

Cultural and Arts Interests and Activities of Undergraduates
on the Twin Cities Campus of the University of Minnesota

Office of the Vice President for Academic Affairs
University of Minnesota

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Overview

One of the ideas inherent in President Keller's Commitment to Focus is that the Twin Cities campus of the University of Minnesota is located in a large urban area that offers many opportunities to students. Two ways in which the University might better link itself to the Twin Cities area are increased opportunities for student internships and enhanced learning opportunities stemming from participation in arts and cultural activities. These two components were linked in a proposal for University funding of the Metro Project, an attempt to implement a number of changes in both areas. The highlights of this study of arts and cultural interests and activities are as follows:

- The overall cultural environment of the Twin Cities was a positive factor in their decision to enroll for about 40% of the responding graduates.
- Responding students were active in attending arts and cultural events. About two-thirds of the students had visited an art gallery, attended a live dramatic performance, or attended a contemporary or classical music concert during the last twelve months.
- The majority of students (87.3%) view attending arts and cultural events as having educational relevance.
- Students are more likely to have attended and have positive evaluations of larger as contrasted to smaller organizations.
- Students depend on friends' recommendations, and advertisements and articles in newspapers in deciding whether or not to attend events.
- Although interest in attending events is high, time and money are the two primary reasons given for not attending particular events.
- More information about arts and cultural events and a ticket sales office on campus were the most frequently endorsed strategies for increasing student participation.
- About two-thirds of the students are interested in enrolling in a course that encouraged them to attend events and discuss the arts in a classroom context.

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Cultural and Arts Activities

The Twin Cities area has fostered numerous high quality arts and cultural organizations. Those resources are used by residents of the metropolitan area and by visitors from throughout the state and beyond. The location of the Twin Cities campus of the University of Minnesota in this culturally rich and creative environment is one of the features that gives our campus some of its uniqueness among large public institutions. The general perception exists, however, that the University does little to encourage linkages with the arts and cultural community. When we began thinking about concrete actions that might be taken to encourage students to take greater advantage of opportunities available to them, we realized that the University knew very little about relevant attitudes and experiences of its students. That lack of information was the basis for the study of cultural and arts activities, results of which are described in the following pages.

Study Design

The Office of the Vice President for Academic Affairs, through the joint efforts of Gayle Grika, Darwin Hendel, and Gretchen Kreuter, and with the help of Thomas Trow, Assistant to the Dean for Cultural Affairs in the University's College of Liberal Arts, designed a small study to obtain relevant information from students on the Twin Cities campus. After a series of internal meetings, letters were sent to about a dozen individuals representing arts and cultural organizations in the

Twin Cities, as well as individuals representing relevant units of the University. A meeting in mid-April of 1985 was held to suggest questions that needed to be asked of students. That meeting was used as the basis for a draft questionnaire that was circulated for revision to all those who had attended the previous meeting. Appendix A contains a copy of the final version of the questionnaire that was used in the present study.

The Active Student File maintained by Student Support Services was used as the basis for sampling students enrolled on the Twin Cities campus spring quarter 1985. We selected a random sample of 1,000 undergraduates registered in one of the undergraduate colleges on the Twin Cities campus. A copy of the questionnaire, cover letter, return envelope and a coupon good for two tickets to a Summer Session concert were mailed to students the week of May 20, 1985. A follow-up reminder was sent approximately two weeks later. As an added incentive to respond, the Guthrie Theatre provided 10 pairs of tickets to one 1984-85 performance. A drawing was held amongst those students who had responded to the survey. Of the questionnaires sent out, 37 were returned by the U.S. Post Office because of bad addresses. A total of 451 completed surveys were received representing an overall response rate of 46.8%. This response rate is low compared to those recently obtained in studies of other topics with questionnaires as long as or longer than the one used in this study.

Overview of Survey Findings

The questionnaire consisted of mostly forced-choice questions concerning different aspects of arts and cultural concerns. The summary of survey findings is arranged here in terms of similarity among different questions, so that each of the tables that appears in the following pages deals with a particular broad issue. The specific results of the survey are contained in the tables; the following brief text merely highlights findings and instructs readers about the content and layout of particular tables. The findings are organized according to the following ten questions:

- Who responded to the survey?
- What are students' overall interests in cultural activities?
- How do students view the value of attending arts and cultural events?
- With which organizations are students familiar and which do they attend?
- What reasons do students give for attending events?
- What reasons do students give for not attending events?
- What strategies might increase participation frequencies?
- How do students purchase tickets?
- What specific sources of information do students use? and
- What are students' course-related experiences?

Table 1
Descriptive characteristics of undergraduates
who responded to the arts and cultural activities survey

Question Response	N	%	\bar{X}
Age	<u>441</u>		
17-19	62	14.1	23.5
20-22	208	47.1	
23-25	72	16.4	
26+	99	22.4	
Gender	<u>442</u>		
Female	238	53.8	
Male	204	46.2	
Location of high school	<u>440</u>		
Public H.S. in Minneapolis or St. Paul	60	13.6	
Public H.S. in the suburban Twin Cities area	165	37.5	
Private H.S. in the metropolitan Twin Cities area	28	6.4	
Public or private H.S. in a large city not in Twin Cities	64	14.5	
Public or private H.S. in a small city or rural community	123	28.0	
Year in school	<u>442</u>		
Freshman	60	13.6	
Sophomore	90	20.4	
Junior	110	24.9	
Senior	148	33.5	
Adult Special	31	7.0	
Graduate student	3	.7	
College	<u>439</u>		
Education	21	4.8	
General College	31	7.1	
Institute of Technology	84	19.1	
Liberal Arts	235	53.5	
Biological Science	13	3.0	
Health Sciences	15	3.4	
Agric., Forestry, & Home Econ.	2	.5	
Other	38	8.7	
Proximity to Minneapolis Campus	<u>439</u>		
Right on campus	84	19.1	
One mile or less	63	14.4	
More than a mile but less than two miles	34	7.7	
Two miles or more but less than five miles	55	12.5	
Five miles or more but less than ten miles	86	19.6	
Ten miles or more	117	26.7	
Part time job	<u>440</u>		
Yes	350	79.5	
No	90	20.5	
Waking hours available for leisure	<u>409</u>		
0-10	209	51.1	
11-20	123	30.1	
21-30	50	12.2	
30+	27	6.6	

Who responded to the survey? The results contained in Table 1 describe the characteristics of students who responded to the Cultural and Arts Survey. The mean age of the respondents was 23.5 years, with 47.1% in the 20-22 years category. Over half (53.8%) of the respondents were female. The percentages of respondents in each year-in-school category increased from 13.6% for freshmen to 33.5% for seniors. Of the respondents, 57.5% had graduated from a high school in the metropolitan Twin Cities area.

In terms of college of enrollment, over half (53.5%) were in the College of Liberal Arts. Another 19.1% were in the Institute of Technology. Although these percentages are not identical to the percentages of undergraduates enrolled on the Twin Cities campus, they are similar enough to suggest that respondents were representative of enrolled students in terms of college of enrollment. Similarly, about one-fifth of the respondents lived on campus, a percentage that is slightly higher than for all current students.

The last two items in Table 1 indicate that students have some time available for leisure in spite of the fact that over three-fourths (79.5%) had a part-time job. On the average, students had about 15 hours a week available for leisure activities. As responses to subsequent items indicate, time was an important factor in students' not attending cultural events.

In addition to describing respondents to the survey, the above results form the basis for subsequent comparisons among subgroups of students in their responses to questionnaire items

concerning cultural and arts attitudes and experiences. The differences among subgroups are noted in appropriate sections in the following discussion.

What are students' overall interests in cultural activities? As the results in Table 2 suggest, responding students had a relatively low frequency of attending cultural events before enrolling on the Twin Cities campus: 38.6% attended "rarely" and another 29.1% attended "occasionally." For 40.7% of the students, the overall cultural environment of the Twin Cities was a positive factor in their decision to enroll on the Twin Cities campus. Of the respondents, 76.9% expressed current interest in attending arts and cultural events. During the last twelve months, about two-thirds of the students attended three types of cultural activities (e.g., visited an art gallery or museum), whereas about one-third attended a modern or classical dance concert.

Comparisons among subgroups of students indicated differences in responses for several of the analyses. Current interest in attending events was greatest for students in CLA and Education, followed by General College, the combined colleges of CBS, Health Science, Agriculture, Forestry and Home Economics, with students in IT having the lowest level of interest in attending events. This same general pattern held true in examining attendance during the past year of a live dramatic event, a music concert, and a dance concert: students in CLA had the highest percentages and students in IT, the lowest percentage. For

Table 2
 Students' attendance at cultural events prior to
 enrolling, current interest in attending, and
 overall arts and cultural activities during the past year

Question	N	%	\bar{x}
Attend cultural events before enrolling on Twin Cities campus ^a	<u>446</u>		2.1
Rarely	172	38.6	
Occasionally	130	29.1	
Sometimes	89	20.0	
Often	47	10.5	
Very often	8	1.8	
Cultural environment a factor in enrolling	<u>445</u>		
Yes	181	40.7	
No	264	59.3	
Current interest in attending arts and cultural events	<u>446</u>		
Not at all	16	3.6	
Slightly interested	87	19.5	
Interested	174	39.0	
Very interested	124	27.8	
Extremely interested	45	10.1	
Activities during last 12 months			
Visited an art gallery or museum	343	78.0	
Attended a live dramatic performance	302	69.3	
Attended a contemporary or classical music concert	267	61.9	
Attended a modern or classi- cal dance concert	136	32.3	

^a Coded on a five-point scale from rarely=1 to very often=5

example, 74.8% of the CLA students and 54.9% of the IT students had attended a live dramatic performance.

The two variables of age and year in school are inter-related, and each indicated some interesting comparisons. Older students were more likely to have attended events previously and less likely to say the availability of arts and cultural opportunities was a factor in their decision to enroll at the University. When the four year-in-school categories were compared, this availability factor was important for 50.0%, 50.0%, 45.0% and 29.9%, for freshmen through seniors, respectively. In terms of having taken a formal tour, 26.7% of the freshmen versus 14.9% of the seniors indicated that they had done so.

There were large gender differences in prior attendance, current interest, and attendance at a live dramatic and dance performances. In all cases, females had substantially higher interest and attendance frequencies. This gender difference was present in the importance of arts and cultural opportunities in students decisions to attend the University: 47.0% of the females versus 33.8% of the males indicated it was a factor.

Proximity to campus indicated several differences that are due largely to differences between commuter students who live at home versus other groups of students. Although the trend is not perfect, the farther away from campus the lower the prior frequency of attending arts and cultural events and the less likely that availability of opportunities was a factor in deciding to attend the University. There were differences in attendance at events during the last year for only the classical

or modern dance item: students who lived farther away from campus were less likely to have attended.

Whether or not students had a part-time job affected their attendance at live dramatic performances and modern or classical dance performances, most likely as a function of having more money to spend on such activities. The percentages of employed students who attended were 72.9% and 35.2%, versus 55.6% and 21.4% for those students who did not have part-time jobs.

How do students view the value of attending arts and cultural events? Over three-fourths of the respondents (76.0%) view attending events mostly as entertainment and leisure, but with some educational value. Another 12.7%, as noted in Table 3, viewed the entertainment and leisure value as the primary value, whereas, 11.3% emphasized the educational value.

With which organizations are students familiar and which do they attend? The two sets of percentages in Table 4 indicate familiarity with each of 33 organizations in the Twin Cities area and attendance at, at least one of the organization's events during the past 12 months. The familiarity percentages ranged from a high of 87.4% for the Guthrie Theatre to a low of 11.5% for Park Square Theatre. Attendance percentages ranged from a high of 45.1% for the Walker Art Center to a low of 1.7% for the Nancy Hauser Dance Company. (Both familiarity and attendance percentages were 2.8% and 1.7%, and 1.0% and 1.0%, for Southeast Community Theatre and Elliott Galleries, two fictitious items.

Table 3
Undergraduates' perceptions of the
value of attending arts and cultural events

Response	N	%
	433	
I view it as mainly entertainment and leisure activity	55	12.7
I view it mostly as entertainment and leisure activity, but with some educational value	329	76.0
I view it as mostly as educational, but with some entertainment and leisure value	46	10.6
I view it as mainly educational	3	.7

Table 4
Undergraduates' familiarity with and
attendance at cultural and arts events in the Twin Cities area

Organization	Familiarity %	Visited or Attended Event %
Guthrie Theater	87.4	44.4
Minnesota Institute of Arts	64.7	42.1
Minnesota Orchestra	62.3	22.4
St. Paul Chamber Orchestra	54.4	12.4
Cricket Theatre	45.6	9.3
Theatre in the Round	47.2	13.0
Children's Theatre	64.5	18.7
Illusion Theatre	17.6	4.5
Minnesota Dance Theatre	31.5	7.6
Southeast Community Theatrea	2.8	1.0
Minnesota Opera	31.3	5.0
Walker Art Center	78.3	45.1
WARN Gallery	15.1	7.0
Coffeehouse Extempore	35.6	11.6
Chanhassen Dinner Theatre	77.0	22.3
Actors Theatre of St. Paul	16.7	6.9
Metropolitan Opera in Northrop	41.7	8.8
Northrop Dance Series	51.0	20.0
Chimera Theatre	40.1	10.8
Heart of the Beast Puppet Theatre	11.6	3.8
Minnesota Museum of Art	42.4	18.3
Foot of the Mountain Theatre	12.5	4.5
Mixed Blood Theatre Company	35.4	8.1
Nancy Hauser Dance Company	18.1	1.7
Theatre de la Jeune Lune	17.9	5.0
University Art Museum	46.2	24.1
The Showboat	49.1	10.0
Goldstein Gallery	12.5	8.8
Coffman Galleries	64.1	47.8
Nash Gallery	38.6	25.5
St. Paul Student Center Galleries	24.2	12.6
University Theatre	53.1	22.0
University Film Society	70.5	36.9
Park Square Theatre	11.5	2.9
Elliott Galleries ^a	1.7	1.0

^a These two "fictitious" items were included as a check on the reliability of students' responses. The familiarity responses were 2.8% and 1.7% and the visited responses were 1.0% and 1.0%, for the Southeast Community Theatre and Elliott Galleries, respectively.

These percentages are quite low, suggesting that students were not responding randomly to the survey).

The results in Table 5 represent students' opinions concerning the organization about which they have the most positive opinions. The four most highly rated organizations were the Guthrie Theatre (27.6%), the Minneapolis Institute of Art (9.2%), the Chanhassen Dinner Theatre (9.2%), and the University Film Society (8.2%). Students were asked to give their reasons for their most positive evaluation; those responses have not been summarized here but are available to interested organizations. Of the respondents, 89.9% indicated that they were more likely to attend an event sponsored by a larger well-known organization than one sponsored by a smaller less well-known one.

What reasons do students give for attending events? As the percentages in Table 6 suggest, a friend's recommendation (69.2%), advertisements in newspapers (62.3%), and articles in newspapers (56.1%) were the three reasons with the highest percentages of endorsement. Over half (53.2%) indicated that they attended because it was required for a class, and 18.6% indicated that they attended because of a faculty member's recommendation. Percentages for the remaining items are noted in Table 6 as well.

There were differences among students in the several colleges in their descriptions of reasons for attending. In all of the comparisons, students in CLA were most likely to endorse an item and students in IT were least likely to endorse

Table 5
 Organizations about which
 Undergraduates have the most positive opinions

Organization	N	%
1. Guthrie Theatre	108	27.6
2. Minnesota Institute of Art	36	9.2
3. Minnesota Orchestra	24	6.1
4. St. Paul Chamber Orchestra	19	4.8
5. Cricket Theatre	7	1.8
6. Theatre in the Round	6	1.5
7. Children's Theatre	13	3.3
8. Illusion Theatre	3	.8
9. Minnesota Dance Theatre	4	1.0
10. Southeast Community Theatre	1	.3
11. Minnesota Opera	1	.3
12. Walker Art Center	31	7.9
13. WARM Gallery	--	--
14. Coffeehouse Extempore	6	1.5
15. Chanhassen Dinner Theatre	36	9.2
16. Actors Theatre of St. Paul	2	.5
17. Metropolitan Opera in Northrop	4	1.0
18. Northrop Dance Series	17	4.3
19. Chimera Theatre	7	1.8
20. Heart of the Beast Puppet Theatre	--	--
21. Minnesota Museum of Art	3	.8
22. Foot of Mountain Theatre	5	1.3
23. Mixed Blood Theatre Company	1	.3
24. Nancy Hauser Dance Company	--	--
25. Theatre de la Jeune Lune	5	1.3
26. University Art Museum	--	--
27. The Showboat	1	.3
28. Coffman Galleries	5	1.3
29. Nash Gallery	3	.8
30. University Theatre	10	2.6
31. University Film Society	32	8.2
32. Elliott Galleries	1	.3

Table 6
Undergraduate students' experience and reasons
for attending arts and cultural events

Reason	N	%
	<u>451</u>	
Attended an event because I had a complimentary ticket	206	45.7
Attended an event because it was required for one of my classes	240	53.2
Taken a formal tour of an art gallery in the Twin Cities	90	20.0
Attended an event because of the recommendation of a University faculty member	84	18.6
Waited in a rush line to purchase student discount tickets	97	21.5
Attended an event because of a friend's recommendation	312	69.2
Attended with other students in a class I was taking at the time	126	27.9
Heard a faculty member comment in the classroom about having attended an arts or cultural event in the Twin Cities	64	14.2
Attended because of an <u>article</u> about the event I read in a newspaper	253	56.1
Attended because of an <u>advertisement</u> I saw in a newspaper	281	62.3

an item. Differences were found for: attendance required in class, faculty commented in class, attended based on faculty recommendation, and read or saw articles or advertisements in the newspaper.

Younger students were more likely than older students to say they had attended because of a course requirement. Older students were not likely to indicate that they attended because of an article they read. There were large gender differences for each of the items in Table 6, with females more frequently checking a particular reason for attending particular events. For example, friend's recommendation was endorsed by 76.1% of the females versus 63.2% of the males. Students who had a part-time job were more likely than other students to attend based on a friend's recommendation (72.6% versus 61.1%, respectively).

What reasons do students give for not attending events?

Clearly, time(70.7%) and money (66.3%) are the two primary reasons why students decide not to attend particular events. Other reasons listed in Table 7 had endorsement percentages of between 20 and 30 percent.

Comparisons among subgroups of students indicated a few statistically significant differences in students' reasons for not attending arts and cultural events. Younger students were more likely than older students to indicate they had no transportation and they did not know when events took place. This same finding came from comparisons among the four year-in-school groups. For example, the seniors indicated not knowing about

Table 7
 Factors in undergraduate students'
 decisions not to attend particular arts and cultural events

Reason	N	%
I do not have enough money to attend	299	66.3
I do not have transportation	97	21.5
I do not have time	319	70.7
I am not at all interested	98	21.7
I dislike going alone	117	25.9
I do not know when the events occur	129	28.6
Other	26	5.8

events as a factor in their not attending events. Students who lived on campus and those who lived 5-10 miles from campus were more likely to indicate lack of funds as a reason for not attending. Lack of transportation as a problem was related to proximity to campus: the closer to campus the more likely was transportation to be noted as a problem. Students with part-time jobs were less likely to note transportation as a problem.

There were gender differences for three of the items in Table 7. Males (28.9%) were more likely than females (15.5%) to indicate lack of interest. Females were more likely than males to indicate lack of money (73.3% versus 54.4%, respectively) and lack of transportation (25.2% versus 17.2%, respectively) as reasons for not attending.

What strategies might increase participation frequencies?

The five questions noted in Table 8 addresses possible strategies that might increase students' participation in arts and cultural activities. As the results suggest, most students usually attend events with other people, although over one-third (36.6%) also indicated that having to attend alone had prevented them from attending a particular event. Of the respondents, 61.8% believed that a central location for information would increase participation. Of more importance, 73.0% indicated that a ticket sales office on campus would increase participation. About one-third (33.9%) endorsed bus transportation as a way to increase participation.

Table 8
Possible strategies to increase frequency of
participation of undergraduates in
arts and cultural activities in Twin Cities

Factor	N	%
Pattern of attending	<u>421</u>	
I usually attend alone	18	4.3
I usually attend with another family member	122	29.0
I usually attend with another person not in my family	244	58.0
I usually attend with several other students	37	8.8
Did not attend because of having to go alone	<u>440</u>	
Yes	161	36.6
No	279	63.4
Central location for information, increase participation	<u>443</u>	
Definitely not	17	3.8
Probably not	152	34.3
Probably	200	45.1
Definitely	74	16.7
Ticket sales office on campus increase participation	<u>442</u>	
Definitely not	14	3.2
Probably not	105	23.8
Probably	219	49.5
Definitely	104	23.5
Bus transportation increase participation	<u>443</u>	
Yes	150	33.9
No	293	66.1

The expected impact of having a ticket sales office on campus yielded some differences among subgroups of students. Younger students, freshmen students, and females felt that having a ticket sales office on campus would have a greater effect on participation.

How do students purchase tickets? Results summarized in Table 9 suggest that undergraduates most often call or write in for tickets. About one-third (32.4%) noted that someone else bought the tickets. Less than one-fourth (23.1%) indicated that they usually bought student discount tickets in a rush line.

The only difference in purchasing patterns among subgroups of students was in comparing those who had part-time jobs with other students. Employed students were more likely than others to indicate they had received a complimentary ticket (49.4% versus 34.4% respectively).

What specific sources of information do students use? As noted previously, lack of information was noted by 28.6% of the students as a factor in their not attending particular events. Results summarized in Table 10 describe sources of information used by students to obtain information about local cultural and arts events. The two sources with the highest percentages were the Minneapolis Star and Tribune (76.5%) and the Minnesota Daily (75.4%).

Another question focused on students' use of "The Calendar" in the Minnesota Daily. Of the 451 respondents, 131 (29.4%)

Table 9
 Procedures used by undergraduates to
 purchase tickets to attend cultural and arts events

Experience	N	%
I do not attend any events	51	11.3
I usually call in or write and pay by check or credit card	204	45.2
I usually buy student discount tickets in a rush line	104	23.1
My parents or someone else purchases the tickets	146	32.4
I purchase them through Tickets-To-Go	18	4.0
I usually use two-for-one coupons from a discount book	85	18.8
I have season tickets	24	5.3
I purchase them at the MSA bookstore	34	7.5

Table 10
Sources of information used by undergraduates
to obtain information about local and arts events

Source	N	%
	<u>451</u>	
Minneapolis Star and Tribune	345	76.5
St. Paul Dispatch and Pioneer Press	90	20.0
Minnesota Daily (Arts and Entertainment Section)	340	75.4
Twin Cities Reader	264	58.5
Minneapolis/St. Paul magazine	49	10.9
City Pages	200	44.3
Publications and newsletters sent to me from the organizations	141	31.3

answered that they had attended an event that was listed in "The Calendar."

One way for students to attend events without incurring costs is by doing volunteer work. Of the respondents, only slightly less than half (46.7%) were aware of ushering and other similar opportunities for students.

What are students course-related experiences? The results summarized in Table 11 indicate students' course-related experiences and interests. About one-third of the respondents indicated they had had theatre, music appreciation, or art history courses. Of the respondents, about one-fifth (20.2%) indicated that they had participated in special educational activities in some of those classes.

The final question in Table 11 asked students to indicate their interest in a course that allowed them to integrate attending events with discussing the arts in a classroom context. Over half (52.0%) were interested in such a course, but only if it were offered for credit. Another 13.8% were interested in a non-credit offering. Over one-third (34.2%) were not interested in either.

Table 11
Course-related experiences and interests of undergraduates

	N	%
Courses taken	<u>451</u>	
An introductory theatre course (e.g., Theatre 1101)	150	33.3
A music appreciation course (e.g., Music 1021)	114	25.3
An art history or appreciation course (e.g., Art History 1002)	162	35.9
An introduction to design course (e.g., Design 1002)	38	8.4
Special educational activities in classes	<u>440</u>	
Yes	89	20.2
No	351	79.8
Interest in course	<u>427</u>	
Yes, if non-credit	59	13.8
Yes, if credit	222	52.0
No	146	34.2

Appendix A

Code Number: _____

--CULTURAL AND ARTS SURVEY--

The questions in this survey concern your interest in and attendance at cultural and arts events in the Twin Cities area.

1. How frequently did you attend cultural or arts events before you enrolled on the Twin Cities campus of the University? (Circle one)

Rarely (1)	Occasionally (2)	Sometimes (3)	Often (4)	Very Often (5)
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2. Was the fact that the University of Minnesota is located in a large culturally rich metropolitan area a positive factor in your decision to enroll here? (Check one).

_____ (1) Yes _____ (2) No

3. How interested are you in attending arts and cultural events in the Twin Cities area? (Circle one)

Not at all interested (1)	Slightly interested (2)	Interested (3)	Very interested (4)	Extremely interested (5)
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4. Which of the following activities have you done during the last twelve months? (Indicate by circling your answer for each of the following).

	Yes	No
a. Visited an art gallery or museum	1	2
b. Attended a live dramatic performance	1	2
c. Attended a contemporary or classical music concert	1	2
d. Attended a modern or classical dance concert	1	2

5. The following list includes many of the cultural and arts organizations in the Twin Cities area. First, indicate the organizations with which you are familiar (i.e., you could tell a fellow student something about the organization).

Second, tell us whether or not you have attended/visited an event sponsored by the organization during the last 12 months.

	Familiarity		Visited or Attended Event	
	Yes	No	Yes	No
-1- Guthrie Theater	1	2	1	2
-2- Minnesota Institute of Arts	1	2	1	2
-3- Minnesota Orchestra	1	2	1	2
-4- St. Paul Chamber Orchestra	1	2	1	2
-5- Cricket Theatre	1	2	1	2
-6- Theatre in the Round	1	2	1	2
-7- Children's Theatre	1	2	1	2
-8- Illusion Theatre	1	2	1	2
--9- Minnesota Dance Theatre	1	2	1	2
-10- Southeast Community Theatre	1	2	1	2
-11- Minnesota Opera	1	2	1	2
-12- Walker Art Center	1	2	1	2
-13- WARM Gallery	1	2	1	2
-14- Coffeehouse Extempore	1	2	1	2
-15- Chanhassen Dinner Theatre	1	2	1	2
-16- Actors Theatre of St. Paul	1	2	1	2
-17- Metropolitan Opera in Northrop	1	2	1	2
-18- Northrop Dance Series	1	2	1	2
-19- Chimera Theatre	1	2	1	2
-20- Heart of the Beast Puppet Theatre	1	2	1	2
-21- Minnesota Museum of Art	1	2	1	2
-22- Foot of the Mountain Theatre	1	2	1	2
-23- Mixed Blood Theatre Company	1	2	1	2
-24- Nancy Hauser Dance Company	1	2	1	2
-25- Theatre de la Jeune Lune	1	2	1	2
-26- University Art Museum	1	2	1	2
-27- The Showboat	1	2	1	2
-28- Goldstein Gallery	1	2	1	2
-29- Coffman Galleries	1	2	1	2
-30- Nash Gallery	1	2	1	2
-31- St. Paul Student Center Galleries	1	2	1	2
-32- University Theatre	1	2	1	2
-33- University Film Society	1	2	1	2
-34- Park Square Theatre	1	2	1	2
-35- Elliott Galleries	1	2	1	2

6. Think about the numerous arts and cultural organizations in the Twin Cities that are listed in the above question. Indicate here the number corresponding to the organization about which you have the most positive opinion and then tell us something about why you have that opinion.
- a. Most positive organization is number ____.
- b. Reasons for my positive evaluation: _____
-
7. Which of the following are you more likely to attend and why? (Check one)
- ____ (1) An event sponsored by a smaller less well-known organization (e.g., Heart of the Beast Puppet Theatre)
- ____ (2) An event sponsored by a larger well known organization (e.g., Guthrie Theater)
- Please comment: _____
8. What are some of your experiences and reasons for attending arts and cultural events? (Check all of the following that apply).
- ____ (1) Attended an event because I had a complimentary ticket.
- ____ (1) Attended an event because it was required for one of my classes.
- ____ (1) Taken a formal tour of an art gallery in the Twin Cities.
- ____ (1) Attended an event because of the recommendation of a University faculty member.
- ____ (1) Waited in a rush line to purchase student discount tickets.
- ____ (1) Attended an event because of a friend's recommendation.
- ____ (1) Attended with other students in a class I was taking at the time.
- ____ (1) Heard a faculty member comment in the classroom about having attended an arts or cultural event in the Twin Cities.
- ____ (1) Attended because of an article about the event I read in a newspaper.
- ____ (1) Attended because of an advertisement I saw in a newspaper.
9. What are your reasons for not attending particular arts and cultural events? (Check all of the following that apply).
- ____ (1) I do not have enough money to attend.
- ____ (1) I do not have transportation.
- ____ (1) I do not have time.
- ____ (1) I am not at all interested.
- ____ (1) I dislike going alone.
- ____ (1) I do not know when the events occur.
- ____ (1) Other, Please specify: _____
10. How do you view attending arts and cultural events in the Twin Cities? (Check the one response that best describes your perspective)
- ____ (1) I view it as mainly entertainment and leisure activity.
- ____ (2) I view it mostly as entertainment and leisure activity, but with some educational value.
- ____ (3) I view it mostly as educational, but with some entertainment and leisure value.
- ____ (4) I view it as mainly educational.
11. What newspapers and magazines do you read to obtain information about local cultural and arts events? (Check all of the following that apply).
- ____ (1) Minneapolis Star and Tribune
- ____ (1) St. Paul Dispatch and Pioneer Press
- ____ (1) Minnesota Daily (Arts and Entertainment Section)
- ____ (1) Twin Cities Reader
- ____ (1) Minneapolis/St. Paul magazine
- ____ (1) City Pages
- ____ (1) Publications and newsletters sent to me from the organizations
12. How do you purchase tickets to attend cultural and arts events in the Twin Cities? (Check all that apply).
- ____ (1) I do not attend any events.
- ____ (1) I usually call in or write and pay by check or credit card.
- ____ (1) I usually buy student discount tickets in a rush line.
- ____ (1) My parents or someone else purchases the tickets.
- ____ (1) I purchase them through Tickets-To-Go.
- ____ (1) I usually use two-for-one coupons from a discount book.
- ____ (1) I have season tickets.
- ____ (1) I purchase them at the MSA bookstore.
13. Did you attend any arts or cultural events during the past 12 months because you saw them listed in "The Calendar" in the Minnesota Daily? (Check one)
- ____ (1) Yes ____ (2) No

14. Which of the following courses have you taken at some point in your college education, but not necessarily on the Twin Cities campus of the University? (Check one)
- (1) An introductory theatre course (e.g., Theatre 1101)
 - (1) A music appreciation course (e.g., Music 1021)
 - (1) An art history or appreciation course (e.g., Art History 1002)
 - (1) An introduction to design course (e.g., Design 1002)

15. Have you participated in special educational activities (e.g., post-performance lectures, related exhibits, etc.) for any of the cultural or arts events in which you participated during the last 12 months? (Check one)
- (1) Yes
 - (2) No

16. Would you seriously consider registering for a quarter-long course that featured attending about 10 cultural and arts events, that included transportation to and from campus to the event, and that featured additional lectures/panel discussion about the content and/or production of the event? (Check one)
- (1) Yes, if it was non-credit course.
 - (2) Yes, if it was a credit course.
 - (3) No

Please Comment: _____

17. Which one of the following statements best describes your pattern of attending cultural and arts events? (Check only one)
- (1) I usually attend alone.
 - (2) I usually attend with another family member.
 - (3) I usually attend with another person not in my family.
 - (4) I usually attend with several other students.

18. In the last twelve months, have you seriously considered attending a specific arts or cultural event but did not attend because you did not wish to go alone? (Check one)
- (1) Yes
 - (2) No

19. Would having a central location on campus that had available information about arts and cultural events encourage you to participate more frequently in such activities? (Check one)
- (1) Definitely not
 - (2) Probably not
 - (3) Probably
 - (4) Definitely

20. Would having a ticket sales office on campus where you could buy tickets for arts and cultural events increase the likelihood that you would attend such activities? (Check one)
- (1) Definitely not
 - (2) Probably not
 - (3) Probably
 - (4) Definitely

21. Would bus transportation to and from campus increase the likelihood that you would attend a particular arts or cultural event in the Twin Cities area? (Check one)
- (1) Yes
 - (2) No

22. Are you aware of ushering and other opportunities for students at many of the arts and cultural organizations in the Twin Cities? (Check one)
- (1) Yes
 - (2) No

23. Please comment about the role and importance, especially the educational value to you as an undergraduate, of attending arts and cultural events.

24. Approximately how many waking hours per week do you have available for leisure activities? _____ hours.
25. Do you usually have a part-time job when you are attending the University? (Check one)
 ____ (1) Yes ____ (2) No
26. Where did you graduate from high school? (Check one)
 ____ (1) Public high school in Minneapolis or St. Paul
 ____ (2) Public high school in the suburban Twin Cities area
 ____ (3) Private high school in the metropolitan Twin Cities area
 ____ (4) Public or private high school in a large city (e.g., Duluth, Chicago, Mankato) not in the metropolitan Twin Cities area
 ____ (5) Public or private high school in a small city or rural community
27. College of current enrollment? (Check one)
- | | |
|----------------------------------|---|
| ____ (1) Education | ____ (5) Biological Science |
| ____ (2) General College | ____ (6) Health Sciences |
| ____ (3) Institute of Technology | ____ (7) Agric., Forestry, & Home Econ. |
| ____ (4) Liberal Arts | ____ (8) Other |
28. Year in school? (Check one)
- | | |
|--------------------|---------------------------|
| ____ (1) Freshman | ____ (4) Senior |
| ____ (2) Sophomore | ____ (5) Adult Special |
| ____ (3) Junior | ____ (6) Graduate student |
29. Approximately how close to the Minneapolis campus do you live? (Check one)
 ____ (1) Right on campus
 ____ (2) One mile or less
 ____ (3) More than a mile but less than two miles
 ____ (4) Two miles or more but less than five miles
 ____ (5) Five miles or more but less than ten miles
 ____ (6) Ten miles or more
30. Age as of your last birthday? _____ years
31. Gender
 ____ (1) Female ____ (2) Male

--THANK YOU FOR YOUR TIME AND COOPERATION--

Please return your completed survey to:

Arts & Cultural Survey
 105 Walter Library
 117 Pleasant Street SE
 University of Minnesota
 Minneapolis, MN 55455