



Dartmouth Student Cultural Pulse Final Report

Hopkins Center for the Arts
Dartmouth College
Revised March 2009

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Survey Methodology & Response

- An online survey of Dartmouth students was conducted in November 2008 as part of a larger research effort commissioned by the Hopkins Center to address a number of important research questions related to marketing and programming.
- While the Hopkins Center serves a large and diverse public, Dartmouth students are among the Hop's most important stakeholder groups. In 2006 when the study was designed, the leadership team at the Hopkins Center expressed a desire to learn more about the engagement patterns of Dartmouth Students, and thus the Student Cultural Census was conceived.
- The research objective was to develop a nuanced understanding of the cultural preferences, attitudes and past exposure of Dartmouth students in order to inform programming, marketing and other activities. To our knowledge, this is the first such effort among university arts presenters. A copy of the questionnaire is included in the appendix.
- The survey was branded as the "Dartmouth Cultural Pulse." Email invitations and several reminder messages were broadcast to all undergraduate students, excluding students who were studying abroad during the fall 2008 academic term. Various promotional efforts were undertaken by Hop staff to create awareness of the survey and to increase the cooperation rate. Every respondent was offered a choice of three incentives worth approximately \$5.00.
- The final data set includes a total of 1,369 valid responses, representing 36% of eligible respondents. The highest response rate was observed for first-year students (40%, n=437), while the lowest response rate was observed for Sophomores (32%, n=324). The count of Juniors (n=239) is lower because some were off-campus studying abroad and were not eligible respondents. Seniors responded at the rate of 37% (n=368).
- The Student Cultural Census was the last component of a larger study that also included an audience survey conducted at a random sampling of performances throughout the 2006-2007 season, an in-depth postal survey of a cross-section of performing arts and film ticket buyers, as well as focus groups with Dartmouth students and uninvolved community members to assess perceptions of the organization and barriers to attendance. Results from these other research components are available through the Hopkins Center's Outreach department.



Summary of Findings

- To maximize the value of the investment in research, Hop staff will undertake a structured reflection process to consider the results of the Student Cultural Census and formulate recommendations for refinements to marketing, education and programming practices. The purpose of this summary is to bring forward a small number of observations from the study that are most likely to have operating implications. We stop short of making specific recommendations, which is the purview of staff.
- An initial set of questions explored students' cultural activities prior to arriving at Dartmouth. Of the nine activities tested, the highest involvement levels were reported for 'band or orchestra,' at about 25% of all students, suggesting a deep vein of interest in music among students at all levels. Students also arrive with a strong interest in linguistic and literary activities, including writing for publications and participating in language clubs and debate.
- In reference to students' on-campus and off-campus attendance patterns, results suggest that on-campus activities constitute the lion's share of engagement in live arts and cultural programs, and that the Hopkins Center fulfills a large share of this activity, illustrating the critical role that it plays in the cultural development of students. Students also reported strong attendance levels at programs by COSO-recognized student groups.
- With the exception of first-year students, seven in 10 Dartmouth students attend Hopkins Center presentations by visiting artists at least once a year, and roughly the same proportion attend non-academic film screenings.
- As might be expected, students whose parents and caregivers took them frequently to arts events prior to college reported 150% higher levels of off-campus arts participation compared to those whose parents took them infrequently.
- Fifty-five percent of students say that the Hopkins Center's plays a 'major role' in their lives as a 'place to experience performances and film' while 60% say the Hop plays a 'major role' as a 'place to eat.' We see this as a productive symbiosis between the cultural and social aspects of the Hopkins Center, which should be further explored. However, only 6% of students indicated that the Hopkins Center plays a 'major role' as a 'catalyst for campus dialogue about important issues,' which may be a strategic direction moving forward, especially given the new emphasis on the creative campus.
- Students with a strong sense of cultural identity, regardless of race or ethnicity, tended to report higher interest levels in the art of one or more particular cultural or social groups, underscoring the importance of the Hopkins Center's role in presenting a multiplicity of cultural voices. Most students seek to be exposed to a broad range of world cultures.
- When asked how closely Hopkins Center programs align with their own cultural interests, students rated 'visiting performing artists' a 4.7 on a scale of 1 (not at all) to 7 (very well), which is above average but not high. As this is the first time that the Hop has seen a metric like this, further discussion is necessary to interpret this figure as acceptable or not. Alignment with film programming was somewhat higher, at 5.1.

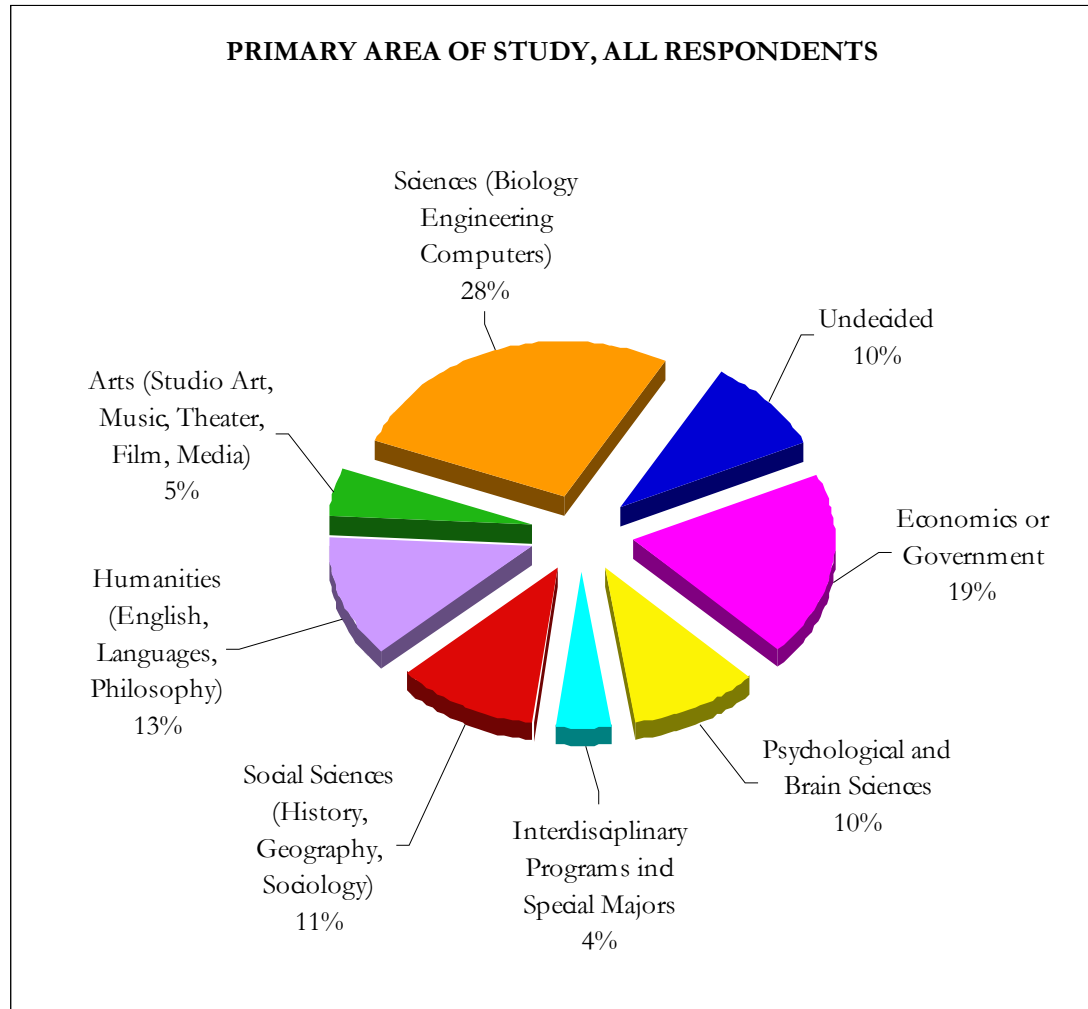


Summary of Findings - Continued

- A large portion of the survey explored the centrality levels of a wide range of music, dance, theatre, visual art and film and digital media activities. For each activity, students were given five choices: 1) a vital activity, 2) something I enjoy occasionally, 3) used to, but don't any longer, 4) haven't, but would like to try, and 5) not interested.
- Generally, results indicate very strong interest in film, although watching film on personal computers and DVD players eclipses watching film in theaters. Of all the activities in the survey, students reported the highest level of unfulfilled interest in 'make and edit digital videos' (41%). Along with taking digital photos, making videos has become a form of cultural literacy for many young people.
- High levels of unfulfilled interest were also reported for 'taking photographs with artistic intent' (31%) and 'editing photographs using computer software' (32%).
- Downloading music (33% 'vital') is more central to students than attending live concerts (22% 'vital'), illustrating the tectonic shift in music consumption patterns, and challenging the Hopkins Center to consider how it can support and encourage music downloading as part of its larger artistic mission. 'Indie Rock,' 'pop music,' and 'hip hop' topped the list of live concerts that students would most like to attend. Just following the more popular forms of music were 'jazz or blues' and 'classical orchestral and chamber music' which tested at nearly the same level.
- A large percentage of students used to take music lessons (37%) and play in a music group (24%), which is consistent with earlier observations about pre-college activities.
- Nearly a quarter of students expressed an interest in learning to 'compose or arrange music'
- Students' primary connection to dance is through participatory involvement (i.e., social dancing at parties), illustrating one of the central challenges facing the entire dance field, which is how to harness the tidal wave of interest in dance generated by the reality television shows. A third of students reported unfulfilled interest in 'taking dance lessons or classes.' A large proportion of students expressed unfulfilled interest in 'attending performances by professional dance companies' (30%). In terms of tastes, students reported higher interest levels in 'hip hop dance' followed by Latin forms of dance. No significant differences in dance preferences were observed across class levels, except for slightly higher levels of interest in 'hip hop dance' among first year students and sophomores.
- Roughly a third of students reported some level of unfulfilled interest in attending live stage plays and musicals and nearly the same percentage reported unfulfilled interest in the participatory form of theater engagement (i.e., taking acting lessons). Centrality levels for attending live musicals and stage plays are nearly identical (8% and 5% 'vital,' respectively). This compares to 22% who consider going to concerts as a 'vital activity,' suggesting higher levels of centrality for music, generally. Compared to students in other class levels, first year students reported higher levels of interest in 'stand up comedy' and 'poetry slams and other spoken word events.'
- Levels of unfulfilled interest in the visual arts are relatively high, especially for skills acquisition ('take visual art or crafts classes,' at 36%), suggesting a healthy vein of interest in participatory engagement.



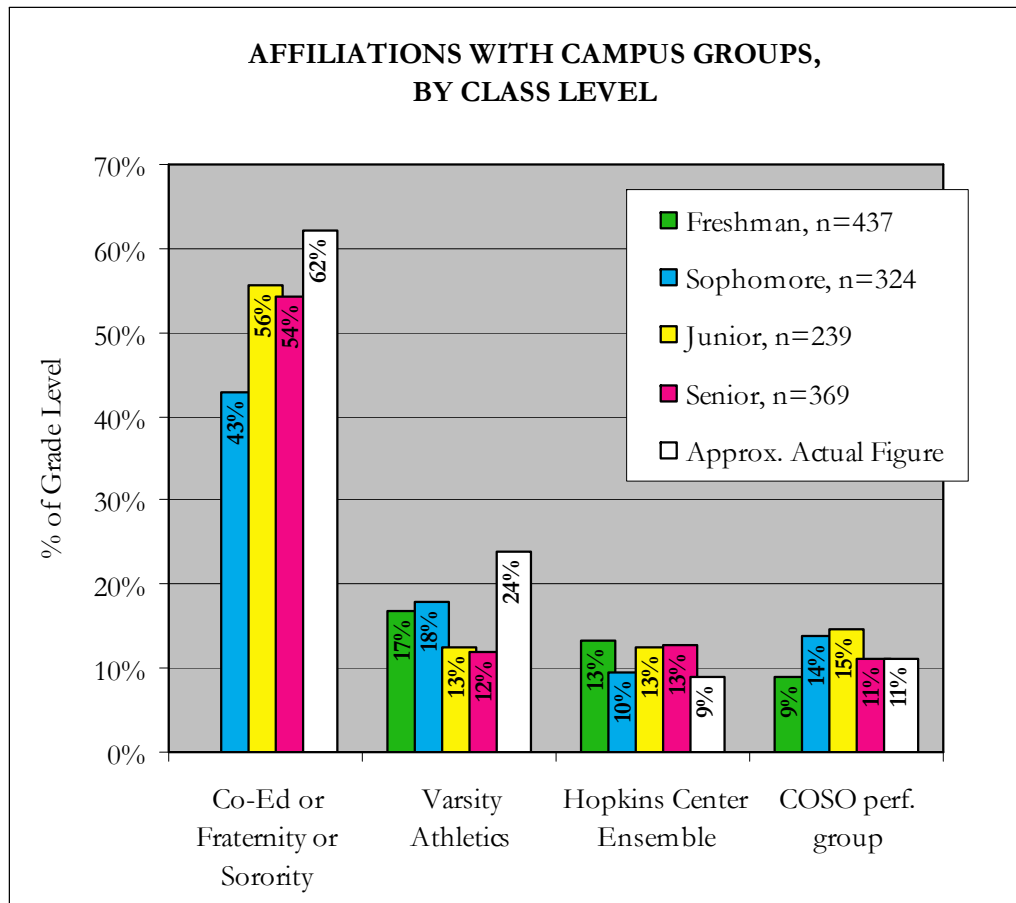
Respondent Characteristics: Area of Study



- Students were asked to indicate their primary area of study. The largest percentage reported studying ‘Sciences (Biology, Engineering, Computers)’ (28%), followed by ‘Economics or Government’ (19%).



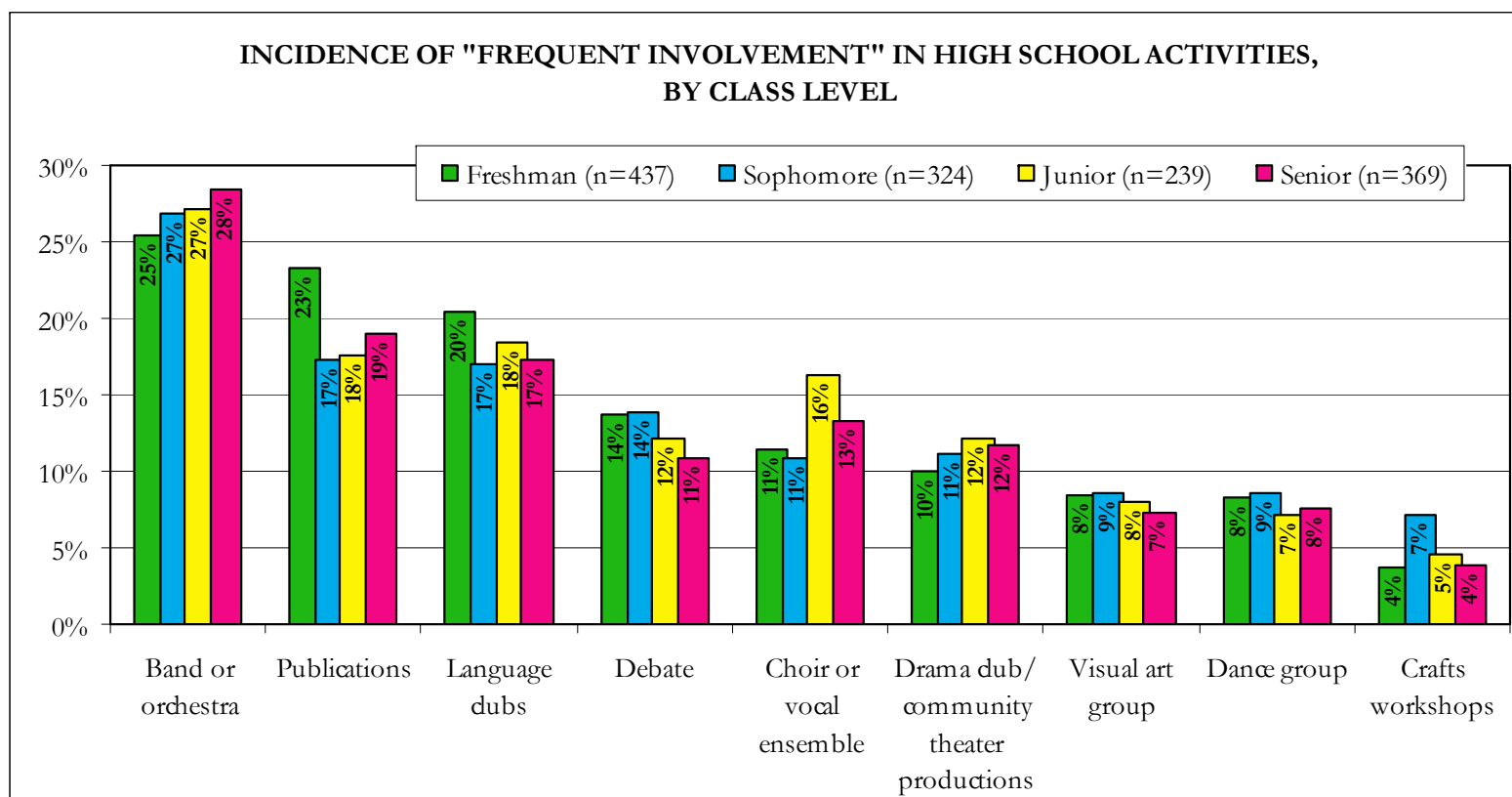
Respondent Characteristics: Campus Affiliations



- To gain a sense of the mix of student affiliations within the sample, respondents were asked to indicate four types of affiliations.
- Roughly 55% of Juniors and Seniors reported Co-Ed or Fraternity or Sorority affiliations, while smaller percentages reported affiliations with varsity athletics, Hopkins Center student ensembles and COSO-recognized performance groups.
 - This question was designed as a check to make sure that the sample wasn't overly skewed towards students involved in performance groups.



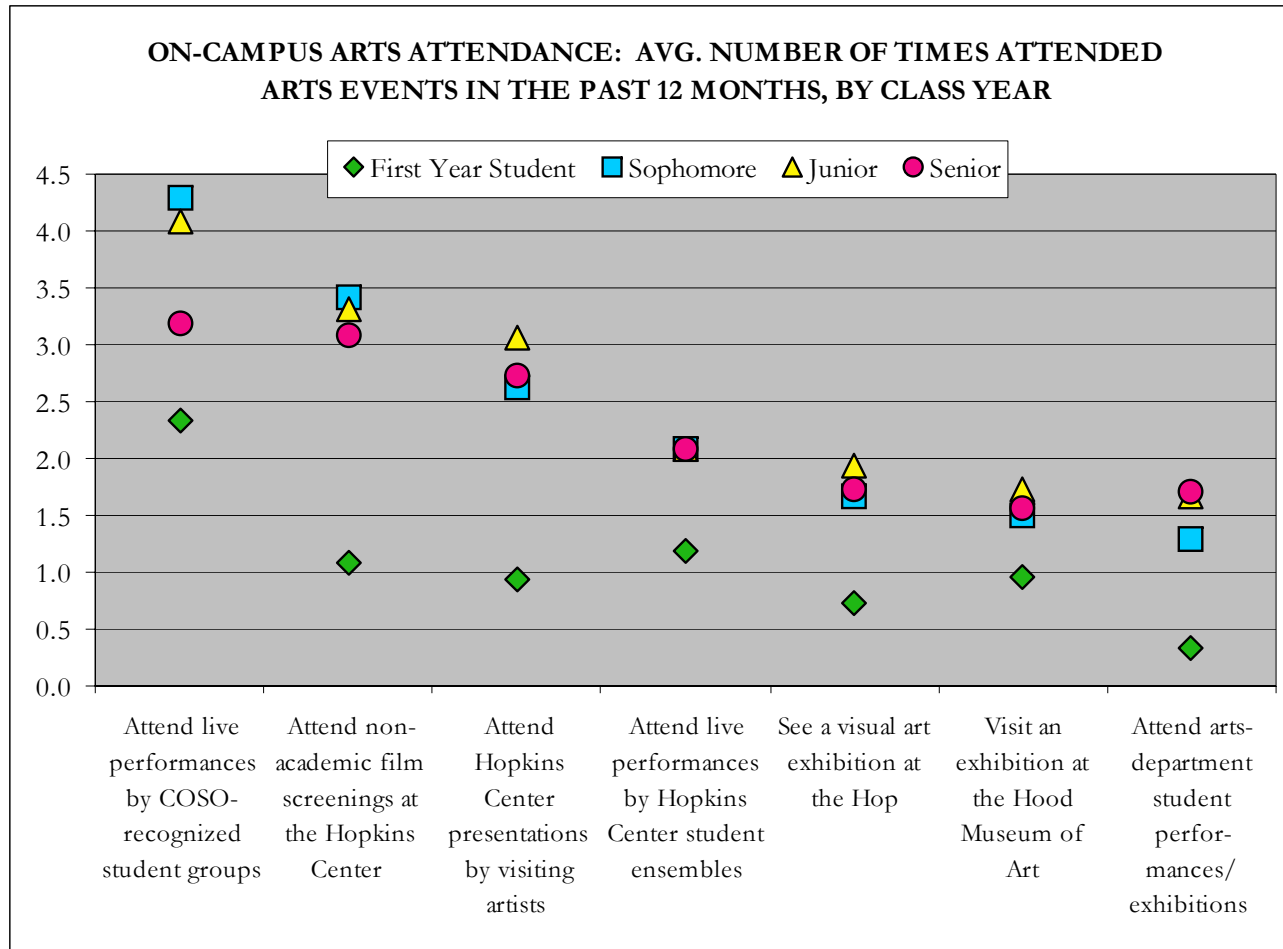
Past Involvement: High School Activities



- Of the nine categories of high school activity tested, Dartmouth students in all four class levels reported the highest involvement levels for 'band or orchestra.' Involvement levels for vocal music were about half those of instrumental music, suggesting a deep vein of interest in music among students at all levels.
- Involvement in a variety of linguistic activities (publications, language clubs, debate) out paces involvement in other arts activities (drama, visual arts, dance), suggesting interest in literary/language activities.



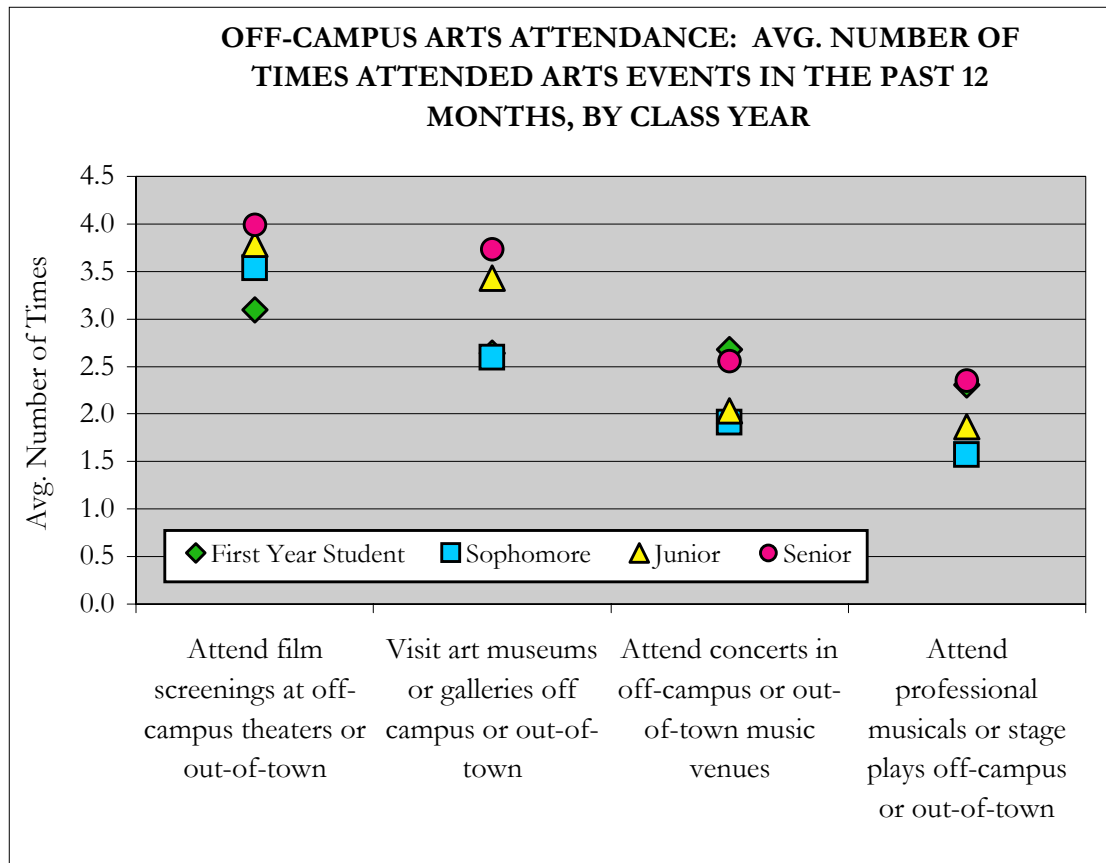
Frequency of On-Campus Arts Participation, by Class Level



- Students were asked about their frequency of attendance at a variety of on-campus and off-campus arts and cultural activities over the past 12 months.
- On-campus, students reported the highest levels of attendance at performances by COSO-recognized student groups, followed by non-academic film screenings and performing arts presentations at the Hop. Few differences were observed across class levels except for first year students, who, newly arrived on campus, would not be expected to report the same levels of attendance over the past 12 months as students in other class levels.
 - Should the Hop support and encourage the COSO-sponsored groups, so as to leverage the connections they have with students, even when the Hop cannot always accommodate their needs for space?



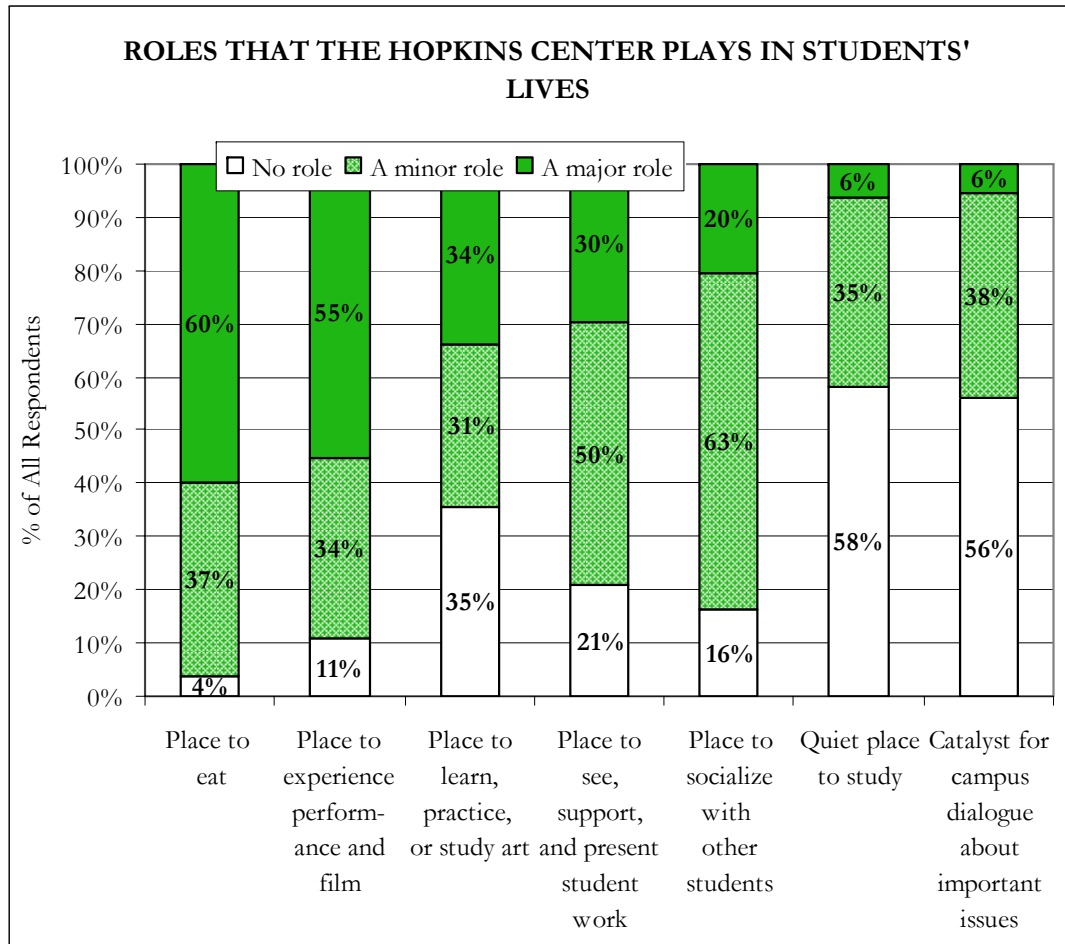
Off-Campus Arts Participation, by Class Level



- To contextualize the on-campus activity figures, students were asked to estimate their frequency of attendance at four types of off-campus arts events.
- As might be expected, film screenings were the most frequent activity of the four, but only slightly higher than visiting art museums or galleries off-campus or out-of-town, which contrasts sharply with the frequency of on-campus activity.
 - Juniors and Seniors were significantly more likely than first-year students and Sophomores to report off-campus visitation to museums and galleries.
- While the categories of on-campus and off-campus activities are not directly comparable, the general picture that emerges from the analysis is that on-campus activities constitute the lion's share of engagement in live arts and cultural programs, and that the Hopkins Center fulfills a large share of this activity, as well as programs by COSO-recognized student groups.
- Overall, students whose parents and caregivers took them frequently to arts events prior to college reported 150% higher levels of off-campus arts participation compared to those whose parents took them infrequently.



Hopkins Center's Role in Students' Lives

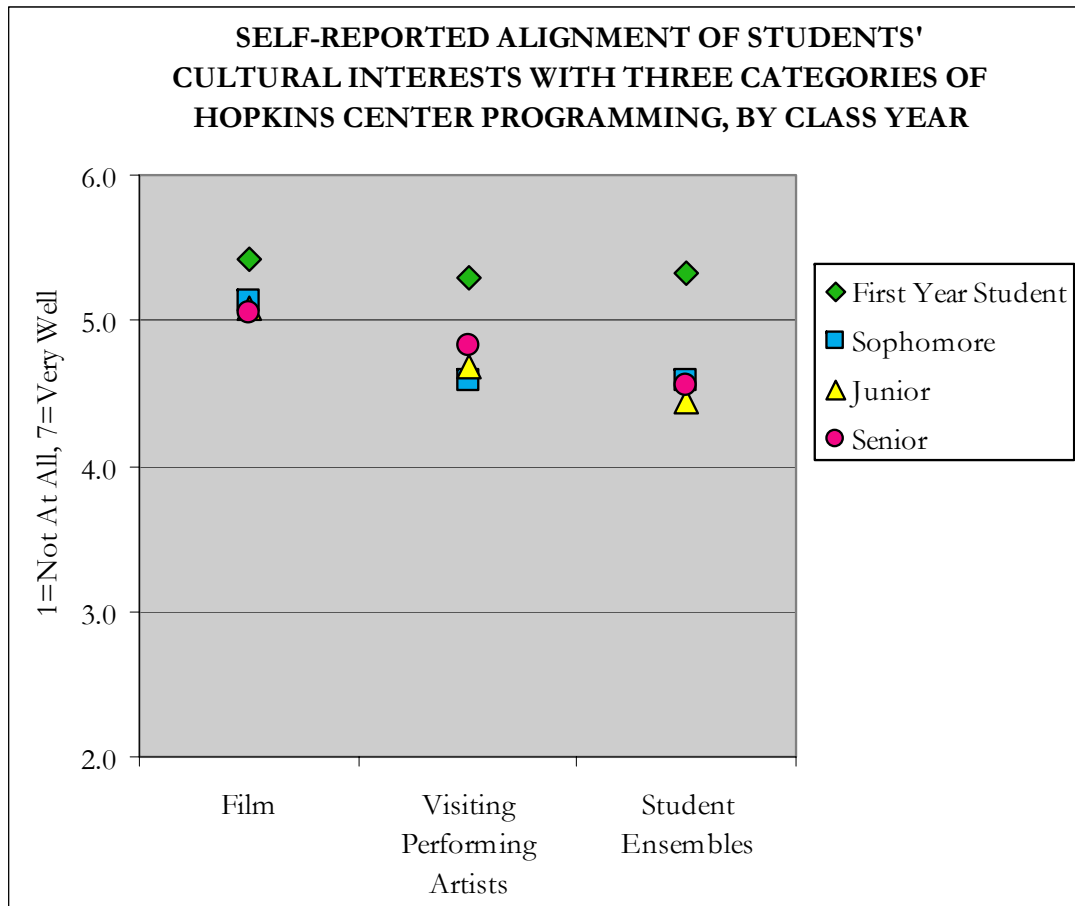


- In order to better understand the roles that the Hopkins Center plays in students' lives, seven different roles were tested for salience. Overall, students were most likely to cite the Hopkins Center's role as a 'place to eat' (60% 'major role'), while 55% characterized the The Hop as playing a major role in their lives as a 'place to experience performances and film' (55% 'major role').

- Results suggest a productive symbiosis between the social functions of the Hopkins Center and its cultural mission.



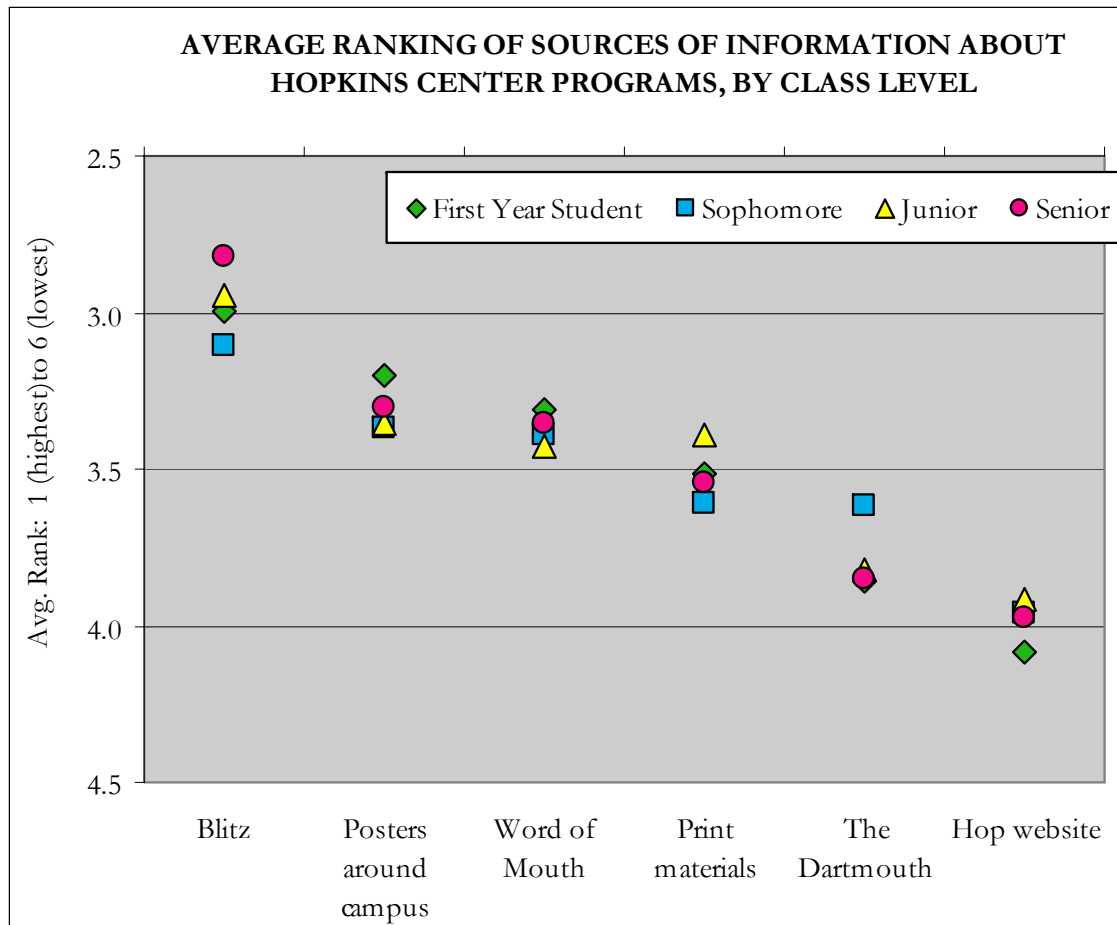
Alignment of Students' Cultural Interests with Hop Programs



- Students were asked, “How well does each of the Hopkins Center’s programming areas reflect your cultural interests?” on a scale of 1 (not at all) to 7 (very well). Above average scores were observed for all three categories of programs.
- The highest levels of alignment were reported for film programming, followed by visiting performing arts and student ensembles.
- First year students (who, presumably, have the least knowledge of Hop programs) reported the highest alignment levels, while students in the other three class levels reported lower levels of alignment.



Sources of Information about Hopkins Center Programs



- Students were asked to rank six specific sources of information “in order of their usefulness to you in finding out about Hopkins Center programs.” The top rankings in the chart at left indicate the most frequent sources of information.
- No clear patterns can be observed across class levels, although Blitz (email) seems to increase in rank among students in higher class levels.





Arts Participation Profile of Dartmouth Students

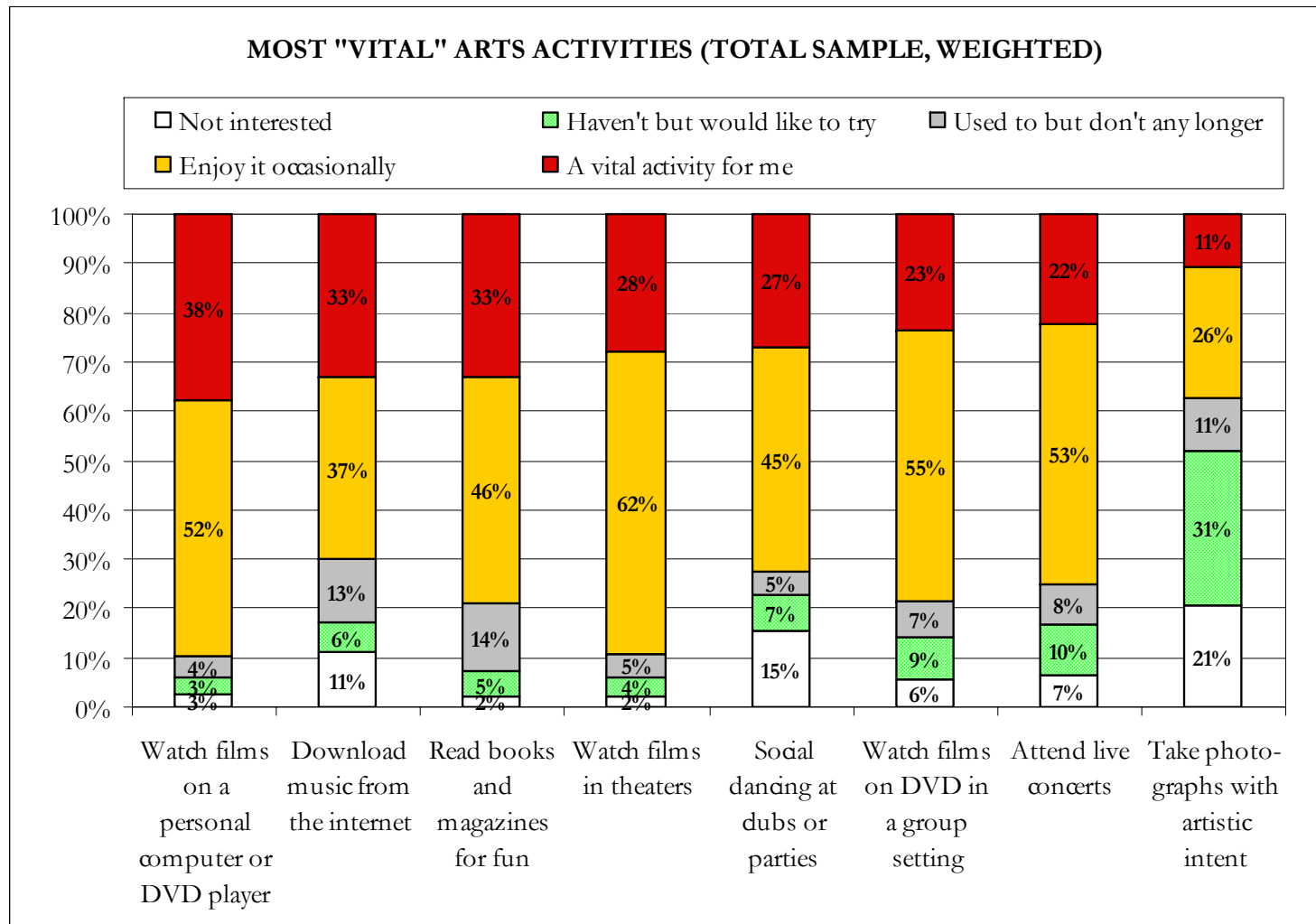


Level of Involvement in Arts Activities

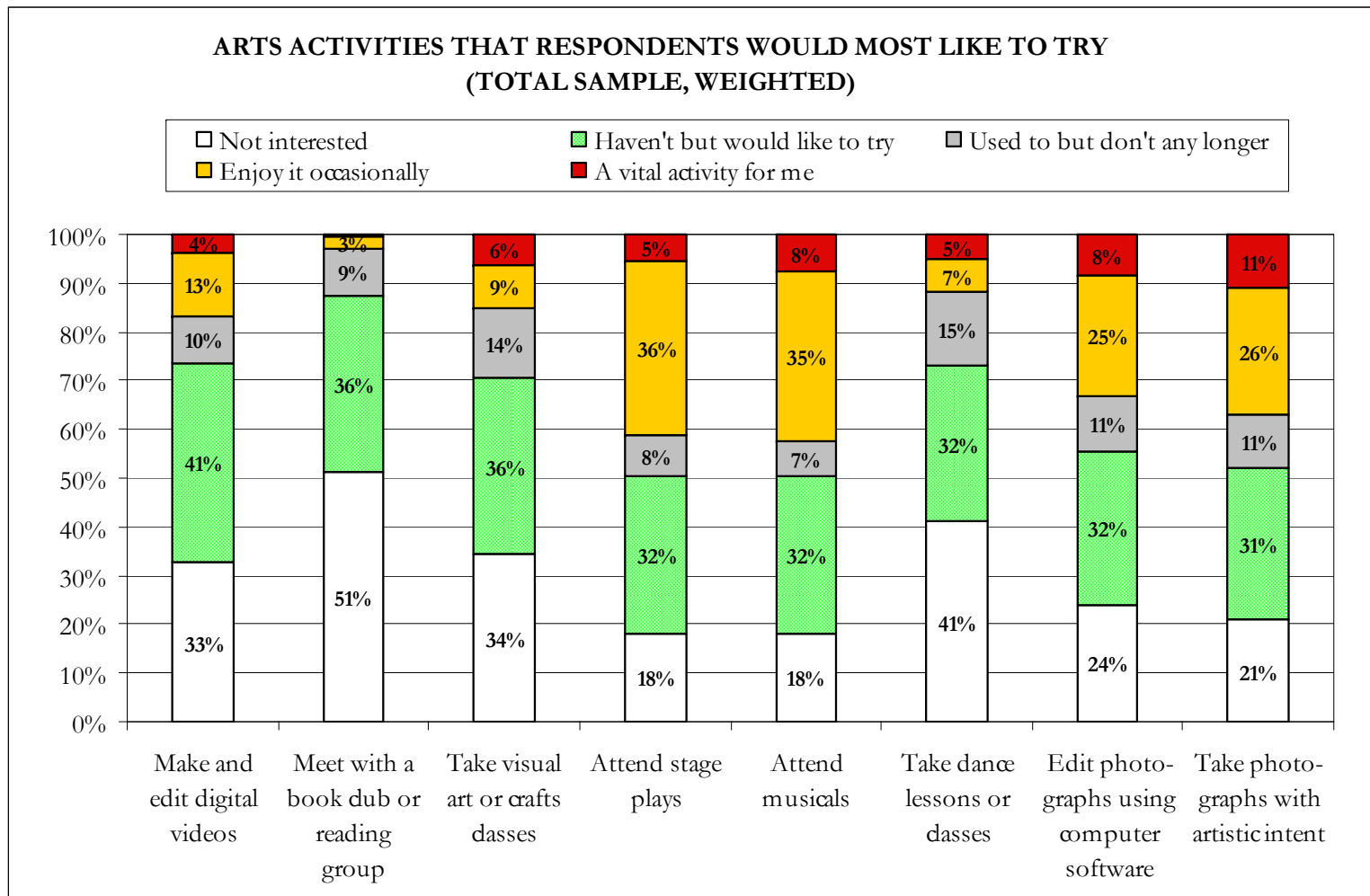
- A large portion of the survey was devoted to profiling students according to an extensive list of arts activities within each of the major disciplines (literary arts, music, dance, theater, visual arts and crafts) as well as online creative activities.
- The following pages provide an overview of those activities which were deemed ‘vital’ and those categorized as being of ‘unfulfilled interest’ (‘haven’t but would like to try’).
- For each activity, respondents were asked to select one of five response items:
 - Not interested
 - Haven’t, but would like to try (an indicator of “unfulfilled interest”)
 - Used to, but don’t any more (an indicator of past involvement)
 - Enjoy it occasionally
 - A vital activity for me
- It is important to note that these response items do not represent a continuous numerical scale, but rather are categorical in nature. The purpose of these response items is to capture the level of involvement or “centrality” of the activity to the respondent, including indicators of latent interest and past involvement, as well as activities that are of current interest.
- In addition to this series of ‘centrality’ questions, students were asked to indicate their level of interest in a number of specific types of music, dance and theater programs, in order to provide Hopkins Center staff with insight into the cultural preferences of students.
- Results paint a detailed picture of the kinds of arts activities and art forms that are vital to Dartmouth students.



Top Ten Most "Vital" Activities



Top Ten Activities: "Haven't, But Would Like to Try"

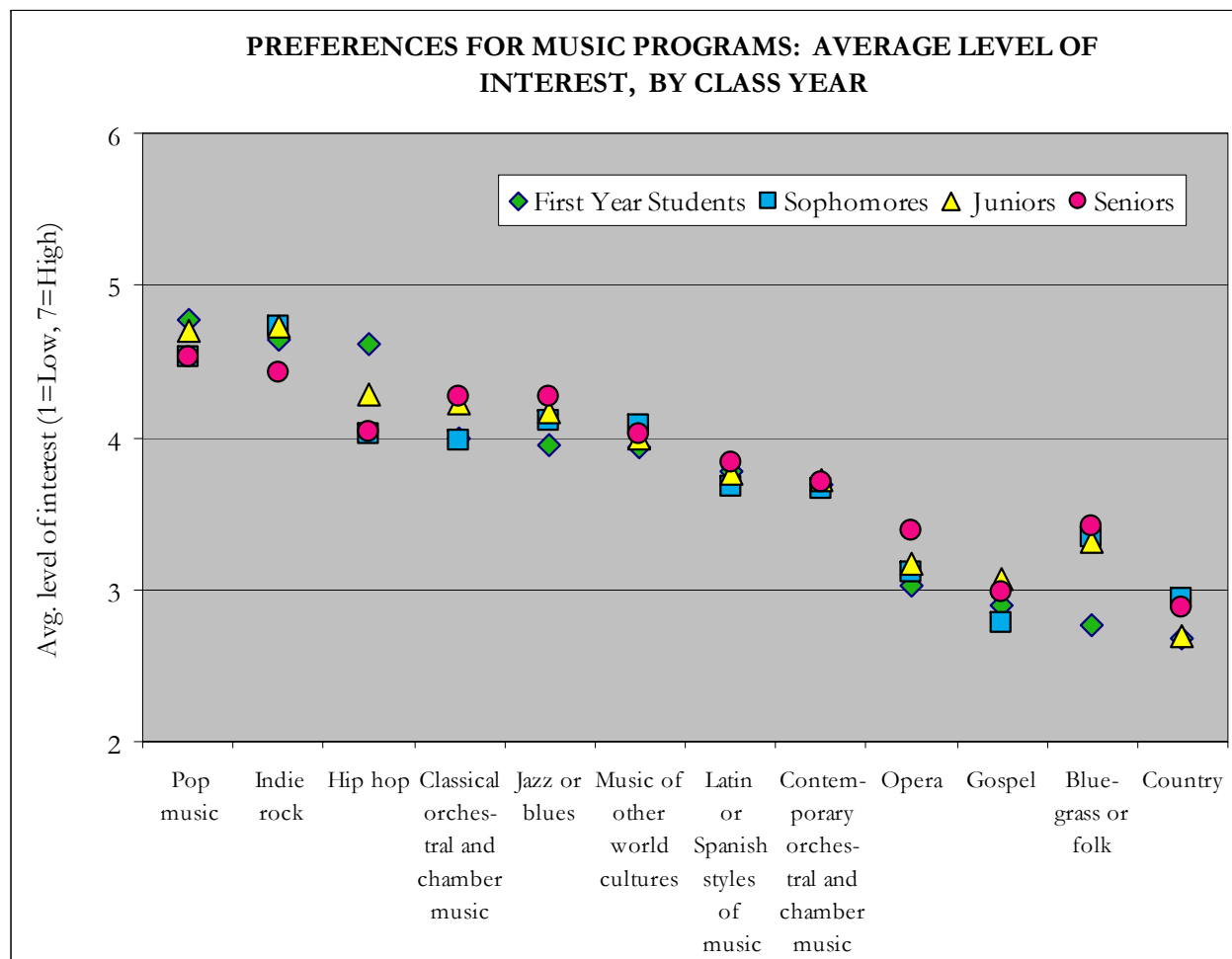




Levels of Interest in Specific Types of Art



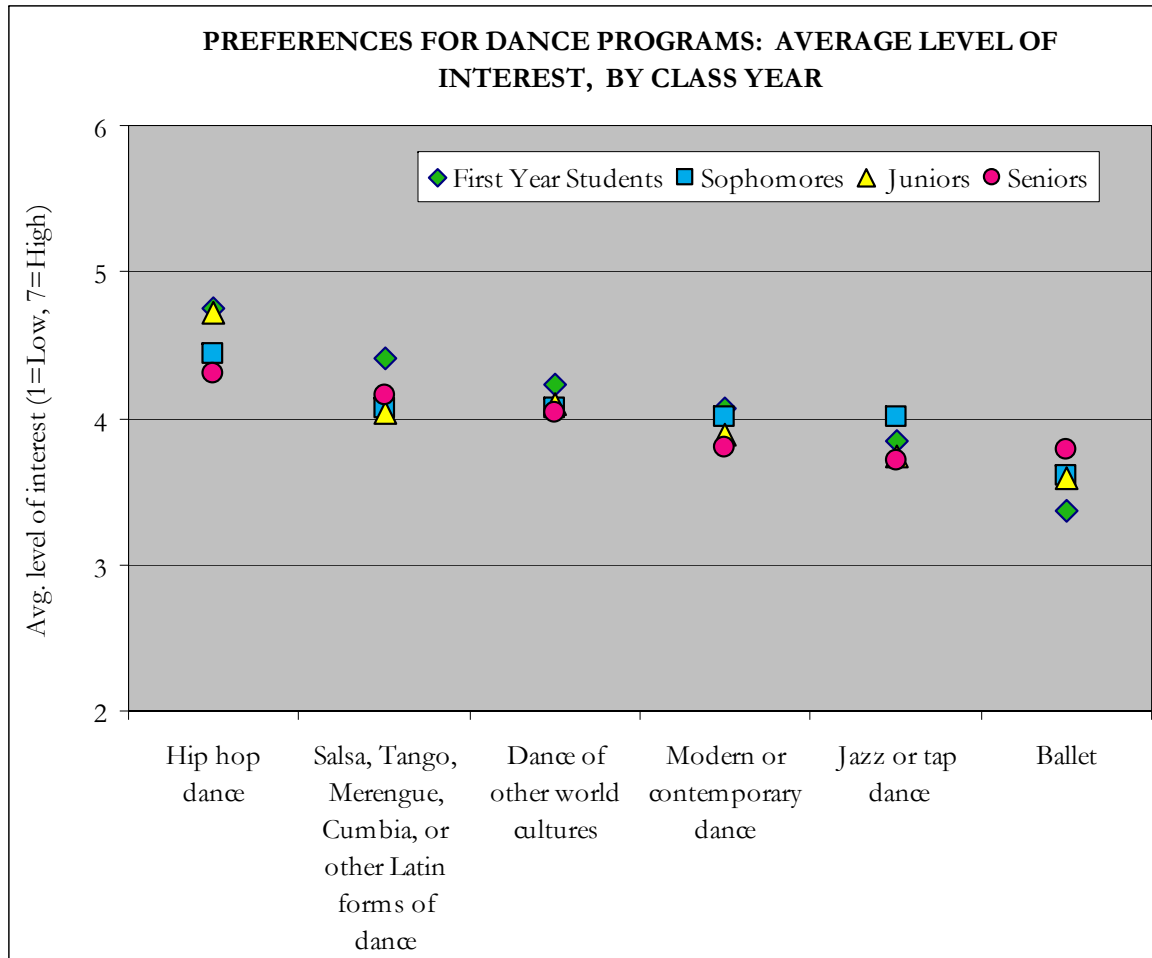
Preference Levels for Types of Live Music Performances



- In terms of interest in seeing different types of live music programs, students reported the highest interest levels in ‘pop music,’ ‘Indie rock’ and ‘hip hop.’ Note that ‘jazz or blues’ and ‘classical orchestral and chamber music’ tested at nearly the same level, just following the more popular forms of music, suggesting eclectic tastes in music.
- Few significant differences were observed by class level, except that first-year students reported higher levels of interest in ‘hip hop’ and lower levels of interest in ‘bluegrass or folk’.
- Overall, results illustrate the diversity of music preferences among Dartmouth students and underscore the important role that the Hop plays in offering a multiplicity of artistic voices.



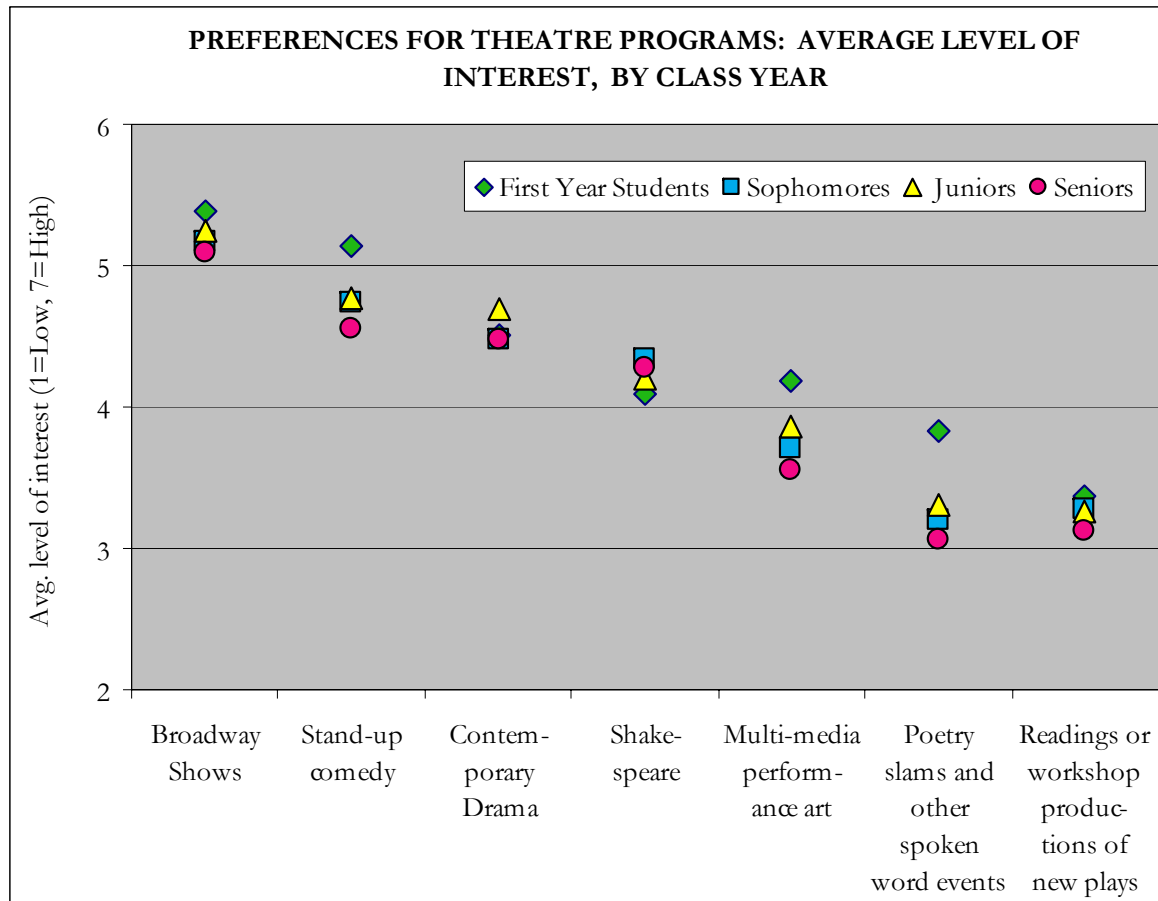
Preference Levels for Types of Live Dance Performances



- Overall, students reported the highest levels of interest in ‘hip hop dance’ followed by Latin dance forms.
- Ballet tested at the lowest level among the six categories, with arts majors reporting the highest figures.
- Aside from ‘hip hop dance,’ the figures for ‘modern or contemporary dance’ are roughly equal to the figures for Latin forms and ‘dance of other world cultures.’
- No significant differences in dance preferences were observed across class levels, except for slightly higher levels of interest in ‘hip hop dance’ among first year students and sophomores.



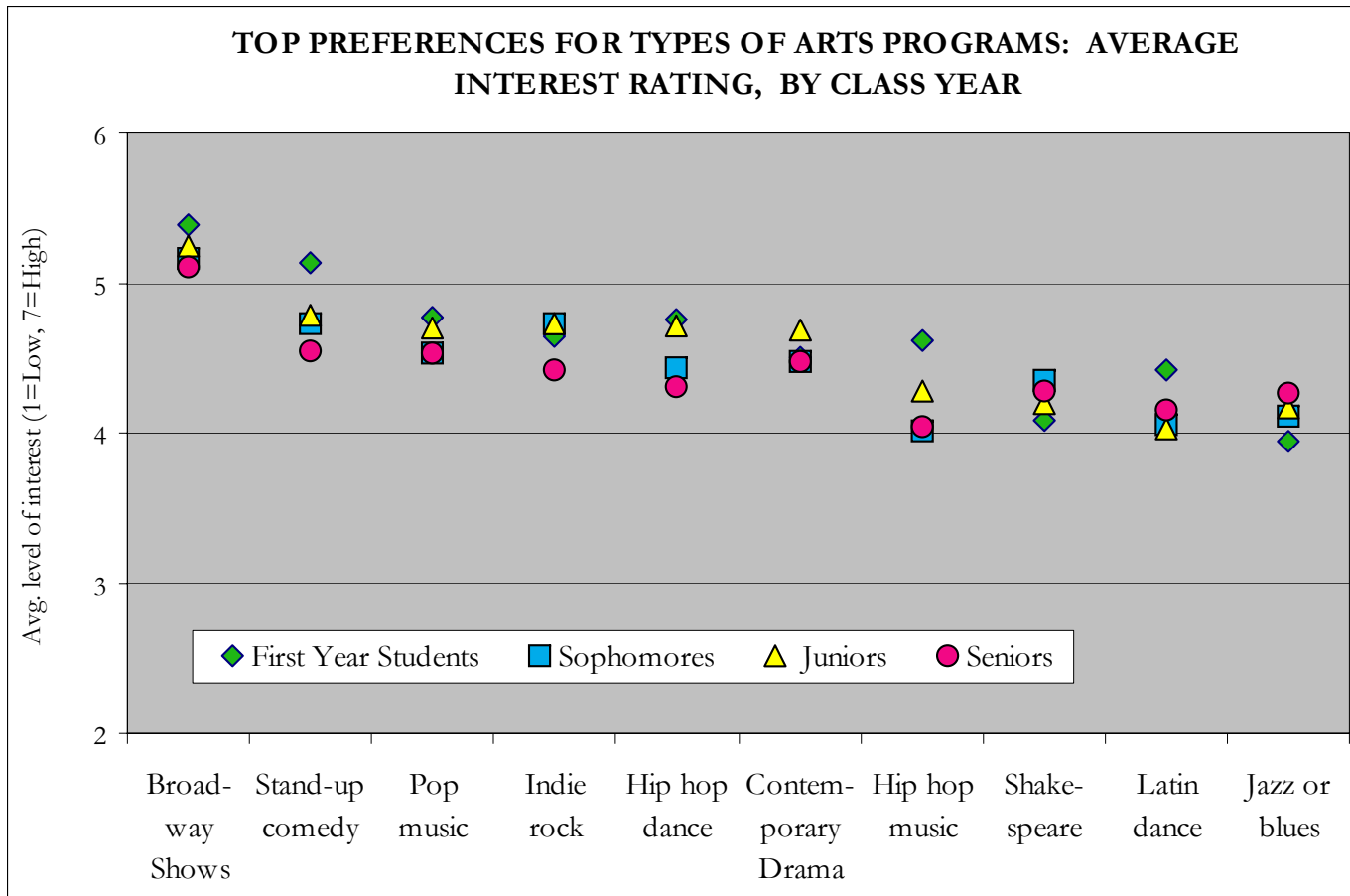
Preference Levels for Types of Live Theatre Performances



- Generally, more variation was observed across the seven types of theatrical experiences tested.
- Overall, students reported the highest interest levels in 'Broadway shows,' with little variation across class levels or areas of study, although first-year students reported slightly higher interest in spoken word events, multi-media performance art and stand up comedy.



Top Ten Overall Highest Preference Levels, by Class Level



- The chart at left summarizes preference data and lists the top ten types of live performances in terms of students' interest levels.
- The overall picture is one of extraordinarily diverse cultural tastes.





Appendix 1: Survey Protocol



FINAL VERSION FOR APPROVAL

Hopkins Center for the Arts

Dartmouth Student Cultural Census Protocol

Prepared by WolfBrown

Research Goals

The genesis of the student-focused research effort is a need for the Hopkins Center to gain a better understanding of students' attitudes, preferences and behaviors related to arts and culture, given that students are such a critical constituency for the Hopkins Center. With this initial survey, we will be developing and pilot testing a new protocol and data collection strategy that can be replicated every two or three years in order to observe changes in students' interests and cultural participation patterns on a longitudinal basis.

Data Collection Method

The survey will be administered exclusively online. Hopkins Center staff will broadcast an email message to students with an invitation to take the survey in exchange for a premium TBD. The survey will be programmed in Zoomerang, and a hyperlink will be provided in the email invitation.

Survey Topics

The following topics were identified in the original study proposal for investigation:

- arts background (history of taking art, music and drama classes, etc.)
- questions about parents' arts activities
- personal participation in a variety of arts activities in music, dance and theater, with the possibility of adding questions about literary arts as well as visual arts
- level of interest in doing new or different arts activities
- creative outlets (e.g., "How do you express yourself creatively?")
- music preferences
- attitudes about attending different types of live performances
- level of interest in learning about the art of different cultures
- values and beliefs relating to cultural participation
- demographic characteristics

Initial Email Invitation Language

Subject Line: Special Request from the Hopkins Center: Take the Dartmouth Cultural Pulse

Attention Dartmouth Students,

Would you take a few minutes to complete an online survey about your cultural interests?

The Dartmouth Cultural Pulse is the first-ever study of student cultural life. Your participation is essential.

Every student who completes the survey may choose a gift of food or film – your choice of a \$5 Boloco gift card, a \$5 Ben & Jerry's gift card, or a DFS film pass worth \$5.

To participate in the survey, go to <http://hop.dartmouth.edu/pulse>.

Sincerely,

Jeffrey H. James
Howard Gilman Director

Reminder Email Invitation Language

Subject Line: Special Request from the Hopkins Center: Take the Dartmouth Cultural Pulse

Attention Dartmouth Students,

Thanks to the hundreds of Dartmouth students who took the Cultural Pulse survey. Your answers will help to shape the future cultural life on campus.

If you have not yet taken the survey, the deadline has been extended for several days.

Every student who completes the survey will receive a gift of food or film – your choice of a \$5 Boloco gift card, a \$5 Ben & Jerry's gift card, or a DFS film pass worth \$5.

To participate in the survey, go to <http://hop.dartmouth.edu/pulse>.

Sincerely,

Jeffrey H. James
Howard Gilman Director

Survey Greeting Page

Thanks for participating in the Dartmouth Cultural Pulse Survey. All Dartmouth undergraduates are eligible to take the survey, which takes approximately 10 to 12 minutes.

Your opinions will be very helpful in shaping the future of cultural life on campus.

Your answers are confidential, so please be as candid as possible.

As a token of our appreciation, at the end of the survey you will find simple instructions for obtaining a gift of food or film – your choice of a \$5 Boloco gift card, a \$5 Ben & Jerry's gift card, or a DFS film pass worth \$5.

Let's get started...

Respondent Background

Which of the following best describes your major or primary area of study? (select one from the drop-down list)

Economics or Government
Psychological and Brain Sciences
Interdisciplinary Programs (incl. Special Majors)
Social Sciences (History/Geography/Sociology)
Humanities (English/Languages/Philosophy)
Arts (Studio Art/Music/Theater/Film/Media)
Sciences (Biology/Engineering/Computers)

Which of the following best describes your minor or secondary area of study, if applicable? (select one from the drop-down list)

[use same list]

What is your present class or level of study? (select one from the drop-down list)

First-Year Student
Sophomore
Junior
Senior or extended undergraduate study

Are you affiliated with any of these groups? (select all that apply)

Co-Ed/Fraternity/Sorority
Varsity Athletics
Hopkins Center Ensemble
COSO-recognized performance group (vocal/dance/comedy)

Pre-College History with the Arts

During your high school years, what was your level of involvement in the following group activities? (select one for each)

Response Choices

No Involvement
Occasional Involvement
Frequent Involvement

Band or orchestra
Choir or vocal ensemble
Drama club or community theater productions
Dance group
Visual art group
Crafts workshops
Debate
Publications
Language clubs

Prior to arriving at Dartmouth, how much training (i.e., lessons, classes or private instruction) did you have in the following activities, beyond the courses you may have taken in school? (select one for each)

Response Choices

- None
- 1 semester or class
- 1 year of training
- 2 years of training
- 3 years of training
- 4+ years of training

- Playing a musical instrument (any)
- Singing/vocal performance
- Dance (any style)
- Acting
- Visual art (any medium)

Prior to college, how many times did your parents, guardians or other adults ever take you to...? (select one for each)

Response Choices

- Never
- 1 or 2 times
- 3 to 5 times
- 6 to 10 times
- More than 10 times

- Art exhibitions at art museums
- Concerts by professional music ensembles and orchestras
- Performances by professional dance companies
- Stage plays with professional actors
- Musicals with professional performers

Attendance History

Over the past 12 months, how many times did you...?

Responses Choices

- None
- 1 or 2 times
- 3 to 5 times
- 6 to 10 times
- More than 10 times

- Attend professional musicals or stage plays off-campus or out-of-town
- Attend concerts in off-campus or out-of-town music venues
- Visit art museums or galleries off campus or out-of-town
- Attend film screenings at off-campus theaters or out-of-town

Over the past 12 months, how many times did you...?

[same responses choices as previous question]

Visit an exhibition at the Hood Museum of Art

See a visual art exhibition at the Hop

Attend live performances by Hopkins Center student ensembles (e.g., Barbary Coast Jazz Ensemble, Gospel Choir, Glee Club)

Attend live performances by COSO-recognized student performance groups (e.g., a cappella, dance, comedy)

Attend live professional performances by visiting artists in music, dance or theater at the Hopkins Center

Attend non-academic film screenings at the Hopkins Center (Spaulding Auditorium) or Hood Museum (Loew Auditorium)

Attend arts-department sponsored performances/exhibitions of *student work* (e.g., music recitals, film screenings, theater productions)

Values

How much do you agree with each of the following statements? If you cannot answer an item, just skip it.

Scale (1-7) [Randomize Items]

1 = DISAGREE

7 = AGREE

[bracketed text is for internal reference only and will not appear in the survey.]

I love that art these days can be digitized and remixed, sampled and quickly adapted.

[remixers]

I tend to avoid performances or films that may leave me feeling sad or disturbed.

[serenity-seeking]

I take a strong interest in the artistic legacy of my cultural heritage or social groups.

[strong cultural roots]

I seek out activities that will enhance my understanding of a broad range of world cultures.

[cultural diversity]

I like to be at the forefront of experiencing new art forms as they emerge.

[affinity with new art]

I enjoy performances/films with a strong political message.

[attracted to political content]

I'm offended by vulgar language or sexually suggestive content in a film, theater or dance performance.

[evidence of "decency standard"]

Attitudes About the Hopkins Center

The Hopkins Center serves many purposes for students. How big of a role does the Hopkins Center play in your campus experience... (select one for each)

No role at all

A minor role

A major role

- ... as a place to socialize with other students?
- ... as a quiet place to study?
- ... as a place to eat?
- ... as a place to learn, practice or study art
- ... as a place to experience performance and film?
- ... as a catalyst for campus dialogue about important issues?
- ... as a place to see, support and present student work?

Generally, how *aware* are you of the live performances going on at the Hopkins Center?

Generally, how *aware* are you of the film screenings going on at the Hopkins Center?

Scale (1-7)

1 = Unaware

7 = Aware

Rank the following sources of information in order of their usefulness to you in finding out about Hopkins Center programs. (1=most useful, 2=next most useful, etc.)

Rank 1 (most useful) to 6 (least useful):

- Print materials (brochures, postcards)
- The Dartmouth (online or in print)
- Hop website
- Blitz
- Posters around campus
- Word of Mouth

How well does each of the Hopkins Center's programming areas reflect your cultural interests?

(select one for each)

Scale (1-7)

1 = Not At All

7 = Very Well

- Visiting Performing Artists
- Student Ensembles
- Film

Are there any specific reasons why you don't attend live performances or film screenings at the Hopkins Center more often? [open-ended comments box]

Arts Interests

Now, please tell us about your level of engagement in different creative activities. For each activity, choose one of the following five answers:

Not active, no interest

Not active, but would like to try

Used to, but don't any longer
Enjoy occasionally
A vital activity for me

Generally, how active are you now in the following literary activities? (select one for each item)

Read books and magazines for fun
Read blogs
Meet with a book club or reading group
Write in a journal, diary or blog
Write poetry, lyrics or rap
Write original stories
Write for publications (campus or otherwise)
Attend or participate in spoken word events

Generally, how active are you now in the following theater activities? (select one for each item)

Take acting lessons or classes
Act in theater productions
Attend musicals with professional performers
Attend stage plays (non-musical) with professional actors

What is your level of interest in the following types of theater performances? (select one for each item)

Response Choices

1 = Low
7 = High

Broadway shows
Contemporary drama (late-19th-21st century)
Shakespeare and other classical drama
Readings or workshop productions of new plays
Stand-up comedy
Poetry slams and other spoken word events
Multi-media performance art

Generally, how active are you now in the following dance activities? (select one for each item)

Take dance lessons or classes
Dance in a performance group
Social dancing at clubs or parties
Watch TV shows about dancing or dance competitions
Attend performances by *professional* dance companies
Attend performances by *student* dance companies

What is your level of interest in the following types of dance performances? (select one for each item)

Response Choices

1 = Low
7 = High

Ballet
Modern or contemporary dance
Jazz or tap dance
Hip hop dance
Salsa, Tango, Merengue, Cumbia or other Latin forms of dance
Dance of other world cultures

Generally, how active are you now in the following music activities? (select one for each item)

Compose or arrange music
Take music lessons (any instrument or voice)
Sing in a choir
Play music in a group such as a band or orchestra
Download music from the Internet
Attend live concerts (any style of music)
Watch TV shows about music or music competitions

What is your level of interest in attending the following types of music concerts? (select one for each item)

Response Choices

1 = Low
7 = High

Jazz or blues
Country
Bluegrass/folk
Gospel
Hip hop
Pop music
Indie rock
Latin or Spanish styles of music
Music of other world cultures
Classical orchestral and chamber music
Contemporary orchestral and chamber music
Opera

Generally, how active are you now in the following visual arts, crafts and design activities? (select one for each item)

Take visual art or crafts classes
Make visual art (any medium)
Make crafts of any kind
Collect art or decorations
Attend talks about art, architecture and design
Visit art museums and galleries

Generally, how active are you now in these film and digital media activities? (select one for each item)

Watch films in theaters
Watch films on a personal computer or DVD player
Watch films on DVD in a group setting in residential halls or campus houses
Take photographs with artistic intent
Edit photographs using computer software
Make and edit digital videos
Post something online that you created yourself such as music, artwork, photos, stories or videos

How good for you are each of the following times for film screenings at the Hop? (select one for each item)

Response Choices:

Bad
No Preference
Good

Sun-Thurs early evenings (5-8 pm)
Sun-Thurs evenings (8-11pm)
Sat-Sun afternoons (2-5pm)
Fri-Sat early evenings (5-8 pm)
Fri-Sat evenings (8-11pm)

Are there any other creative activities that are important to you that have not been mentioned?
[Comments Box]

Demographics

To finish, please tell us a little about yourself.

Your gender?

Female/Male

Your age? (select one from the drop-down list)

Under 18
18
19
20
21
22
23
24
25+

Which of the following best describes your race/ethnicity? (select all that apply)

African American or Black
Asian American or Asian
Hispanic/Latino
White, not Hispanic

Native American or American Indian
Multi-racial or other race

Which of the following best describes the area where you grew up? (select one)

Urban
Suburban
Small City
Rural

Click Submit to finish the survey and learn how to claim your gift.

Verification and Premium Offer

Thanks so much for your assistance with the Dartmouth Cultural Pulse.

As a token of our appreciation, you may claim one of the following gifts (please indicate your first choice, restrictions may apply):

\$5 Ben and Jerry's gift card
\$5 Boloco gift card
\$5 DFS film pass good for a single film screening in Fall/Winter terms.

To claim your gift, enter your Name and HB in the fields below. This information will be used only for the purpose of sending you a gift certificate.

Name:
HB:

Would you like to receive information by email about Hopkins Center programs?

Yes/No

Would you like to be emailed a PDF copy of the research report based on this survey?

Yes/No

Click "Submit" to exit the survey.