science Score	23.3	22.8	23.0	23.0	23.2

Mean credits transferred is labeled "Average Credits Completed Anywhere".

	Characteristics of Graduated Majors				
	2008	2009	2010	2011	2012
Average Credits Completed Anywhere	167	155	143	138	137

#### D. Teaching Tables

##### 1. Headcounts by Level and Course Type for Past Seven Years

			Headcount Enrollments, Credit-bearing Activities				
			2008	2009	2010	2011	2012
Lectures	1-Lower	1-Spring	.	.	.	.	1
		2-Summer	.	.	.	.	.
		3-Fall	36	36	35	34	35
		All	36	36	35	34	36
	2-Upper	1-Spring	.	56	56	46	53
		2-Summer	.	.	.	.	.
		3-Fall	41	33	51	39	38
		All	41	89	107	85	91
	All		77	125	142	119	127
	IST/FEX	1-Lower	1-Spring	.	.	.	.
2-Summer			.	.	.	.	.
3-Fall			.	.	.	.	.
All			.	.	.	.	.
2-Upper		1-Spring	.	12	7	8	6
		2-Summer	.	2	3	2	.
		3-Fall	9	10	8	10	12
		All	9	24	18	20	18
All		9	24	18	20	18	
All			86	149	160	139	145

2. Student Credit Hours by Level and Course Type for Past Seven Years

			Student Credit Hours, Credit-bearing Activities					
			2008	2009	2010	2011	2012	
Lectures	1-Lower	1-Spring	.	.	.	.	3	
		2-Summer	.	.	.	.	.	
		3-Fall	108	108	105	102	105	
		All	108	108	105	102	108	
	2-Upper	1-Spring	.	144	131	116	135	
		2-Summer	.	.	.	.	.	
		3-Fall	101	73	93	73	70	
		All	101	217	224	189	205	
	All		209	325	329	291	313	
	IST/FEX	1-Lower	1-Spring	.	.	.	.	.
			2-Summer	.	.	.	.	.
			3-Fall	.	.	.	.	.
All			.	.	.	.	.	
2-Upper		1-Spring	.	34	17	25	18	
		2-Summer	.	7	15	6	.	
		3-Fall	29	30	21	28	36	
		All	29	71	53	59	54	
All			29	71	53	59	54	
All			238	396	382	350	367	

3. Sections by Level and Course Type for Past Seven Years

			Lectures and Lab/Discussion Sections (#)				
			2008	2009	2010	2011	2012
Lectures	1-Lower	1-Spring	.	.	.	.	1
		3-Fall	1	1	1	1	1
		All	1	1	1	1	2
	2-Upper	1-Spring	.	5	4	3	3
		3-Fall	2	2	3	3	3
		All	2	7	7	6	6
All		3	8	8	7	8	



4. Average Section Sizes by Level for Group Sections for Past Seven Years

			Average Section Size of Lectures				
			2008	2009	2010	2011	2012
<b>Lectures</b>	<b>1-Lower</b>	<b>1-Spring</b>	.	.	.	.	1.0
		<b>3-Fall</b>	36.0	36.0	35.0	34.0	35.0
		<b>All</b>	36.0	36.0	35.0	34.0	18.0
	<b>2-Upper</b>	<b>1-Spring</b>	.	11.2	14.0	15.3	17.7
		<b>3-Fall</b>	20.5	16.5	17.0	13.0	12.7
		<b>All</b>	20.5	12.7	15.3	14.2	15.2
<b>All</b>			25.7	15.6	17.8	17.0	15.9

5. Total Unduplicated Group Courses Offered in Past Four Years

	Unique Lecture Courses Delivered in Past Four Years			
	2009	2010	2011	2012
<b>1-Lower</b>	1	1	1	1
<b>2-Upper</b>	4	4	4	4

6. Student Credit Hours in General Education Courses for Past Seven Years as Percent of All Enrollment in Group Sections

	General Education as a Percent of all Credits in Lectures				
	2008	2009	2010	2011	2012
<b>1-Lower</b>	100%	100%	100%	100%	97%
<b>2-Upper</b>	0%	0%	0%	0%	0%

E. Faculty Tables

1. Full-Time Faculty by Rank

	<b>Instructional Staff Headcounts and FTEs</b>
	<b>2012</b>
<b>Full Professors (FT)</b>	4
<b>Associate Professors (FT)</b>	5
<b>Assistant Professors (FT)</b>	3
<b>Instructors and Lecturers (FT)</b>	0
<b>Total Full-time Instructional Staff</b>	12
<b>Part-time Instructional Staff</b>	.
<b>FTE of Part-time Faculty</b>	.
<b>Total Instructional FTE</b>	.

2. Student Credit Hours per FTE

<b>Student Credit Hours per Full-time Equivalent Faculty</b>		
<b>School Year</b>	<b>Fall</b>	<b>Spring</b>
<b>2008-09</b>	238	310
<b>2009-10</b>	211	283
<b>2010-11</b>	219	273
<b>2011-12</b>	203	291
<b>2012-13</b>	289	259
<b>2013-14</b>	216	

2. Program’s Current Official Description and Requirements from Recent Undergraduate Catalog  
 Arts Management Description from 2013/14 Catalog  
*Interdisciplinary Major or Minor, (Bachelor of Arts)*  
*Professor – Ellen Rosewall (chair)*

The Arts Management major and minor allows students to study the organizational aspects of arts and cultural delivery systems. Arts Management focuses on both the administration of not-for-profit arts and cultural organizations, as well as the interaction between arts and contemporary society. The philosophy of the program is grounded in community settings and the curriculum is centered around three focus areas: management and organizational skills, interdisciplinary arts literacy, and practical experience. Students with Arts Management majors and minors can find employment in museums, theatrical organizations, symphonies, arts councils and historical societies, and are also prepared to work within their communities to support and promote the arts in educational, business and civic settings.

Arts Management majors concentrate classroom work on such issues as public awareness, fundraising and working with a board of directors. At the conclusion of their studies, they schedule

an internship or practicum which provides practical experience with a community arts organization or on-campus visual or performing arts activities. Minors have the option of completing an internship or choosing additional coursework or practicum which expands their experience and arts management knowledge. A minimum 3.0 GPA is required for internship placement for both majors and minors.

The Arts Management major is often combined with disciplinary minors or double majors in Art, Music, Theatre, History or English, among others.

Students may study abroad or at other campuses in the United States through UW-Green Bay's participation in international exchange programs and National Student Exchange. Travel courses are another option for obtaining academic credits and completing requirements. For more information, contact the Office of International Education at (920) 465-2190 or see [www.uwgb.edu/international/](http://www.uwgb.edu/international/).

### Arts Management: Requirements for the Major from 2013/14 Catalog *Interdisciplinary Major*

#### **Supporting Courses (24 credits)**

##### **Core Required (12 credits)**

ARTS MGT 256: Understanding the Arts (3 credits)

ARTS MGT 257: Arts in the Community (3 credits)

COMM 133: Fundamentals of Public Address (3 credits)

POL SCI 101: American Government and Politics (3 credits)

##### **Arts Background Courses (choose 9 credits)**

##### **Applied Arts, (Minimum of 3 credits)**

ART 105: Introductory Drawing (3 credits)

ART 106: Design Methods (3 credits)

ART 107: Two-Dimensional Design (3 credits)

ART 230: Introduction to Ceramics (3 credits)

ART 243: Introduction to Photography (3 credits)

ART 250: Introduction to Fibers/Textiles (3 credits)

ART 260: Introduction to Jewelry/Metals (3 credits)

MUS APP 101-262 Performance ensemble or lessons

MUSIC 151: Music Theory I (3 credits)

THEATRE 220: Stage Management (3 credits)

THEATRE: 3 credits of dance studio

THEATRE 335: Production Practicum: Crews (1 credit)

THEATRE 336: Production Practicum: Performance (1 credit)

THEATRE 338: Production Practicum: Scene Shop (1 credit)

#### **History/Theory, (Minimum of three credits)**

ART 102: History of the Visual Arts: Ancient to Medieval (3 credits)

ART 103: History of the Visual Arts II: Renaissance to Modern (3 credits)

ART 202: Concepts and Issues of Modern Art (3 credits)

MUSIC 121: Survey of Western Music (3 credits)

MUSIC 272: Women in the Arts (3 credits)

THEATRE 110: Introduction to Theatre Arts (3 credits)

THEATRE 309: Theatre History I: Greek to Elizabethan (3 credits)

THEATRE 310: Theatre History II: 17th Century to Realism (3 credits)

THEATRE 311: Theatre History III: 20th Century and Contemporary (3 credits)

##### **Communication and Business (choose 3 credits)**

BUS ADM 206: Law and the Individual (3 credits)

COMM 166: Fundamentals of Interpersonal Communication (3 credits)

COMM 280: Business and Media Writing (3 credits)

COMM 381: Principles of Public Relations/Corporate Communications (3 credits)

#### **Upper-Level Courses (24 credits)**

##### **Arts Management Core (12 credits required)**

*Note: Minimum of 3 credits required for ARTS MGT 480: Arts Management Seminar.*

ARTS MGT 354: Managing Arts and Cultural Organizations (3 credits)  
ARTS MGT 355: Funding and Financial Issues in the Arts (3 credits)  
ARTS MGT 356: Promoting the Arts (3 credits)  
ARTS MGT 480: Arts Management Seminar (1 credit) (minimum 3 credits required)

**Internship/Practicum (minimum 3 credits)**

ARTS MGT 455: Practicum in Arts Management (3 credits)  
ARTS MGT 497: Internship (1-12 credits) (minimum 3.0 GPA required for internship placement)

**Upper-Level Arts (choose 3 credits)**

ART 320: Art and Ideas (3 credits)  
ART 376: Modern American Culture (3 credits)  
ART 378: World Art (3 credits)  
MUSIC 362: World Music (3 credits)  
MUSIC 363: Jazz History (3 credits)  
MUSIC 364: Musical Theatre History (3 credits)  
**Management and Business, (choose 6 credits)**  
ACCTG 300: Introductory Accounting (4 credits)  
COMM 380: Communication Law (3 credits)  
PU EN AF 344: Leadership in Organizations (3 credits)  
PU EN AF 415: Public and Nonprofit Budgeting (3 credits)  
PU EN AF 428: Public and Nonprofit Program Evaluation (3 credits)

Arts Management: Requirements for the Minor from 2013/14 Catalog  
*Interdisciplinary Minor*

**Supporting Courses (9 credits)**

ARTS MGT 256: Understanding the Arts (3 credits)  
ARTS MGT 257: Arts in the Community (3 credits)

**Choose 3 credits:**

ART 102: History of the Visual Arts: Ancient to Medieval (3 credits)  
ART 103: History of the Visual Arts II: Renaissance to Modern (3 credits)  
ART 202: Concepts and Issues of Modern Art (3 credits)  
MUSIC 121: Survey of Western Music (3 credits)  
MUSIC 272: Women in the Arts (3 credits)  
THEATRE 110: Introduction to Theatre Arts (3 credits)

**Upper-Level Courses, (12 credits)**

ARTS MGT 354: Managing Arts and Cultural Organizations (3 credits)

ARTS MGT 355: Funding and Financial Issues in the Arts (3 credits)  
ARTS MGT 356: Promoting the Arts (3 credits)

**Choose 3 Credits:**

ARTS MGT 455: Practicum in Arts Management (3 credits)  
ARTS MGT 497: Internship (1-12 credits) (minimum 3.0 GPA required for internship placement)  
ENGLISH 324: Practicum in Literary Publishing (3 credits)  
PU EN AF 315: Public and Non-Profit Management (3 credits)  
PU EN AF 344: Leadership in Organizations (3 credits)  
PU EN AF 428: Public and Nonprofit Program Evaluation (3 credits)

3. Academic Affairs Council and Dean's Conclusions and Recommendations from Program's last review

4. Program's Assessment Plan and Annual Updates on Student Outcomes Assessment