

RYMAN ARTS: PROGRAM EVALUATION

ON-LINE SURVEY OF ALUMNI

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Ryman Arts Alumni Survey Executive Summary and Conclusions

The Ryman Arts alumni survey was conducted as an internet survey during July and August 2005 on the SurveyMonkey.com[®] website. A total of 74 alumni completed the survey online.

Characteristics Of The Respondents

- The majority of respondents were recent graduates of the Ryman Program. Half completed the program between 2001-2005, 33 percent completed the program between 1996-2000, and 17 percent completed the program between 1991-1995.
- Almost all respondents pursued higher education following high school (93 percent).
- Most respondents with college experience were still in school (41 percent expecting to graduate in 2006-2010) or recently graduated (33 percent graduated in 2001-2005).
- Respondents with college experience listed the Colleges and Universities they attended. Schools identified most often include the Art Center College of Design (10 percent), the Otis College of Art and Design (9 percent), the University of Southern California (9 percent), CalArts (9 percent), and Cal State Long Beach (7 percent).
- More than three-fourths of respondents with college experience had a visual arts major such as fine arts, studio arts, design, architecture or art history (78 percent). Only 16 percent majored in a field not related to the visual arts, such as business, science, or humanities. Three percent had a mixed major that combined visual arts and some other field.
- The academic degree obtained by respondents with college experience tended to be either a Bachelor of Arts (28 percent) or Bachelor of Fine Arts (25 percent).
- Respondents identified the type of work they do. The top two categories were: “student” (24 percent) and “graphic design/design/illustration” (20 percent).
- The respondents described how they are involved in the arts today. Forty percent of respondents reported earning a living in an art-related career, while 36 percent continue to make art but not as primary employment. In the past year, 22 percent of respondents exhibited their work at a gallery and/or show.

- Most respondents remain involved in art by visiting museums, galleries, and/or cultural institutions (69 percent). Twenty percent of respondents are members or volunteers at museums, galleries or cultural institutions.
- Just under half of respondents (46 percent) said they were members of the Ryman Arts Alumni Association.

Ryman Program Experience

- While in the program, most respondents took beginning drawing (84 percent) and intermediate drawing and watercolor (77 percent). More than half of the respondents took advanced painting (60 percent), and about a third took a landscape class (31 percent).
- From a list of eight phrases, the survey asked respondents to select the phrases that best sum up their experiences with the Ryman Program. Of the eight phrases, “rewarding” (88 percent) and “eye-opening” (65 percent) top the list.
- Respondents described the program’s influence on their college plans. Half of respondents said Ryman encouraged them to major in art (47 percent), two-fifths said Ryman provided practical information about art schools and colleges (41 percent), and almost one-third said Ryman encouraged them to want to attend college (30 percent). One-fourth of respondents said the program had no influence on their college plans (24 percent). Just three percent of respondents felt that Ryman discouraged them from majoring in art.
- The respondents described the program’s influence on their career choices. Nearly two-thirds of respondents felt that the program gave them confidence and skill to pursue art (62 percent) and half felt that the program made them more aware of different careers in art (50 percent). Ten percent said that the program made them realize that they did not want to be a professional artist.

Program Ratings

- Respondents rated the extent to which the Ryman Program helped them in five areas, using a 4-point scale from 1=“Not at all” to 4=“Tremendously”. In descending order, the five areas were rated as follows: realizing my artistic potential (mean=3.21), building my confidence (mean=2.93), becoming more ambitious (mean=2.75), being comfortable with exhibiting my work (mean=2.64) and managing my time” (mean=2.21).
- Respondents rated the extent to which the Ryman Program influenced five aspects of their lives, using a 4-point scale from 1=“Not at all” to 4=“Tremendously”. In descending order, the five aspects were rated as follows: improved my drawing and/or painting skills (mean=3.25), provided references and/or recommendations (mean=2.41), introduced me to careers I

was not aware of (mean=2.39), affected my work habits (mean=2.32), and helped me find internships and/or jobs (mean=1.80).

- Respondents rated the importance of six aspects of the Ryman Program on a 4-point scale from 1="Not at all" to 4="Tremendously". Respondents gave favorable ratings to all six items: receiving all services free of charge (mean=3.57), meeting and working with established artists (mean=3.47), focus on traditional art skills (mean=3.46), rigorous nature of the program (mean=3.41), meeting other teens who love art (mean=3.41), and taking classes on a college campus (mean=3.21).

Comparison Of Advanced Ryman Students Versus Other Ryman Students

- Results of the survey were compared for students who completed advanced courses at Ryman (advanced students) versus those who did not progress to advanced courses (other students). There were a number of differences in the experiences of the two groups:
 1. Advanced students were more likely than other students to describe the Ryman experience as "rewarding" (98 percent vs. 73 percent).
 2. Advanced students were less likely than other students to describe the program as "intimidating" (5 percent vs. 27 percent).
 3. Advanced students were more likely than other students to say that the program "encouraged me to want to attend college" (39 percent vs. 17 percent).
 4. Advanced students were less likely than other students to say that the program "didn't have any influence on my college plans" (16 percent vs. 37 percent).
 5. Advanced students were more likely than other students to say that the program "made me more aware of different careers in art" (61 percent vs. 33 percent).
- The two groups also differed in how they rated the Ryman Program. On a 4-point scale from 1="Not at all" to 4="Tremendously", respondents rated the extent to which the Ryman Program helped and influenced them in a variety of areas. The following items received significantly higher scores from advanced students compared to other students:
 1. "Realizing my artistic potential" (advanced students' mean=3.40 vs. other students' mean=2.93).

2. "Improved my drawing and/or painting skills" (advanced students' mean=3.44 vs. other students' mean=2.96)
 3. "Provided references and/or recommendations" (advanced students' mean=2.64 vs. other students' mean=2.00)
 4. "Introduced me to careers I was not aware of" (advanced students' mean=2.56 vs. other students' mean=2.12)
 5. "Affected my work habits" (advanced students' mean=2.49 vs. other students' mean=2.04)
- On a 4-point scale from 1="Not important" to 4="Very important", respondents rated the importance of six aspects of the Ryman Program. Advanced students gave higher scores than other students to the item "focus on traditional art skills" (advanced students' mean=3.61 vs. other students' mean=3.25).

Open-Ended Responses

- The survey asked respondents to describe anything they thought was missing from the Ryman Program. Fewer than one-third of the respondents wrote something. The most prevalent suggestion was to broaden the Ryman Program's scope and offer a wider range of classes.
- Respondents also had the opportunity to write in additional comments about the Ryman Program. One-third of the respondents (32 percent) wrote comments, most of which were positive remarks about their experiences or personal memories of the program.

Conclusions

Seventy-four Ryman alumni, most of them recent graduates, gave a very favorable report of their experiences at Ryman, and its many influences on their lives. Nearly all of them pursued higher education. Of those with college experience, most majored in an art-related field, such as fine arts, studio arts, or graphic design. Two-fifths of respondents (40 percent) reported earning a living in an art-related career, either full or part-time. This is a high percentage, particularly since many respondents were still in school and had not yet embarked on a career.

The respondents acknowledged the impact of the Ryman Program on their college and career choices. They described the program as “rewarding” and “eye-opening” and gave it high marks for helping them realize their artistic potential and improving their drawing and/or painting skills. They valued key elements of the program, such as working with established artists and the focus on traditional art skills. Above all, they appreciated that all Ryman Program services were free of charge.

Not surprisingly, alumni who took advanced courses at Ryman were more strongly influenced by their experiences at Ryman than alumni who did not progress that far. The advanced group reported that they developed more fully as artists and learned more about college and career opportunities in the arts.

One aspect of the Ryman Program that received low scores from both advanced students and other students was “helping me to find internships and jobs.” Although respondents felt that Ryman exposed them to educational opportunities and careers in art, the program did not offer practical experiences such as internships.

Otherwise, there were not many discouraging results. In fact, when asked what was missing from the Ryman Program, less than one-third of the respondents had anything to say. Most often, these respondents asked for a wider range of classes (n=9). By and large, the survey results give a very favorable picture of the Ryman Program and its influence on students, particularly those who progress to advanced courses.

This survey had a response rate of just 11 percent. Making conclusions about the Ryman Program based on a sample of 74 alumni is risky. There is no way of knowing if the results from these respondents are representative of the full population of Ryman alumni. If the survey were repeated, the response rate might be improved by focusing more on delivery by postal mail than email. Steps would include mailing a print copy of the survey along with a stamped return envelope, including a nominal incentive “gift” in the mailing as a thank-you for completing the survey, emphasizing the importance of the survey results for long-range planning, promising to share the results of the survey with those who complete the survey, and sending out reminder postcards two weeks after the initial mailing.

Ryman Arts Alumni Survey

Introduction

Methodology

The Ryman Arts alumni survey was conducted as an internet survey on the SurveyMonkey.com[®] website. Ryman contacted 660 alumni through e-mail and postal mail. The letter described the survey, invited alumni to participate, and gave the internet link to the SurveyMonkey[®] website. Alumni also had the option to contact Ryman for a print copy of the survey, although no one requested one. A total of 74 alumni completed the online survey for a response rate of 11%.¹

The survey (see Appendix A) asked alumni about their classes and experiences at Ryman, their college experience, current employment, and involvement with art today. Alumni also rated various aspects of the Ryman Program using 4-point rating scales. Finally, the survey asked respondents to describe anything they thought was missing from the Ryman Program, and invited them to write-in general comments about the Ryman Program.

Data Analysis

The survey data were analyzed using SPSS 12.0.1, a statistical package for personal computers. Frequency distributions were calculated for all items. Summary statistics, including the mean (average) and standard deviation (spread of scores: “±” in tables), were calculated for the rating scales. Replies to open-ended questions were analyzed qualitatively by grouping together similar responses to form broad response categories.

Survey results were compared for alumni who completed advanced courses at Ryman versus those who did not. Differences in the two groups were tested using standard statistical tests such as chi-square analysis or analysis of variance.²

¹ One additional respondent logged on to the survey website but did not complete the survey.

² A standard 0.05 level of significance was used for all statistical comparisons.

Principal Findings

Characteristics Of The Respondents

Year The Ryman Program Was Completed

The majority of respondents were recent graduates of the Ryman Program (see Table 1). Half completed the program between 2001-2005, 33 percent completed the program between 1996-2000, and 17 percent completed the program between 1991-1995. The number of students in the Ryman Program has grown substantially since it's beginnings in 1990 so it is not surprising that many respondents were recent graduates.

Table 1
Year The Ryman Program Was Completed
(n=74)

Year	Percent %	Year	Percent %
1991	6.9	2000	6.9
1992	1.4	2001	12.5
1993	1.4	2002	2.8
1994	4.2	2003	18.1
1995	2.8	2004	15.3
1996	4.2	2005	1.4
1997	8.3	1991-1995	16.7
1998	5.6	1996-2000	33.3
1999	8.3	2001-2005	50.0

College Experience

Almost all of the respondents pursued or are now pursuing higher education (n=69; 93 percent). Respondents with college experience provided the college/university name, major, degree, and year of graduation. Tables 2 - 6 give the results in both frequencies and percents.

Table 2 lists the Colleges and Universities identified by the respondents with college experience. Schools identified most often include the Art Center College of Design (10 percent), the Otis College of Art and Design (9 percent), the University of Southern California (9 percent), CalArts (9 percent), and Cal State Long Beach (7 percent).

Table 2
College Or University Attended
(n=69)

If you attended or are attending college please write in your college:	Frequency N	Percent ¹ %
Art Center College of Design	7	10.1
Otis College of Art and Design	6	8.6
University of Southern California	6	8.6
California Institute of the Arts/CalArts	6	8.6
California State University Long Beach	5	7.2
University of California Irvine	3	4.3
University of California San Diego	3	4.3
Cal Poly San Luis Obispo	2	2.9
Cooper Union	2	2.9
Long Beach City College	2	2.9
University of California Berkeley	2	2.9
University of California Los Angeles	2	2.9
Rhode Island School of Design	2	2.9
Whittier College	2	2.9
Biola Univerisity	1	1.4
Boston University	1	1.4
Brooks Institute	1	1.4
California State University Los Angeles	1	1.4
Cal Poly Pomona	1	1.4
El Camino College	1	1.4
Harvard University	1	1.4
Los Angeles Valley College	1	1.4
Macalester College	1	1.4
Pasadena City College	1	1.4
Princeton University	1	1.4
San Jose State University	1	1.4
Santa Ana College	1	1.4
Santa Monica City College	1	1.4
Santiago Canyon College	1	1.4
University of California Santa Barbara	1	1.4
University of California Santa Cruz	1	1.4
Vassar College	1	1.4
Wesleyan University	1	1.4
Woodbury University	1	1.4
Yale University	1	1.4

¹Some respondents wrote in more than one school, so total percent exceeds 100.

Table 3 categorizes the majors reported by the respondents with college experience. More than three-fourths (78 percent) had a visual arts major such as fine arts, studio arts, design, architecture or art history. Only 16 percent majored in a field not related to the visual arts, such as business, science, or humanities. Three percent had a mixed major that combined visual arts and some other field. Three percent did not report a major.

Table 3
Type Of College Major
(n=69)

Type of major	Frequency N	Percent %
Visual arts (e.g. Fine Arts, Studio Arts, Design, Architecture, Art history)	54	78.3
Other major, not visual arts (e.g. Business, English, Religion, Science)	11	15.9
Mixed – both visual arts and other major	2	2.9
Not reported	2	2.9

Table 4 lists the majors identified by the respondents with college experience (note that some respondents identified more than one major). At the top of the list are Fine Arts (15 percent), Studio Arts (13 percent), Art (12 percent) and Graphic Design (9 percent).

Table 4
Listing Of College Majors
(n=69)

If you attended or are attending college please write in your major:	Frequency N	Percent ¹ %
Visual Art/Art-Related Majors		
Fine Arts	10	14.5
Studio Arts/Painting/Photography	9	13.0
Art	8	11.6
Graphic Design	6	8.7
Illustration	5	7.2
Animation	5	7.2
Art History	4	5.8
Graphic Communication/Communication Design	4	5.8
Architecture	3	4.3
Industrial Design/Product Design	3	4.3
Interactive Media/Media Studies/Digital Media	3	4.3
Advertising Design	1	1.4
Film/Video	1	1.4
Set Design	1	1.4
Other Majors:		
Business/Finance/Real Estate	3	4.3
Science/Bioengineering	2	2.9
Sociology/Ethnic Studies	2	2.9
Humanities/English/Religion	2	2.9
Theatre/Screenwriting	2	2.9
Not Reported	2	2.9

¹Some respondents wrote in more than one major, so total percent exceeds 100.

Table 5 lists the respondents' college degrees (or expected degrees). Most prevalent are Bachelor of Arts (28 percent) and Bachelor of Fine Arts (25 percent). A number of respondents left this item blank (28 percent), perhaps because they were still in school and had not yet completed a degree.

Table 5
College Degree
(n=69)

If you attended or are attending college please write in your degree:	Frequency N	Percent' %
Bachelor of Arts	19	27.5
Bachelor of Fine Arts	17	24.6
Bachelors	5	7.2
Bachelor of Science	5	7.2
Master of Fine Arts	2	2.9
Associate Degree	2	2.9
Master of Arts	1	1.4
Not Reported	19	27.5

'Some respondents wrote in more than one major, so total percent exceeds 100.

Table 6 lists the respondents' college graduation year (or expected college graduation year). Two-fifths were still in school (42 percent expecting to graduate in 2006-2010). One-third were fairly recent graduates (33 percent graduating in 2001-2005).

Table 6
College Graduation Year
(n=69)

If you attended or are attending college please write in your year of graduation:	Frequency N	Percent %
1996 – 2000	6	8.7
2001 – 2005	23	33.3
2006 – 2010	28	41.6
Not Reported	12	17.4

Occupation

Respondents reported their primary occupation by selecting from a list of 32 occupations, or writing in the type of work they do. Table 7 gives the results in frequencies and percents. Topping the list are “student” (24 percent) and “design/graphic design/illustration” (20 percent). A number of respondents left this item blank (22 percent).

Table 7
Occupation
(n=74)

What type of work do you do?	Frequency N	Percent¹ %
Student (full or part-time)	18	24.3
Design/Graphic Design/Illustration	15	20.3
Education/Training	5	6.8
Fine Art	5	6.8
Architecture	3	4.1
Art Education/Administration	2	2.7
Construction/Facilities	2	2.7
Healthcare	2	2.7
Non-profit/Volunteer	2	2.7
Accounting/Finance/Banking	1	1.4
Advertising/Public Relations	1	1.4
Clerical/Administrative	1	1.4
Engineering	1	1.4
Internet/New Media/Technology	1	1.4
Legal	1	1.4
Management/Consulting	1	1.4
Themed Entertainment	1	1.4
Not Reported	16	21.6

¹Total percent exceeds 100 because some respondents listed more than one occupation.

Type Of Involvement In Art Today

The survey asked respondents how they are involved in art today (see Table 8). More than two-thirds of respondents are involved in art by visiting museums, galleries, and/or cultural institutions (69 percent). Forty percent of respondents earn a living in an art-related career, and 36 percent of respondents continue to make art but not as primary employment. In the past year, 22 percent of respondents exhibited their work at a gallery and/or show. Twenty percent of respondents are members or volunteers at museums, galleries or cultural institutions. Of respondents who wrote in an “other” response, almost all said they were still in school (22 percent).

Table 8
Type Of Involvement In Art Today
(n=74)

How are you involved in art today? (check all that apply)	Percent %
I appreciate art by visiting museums, galleries, and/or cultural institutions.	69
I earn my living in an art-related career. ¹	40
I continue to make art but not as my primary employment.	36
Within the past year I have exhibited my work at a gallery and/or show.	22
Other response: student/art student.	22
I support museums, galleries, and/or cultural institutions by being a member or volunteer.	20

¹Some respondents described part-time careers, such as “part-time art teacher.”

Ryman Arts Alumni Association Membership

Just over half of the respondents (54 percent) are members of the Ryman Arts Alumni Association.

Table 9
Ryman Arts Alumni Association Membership
(n=74)

Are you a member of the Ryman Arts Alumni Association?	Percent %
Yes	54
No	46

Ryman Program Experience

Classes Taken With The Ryman Program

While in the Ryman Program, most respondents took beginning drawing (84 percent) and intermediate drawing and watercolor (77 percent) (see Table 10). More than half of the respondents took advanced painting (60 percent), and about a third took a landscape class (31 percent).

Table 10
Classes Taken With The Ryman Program
(n=74)

What classes did you take with the Ryman Program? (check all that apply)	Percent %
Beginning Drawing	84
Intermediate Drawing/Watercolor	77
Advanced Painting	60
Landscape	31
Other ¹	8

¹Other classes: figure/life drawing n=3; summer program n=3.

Phrases That Sum Up The Ryman Program Experience

From a list of eight phrases, the survey asked respondents to select up to three phrases that best sum up their experiences with the Ryman Program (see Table 11). Of the eight phrases, “rewarding” (88 percent) and “eye-opening” (65 percent) top the list. Respondents also had the opportunity to write in additional phrases (see Table 12). The “other” phrases are all positive, and include words such as “inspiring”, “challenging”, “door-opening”, and “unforgettable”.

Table 11
Phrases That Sum Up The Ryman Program Experience
(n=74)

Which phrase(s) best sum up your experience with the Ryman Program?	Percent %
Rewarding	88
Eye-opening	65
Hard	20
Other ¹	30
Intimidating	14
Too easy	3
Too much work	0
Not worthwhile	0
Do not have strong memories	0

¹Other responses: see Table 12.

Table 12
“Other” Phrases That Sum Up The Ryman Program Experience

“Other” responses that sum up the experience with the Ryman Program:	Frequency N
Inspiring/inspirational	4
Challenging	3
Motivating/encouraging	3
Best experience	2
Door-opening	2
Preparation for college	2
Worthwhile/valuable	2
Fulfilling	1
Helpful	1
Pleasant	1
Professional	1
Surrounded by talent	1
Unforgettable	1

The Ryman Program's Influence On College Plans

Respondents described the program's influence on their college plans (see Table 13). They could choose from five statements and/or write in a comment. Only 24 percent of respondents said that Ryman had no influence on their college plans. Half of respondents (47 percent) said Ryman encouraged them to major in art, 41 percent said Ryman provided practical information about art schools and colleges, and 30 percent said Ryman encouraged them to want to attend college. Just three percent of respondents felt that Ryman discouraged them from majoring in art. A number of respondents wrote in additional comments (see Table 14 for a list of the comments).

Table 13
The Ryman Program's Influence On College Plans
(n=74)

What influence did Ryman have on you attending college? (check all that apply)	Percent %
Encouraged me to major in art	47
Provided practical information about art schools/colleges	41
Encouraged me to want to attend college	30
It didn't have any influence on my college plans	24
Other response ¹	14
Discouraged me from majoring in art	3

¹Other response: see Table 14.

Table 14
The Ryman Program's Influence On College Plans: Other Responses

What influence did Ryman have on you attending college? Other responses:
Made me question (in a good way) if art college was for me.
Made me consider an arts major as a possibility.
The teachers motivated me a lot.
I think it provided with some self-confidence in my work that aided me in proceeding towards higher education.
Sharpened my skills and knowledge of art so that I could have the confidence to proceed with my goals as an art major.
Ryman helped me network with many art connections and jobs related to the arts.
Helped developing portfolio.
I found the different difficulties that each media had for me.
Building basic foundations of different material usage.

The Ryman Program's Influence On Career Choices

The respondents described the program's influence on their career choices (see Table 15). They could choose from three statements and/or write in a comment. Nearly two-thirds of respondents felt that the program gave them confidence and skill to pursue art (62 percent) and half felt that the program made them more aware of different careers in art (50 percent). Ten percent of respondents said that the program made them realize that they did not want to be a professional artist. Many respondents wrote in additional comments (see Table 16 for a list of the comments).

Table 15
The Ryman Program's Influence On Career Choices
(n=74)

How has the Ryman Program influenced your career? (check all that apply)	Percent %
Gave me the confidence and skill to pursue	62
Made me more aware of different careers in	50
Other response ¹	16
Made me realize that I did not want to be an artist professionally	10

¹Other response: see Table 16.

Table 16
The Ryman Program's Influence On Career Choices: Other Responses

How has the Ryman Program influenced your career goals? Other responses:
During my time at Ryman I had yet to develop career goals.
Did not significantly influence my career goals.
Didn't really.
Made me more aware of my potential as an artist.
Pushed me to emphasize arts education.
Educated me.
Gave me confidence and pride.
I take 'constructive criticism' a lot better than before.
Made me more aware of my potential as an artist.
Ryman helped me gain experience as a graphic designer and a presentation recruiter/presenter.
Established relationships with several teachers. They also provided college recommendations.
It made me want to do my part in revealing a less conservative idea of what art is thought to be.

Program Ratings

Respondents rated the extent to which the Ryman Program helped them in five areas, using a 4-point scale from 1=Not at all to 4=Tremendously. The highest ratings were given to “realizing my artistic potential” (mean=3.21) and “building my confidence” (mean=2.93). The lowest rating was given to “managing my time” (mean=2.21) (see Table 17).

Table 17
Program Ratings: Extent That Ryman Program Helped Respondents In Five Areas

Please rate to what extent you feel Ryman has helped you in the following areas:	4-point Scale ¹ : Not at all=1 / Tremendously=4	
	Mean	Std. Dev. ±
Realizing my artistic potential (<i>n</i> =71)	3.21	0.83
Building my confidence (<i>n</i> =71)	2.93	0.85
Becoming more ambitious (<i>n</i> =68)	2.75	0.80
Being comfortable with exhibiting my work (<i>n</i> =70)	2.64	0.70
Managing my time (<i>n</i> =70)	2.21	0.83

¹Scale: 1=not at all, 2=somewhat, 3=a lot, 4=tremendously.

Respondents rated the extent to which the Ryman Program influenced five aspects of their lives, using a 4-point scale from 1=Not at all to 4=Tremendously. Respondents gave the top score to “improved my drawing and/or painting skills (mean=3.25). They gave good scores to “provided references and/or recommendations (mean=2.41), “introduced me to careers I was not aware of” (mean=2.39), and “affected my work habits” (mean=2.32). They gave a rather low score to “helped me find internships and/or jobs” (mean=1.80), suggesting that the program offered few practical experiences such as internships or jobs (see Table 18).

Table 18
Program Ratings: Extent That Ryman Program Influenced
Five Aspects Of Respondents’ Lives

How would you rate the impact of Ryman’s influence on the following aspects of your life:	4-point Scale ¹ :	
	Not at all=1 / Tremendously=4	
	Mean	Std. Dev. ±
Improved my drawing and/or painting skills (n=71)	3.25	0.71
Provided references and/or recommendations (n=61)	2.41	1.01
Introduced me to careers I was not aware of (n=67)	2.39	0.87
Affected my work habits (n=69)	2.32	0.90
Helped me find internships and/or jobs (n=56)	1.80	1.00

¹Scale: 1=not at all, 2=somewhat, 3=a lot, 4=tremendously.

Respondents rated the importance of six aspects of the Ryman Program on a 4-point scale from 1=Not at all to 4=Tremendously. Respondents gave very positive ratings to all six items (see Table 19). “Receiving all services free of charge” got the top score (mean=3.57), followed closely by “meeting and working with established artists” (mean=3.47) and “focus on traditional art skills” (mean=3.46). The lowest score, although still favorable, was given to “taking classes on a college campus” (mean=3.21).

Table 19
Program Ratings: Importance Of Six Aspects Of The Ryman Program

How would you rate the significance of these aspects of the program:	4-point Scale: Not important=1 / Very important=4	
	Mean	Std. Dev. ±
Receiving all services free of charge (n=70)	3.57	0.76
Meeting and working with established artists (n=71)	3.47	0.66
Focus on traditional art skills (n=69)	3.46	0.61
Rigorous nature of the program (n=70)	3.41	0.73
Meeting other teens who love art (n=70)	3.41	0.75
Taking classes on a college campus (n=70)	3.21	0.87

¹Scale: 1=not important, 2=somewhat important, 3=important, 4=very important.

Comparison Of Advanced Ryman Students Versus Other Ryman Students

Results of the survey were compared for students who completed advanced courses at Ryman versus those who did not progress to advanced courses (i.e., advanced students vs. others). There were no differences in the percentage of students in the two groups who pursued higher education. However, there were differences in their experiences at Ryman and how they rated certain aspects of the program.

Phrases That Sum Up The Ryman Program Experience

Respondents selected phrases that best summed up their experiences with the Ryman program (refer back to Table 11). Table 20 shows the differences in advanced students and other students. Advanced students were more likely than other students to describe the Ryman experience as “rewarding” (98 percent vs. 73 percent). Advanced students were less likely than other students to describe the program as “intimidating” (5 percent vs. 27 percent).

Table 20
Phrases That Sum Up The Ryman Experience:
Advanced Students Versus Other Students
(n=74)

Which phrase(s) best sum up your experience with the Ryman Program?	Advanced Students %	Other Students %	Total %
Rewarding ¹	98	73	88
Intimidating ²	5	27	13

¹ $\chi^2=9.936$; $df=1$; $p=.002$.

² $\chi^2=7.469$; $df=1$; $p=.012$.

The Ryman Program's Influence On College Plans

Respondents described the program's influence on their college plans (refer back to Table 13). Table 21 shows the differences in advanced students and other students. Advanced students were more likely than other students to say that the program "encouraged me to want to attend college" (39 percent vs. 17 percent). Advanced students were less likely than other students to say that the program "didn't have any influence on my college plans" (16 percent vs. 37 percent).

Table 21
The Ryman Program's Influence On College Plans:
Advanced Students Versus Other Students
(n=74)

What influence did Ryman have on you attending college?	Advanced Students	Other Students	Total
	%	%	%
The program encouraged me to want to attend college ¹	39	17	30
The program didn't have any influence on my college plans ²	16	37	24

¹ $\chi^2=4.121$; $df=1$; $p=.042$.

² $\chi^2=4.175$; $df=1$; $p=.041$.

The Ryman Program's Influence On Career Choices

Respondents described the program's influence on their career choices (refer back to Table 15). As Table 22 shows, advanced students were more likely than other students to say that the program "made me more aware of different careers in art" (61 percent vs. 33 percent).

Table 22
The Ryman Program's Influence On Career Choices:
Advanced Students Versus Other Students
(n=74)

What influence did Ryman have on your career choices?	Advanced Students	Other Students	Total
	%	%	%
The program made me more aware of different careers in art ¹	61	33	50

¹ $\chi^2=5.606$; $df=1$; $p=.018$.

Program Ratings

Respondents rated how the Ryman Program helped them in five areas, using a 4-point scale from 1=Not at all to 4=Tremendously (refer back to Table 17). The item “realizing my artistic potential” received significantly higher scores from advanced students compared to other students (advanced students’ mean=3.40 vs. other students’ mean=2.93) (see Table 23).

Table 23
Realizing Artistic Potential:
Advanced Students Versus Other Students
(n=71)

Please rate to what extent you feel Ryman has helped you in the following area: ¹	Advanced Students	Other Students	Total
	Mean	Mean	Mean
Realizing my artistic potential ²	3.40	2.93	3.21

¹Scale: 1=not at all, 2=somewhat, 3=a lot, 4=tremendously.

²F=5.776; df=1, 69; p=.019

Respondents rated how the Ryman Program influenced five aspects of their lives, using a 4-point scale from 1=Not at all to 4=Tremendously (refer back to Table 18). Advanced students gave significantly higher scores than other students to four of the five items: “improved my drawing and/or painting skills (advanced students’ mean=3.44 vs. other students’ mean=2.96), “provided references and/or recommendations (advanced students’ mean=2.64 vs. other students’ mean=2.00), “introduced me to careers I was not aware of” (advanced students’ mean=2.56 vs. other students’ mean=2.12) and “affected my work habits” (advanced students’ mean=2.49 vs. other students’ mean=2.04) (see Table 24).

Table 24
Ryman Program Influences:
Advanced Students Versus Other Students

How would you rate the impact of Ryman’s influence on the following aspects of your life: ¹	Advanced Students	Other Students	Total
	Mean	Mean	Mean
Improved my drawing and/or painting skills ² (n=71)	3.44	2.96	3.25
Provided references and/or recommendations ³ (n=61)	2.64	2.00	2.41
Introduced me to careers I was not aware of ⁴ (n=67)	2.56	2.12	2.39
Affected my work habits ⁵ (n=69)	2.49	2.04	2.32

¹Scale: 1=not at all, 2=somewhat, 3=a lot, 4=tremendously.

²F=8.454; df=1, 69; p=.005

³F=5.092; df=1, 59; p=.028

⁴F=4.392; df=1, 65; p=.040

⁵F=4.250; df=1, 67; p=.043

Respondents rated the importance of six aspects of the program on a 4-point scale from 1=Not important to 4=Very important (refer back to Table 19). Advanced students differed from other students in just one area (see Table 25). Advanced students gave higher scores to “focus on traditional art skills” (advanced students’ mean=3.61 vs. other students’ mean=3.25).

Table 25
Focus On Traditional Art Skills:
Advanced Students Versus Other Students
(n=69)

How would you rate the significance of this aspect of the program: ¹	Advanced Students	Other Students	Total
	Mean	Mean	Mean
Focus on traditional art skills ²	3.61	3.25	3.46

¹Scale: 1=not important, 2=somewhat important, 3=important, 4=very important.

²F=6.271; df=1, 68; p=.015

Open-Ended Responses
















The survey asked respondents to describe anything they thought was missing from the Ryman Program. The majority of respondents left the item blank (57 percent) or wrote that nothing was missing from the program (13 percent). Twenty-two respondents (30 percent) wrote one or more comments. They suggested improvements in program content, instruction, services for students, scheduling, location of classes, and outreach. The most prevalent suggestion was to broaden the scope of the Ryman Program and offer a wider range of classes. See Table 26 for a summary of the comments and Appendix B for the full text.

Table 26
Respondents' Comments Re: What Is Missing In The Ryman Program

Knowing what you know now, was there anything you felt was missing in the Ryman Program:	Frequency N
Program content:	
Wider range of content/add oil painting and other disciplines/too narrow a focus on traditional art and drawing skills/too purely technical	9
Level of difficulty: steep change from beginner to intermediate/ need more time to complete homework	2
More work on presentation and portfolio/more practical, logistical information about exhibiting and pricing work	2
More field trips to art museums and galleries	2
Instructors and visiting artists:	
More one-on-one time with instructors, closer working relationships	3
More collaboration between professional artists and students/more visiting artists including successful Ryman Alumni	3
More artists of color/more diversity	2
Content-based critiques that include intellectual aspects of art-making, not just technical critiques	1
Services for students:	
Gallery for students to show work that they select themselves	1
Mentors for new students	1
Social gathering for new students	1
Schedule and location:	
Additional class days and times/more campuses	3
Outreach:	
More advertising of the program in high schools to increase awareness of program	1

The final item on the survey solicited any additional comments. Twenty-four respondents (32 percent) wrote in additional remarks. Appendix C gives the full text of the remarks, most of which were favorable comments about the Ryman experience and personal memories of the Ryman Program.

APPENDIX A

1. What year did you complete the Ryman Program?			
		Response Percent	Response Total
1991		6.9%	5
1992		1.4%	1
1993		1.4%	1
1994		4.2%	3
1995		2.8%	2
1996		4.2%	3
1997		8.3%	6
1998		5.6%	4
1999		8.3%	6
2000		6.9%	5
2001		12.5%	9
2002		2.8%	2
2003		18.1%	13
2004		15.3%	11
2005		1.4%	1
Total Respondents			72
(skipped this question)			3

2. Which class(es) did you take with the Ryman Program?

		Response Percent	Response Total
Beginning		83.8%	62
Intermediate		77%	57
Advanced		59.5%	44
Landscape		31.1%	23
View Other (please specify)		9.5%	7
Total Respondents			74
(skipped this question)			1

3. Which phrase(s) best sum up your experience with the Ryman Program? (Please check your top 3 responses).

		Response Percent	Response Total
Hard		20.3%	15
Rewarding		87.8%	65
Too much work		0%	0
Too easy		2.7%	2
Not worthwhile		0%	0
Intimidating		13.5%	10
Eye-opening		64.9%	48
I do not have very strong memories of my experience at Ryman		0%	0
View Other (please specify)		29.7%	22
Total Respondents			74
(skipped this question)			1







4. If you attended, or are attending college, please provide the following information:			
		Response Percent	Response Total
View	Degree	73.2%	52
View	School	98.6%	70
View	Major	94.4%	67
View	Year of Graduation	85.9%	61
Total Respondents			71
(skipped this question)			4

5. How are you involved with art today? (Check all that apply).			
		Response Percent	Response Total
	I earn my living in an art related career.	36.1%	26
	I continue to make art, but not as my primary employment.	34.7%	25
	Within the last year I have exhibited my work at a gallery and/or show.	20.8%	15
	I support museums, galleries and/or cultural institutions by being a member or volunteering.	20.8%	15
	I appreciate art by visiting museums, galleries and or cultural institutions.	70.8%	51
View	Other (please specify)	36.1%	26
Total Respondents			72
(skipped this question)			3

6. What type of work do you do? (If your career is not listed below or is too vague, feel free to choose "Other" and let us know what you do).

		Response Percent	Response Total
Accounting/Finance/Banking		1.7%	1
Advertising/Public Relations		1.7%	1
Architecture		5.2%	3
Art Education/Administration		3.4%	2
Clerical/Administrative		1.7%	1
Construction/Facilities		1.7%	1
Customer Service		0%	0
Design		12.1%	7
Education/Training		5.2%	3
Engineering		1.7%	1
Fine Art		3.4%	2
Full-time Student		20.7%	12
Graphic Design/Illustration		12.1%	7
Government/Military		0%	0
Healthcare		3.4%	2
Hospitality/Travel		0%	0
Human Resources		0%	0
Insurance		0%	0
Internet/New Media/Technology		0%	0
Law Enforcement/Security		0%	0
Legal		0%	0
Management Consulting		0%	0
Manufacturing/Operations		0%	0
Marketing		0%	0
Non-Profit/Volunteer		0%	0

Pharmaceutical/Biotech		0%	0
Real Estate		0%	0
Restaurant/Food Service		0%	0
Retail/Sales		0%	0
Telecommunications		0%	0
Themed Entertainment		1.7%	1
Transportation/Logistics		0%	0
View Other (please specify)		24.1%	14
Total Respondents			58
(skipped this question)			17

7. What influence did Ryman have on you attending college? (Check all that apply)			
		Response Percent	Response Total
Encouraged me to want to attend college.		31%	22
Provided practical information about art school/colleges (helped with applications, portfolio, choosing major, etc).		42.3%	30
Encouraged me to major in art.		49.3%	35
Discouraged me from majoring in art.		2.8%	2
It didn't have any significant influence on my college plans.		25.4%	18
View Other (please specify)		14.1%	10
Total Respondents			71
(skipped this question)			4

8. How has the Ryman Program influenced your career goals? (Check all that apply)			
		Response Percent	Response Total
Made me more aware of different careers in art		54.4%	37
Gave me the confidence and skills to pursue art		67.6%	46
Made me realize that I did not want to be an artist professionally		10.3%	7
View Other (please specify)		17.6%	12
Total Respondents			68
(skipped this question)			7

9. Please rate to what extent do you feel Ryman helped you in the following areas?					
	Not at all	Somewhat	A lot	Tremendously	Response Average
Building my confidence	4% (3)	27% (19)	41% (29)	28% (20)	2.93
Managing my time	17% (12)	53% (37)	21% (15)	9% (6)	2.21
Becoming comfortable with exhibiting my work	1% (1)	44% (31)	43% (30)	11% (8)	2.64
Becoming more ambitious	6% (4)	29% (20)	49% (33)	16% (11)	2.75
Realizing my artistic potential	1% (1)	21% (15)	32% (23)	45% (32)	3.21
Total Respondents					71
(skipped this question)					4

10. How would you rate the impact of Ryman's influence in the following aspects of your life?						
	Not at all	Somewhat	A lot	Tremendously	N/A	Response Average
Improved my drawing and/or painting skills	0% (0)	15% (11)	44% (31)	41% (29)	0% (0)	3.25
Introduced me to careers I was not aware of	13% (9)	45% (31)	28% (19)	12% (8)	3% (2)	2.39
Affected my work habits	15% (11)	48% (34)	21% (15)	13% (9)	3% (2)	2.32
Helped me find internships and/or jobs	39% (28)	24% (17)	7% (5)	8% (6)	21% (15)	1.80
Provided References/Recommendations	21% (15)	28% (20)	17% (12)	20% (14)	14% (10)	2.41
Total Respondents						71

11. Knowing what you know now, how would you rate the significance of these aspects of the program?					
	Not important	Somewhat important	Important	Very important	Response Average
Focus on traditional art skills	0% (0)	6% (4)	42% (29)	52% (36)	3.46
Meeting and working with established artists	0% (0)	9% (6)	35% (24)	56% (38)	3.47
Receiving all services free of charge	1% (1)	11% (8)	20% (14)	67% (47)	3.53
Rigorous nature of the program	0% (0)	14% (10)	30% (21)	56% (39)	3.41
Meeting other teens who love art	3% (2)	7% (5)	36% (25)	54% (38)	3.41
Taking classes on a college campus	4% (3)	16% (11)	34% (24)	46% (32)	3.21
Total Respondents					70
(skipped this question)					5

12. Knowing what you know now, was there anything you felt was missing in the program?		
	Total Respondents	36
	(skipped this question)	39

13. Are you a member of the Ryman Arts Alumni Association?		
	Response Percent	Response Total
Yes	45.8%	33
No	54.2%	39
	Total Respondents	72
	(skipped this question)	3

14. Would you like to receive information about the Ryman Arts Alumni Association?		
	Response Percent	Response Total
Yes	68.4%	26
No	31.6%	12
	Total Respondents	38
	(skipped this question)	37

15. Please provide any additional comments you may have about the program.		
	Total Respondents	16
	(skipped this question)	59

16. Please confirm your email address. (Please note that your email address will not be shared with anyone else.)		
	Total Respondents	36
	(skipped this question)	39

APPENDIX B

12. Knowing what you know now, was there anything you felt was missing in the program?

1. Not as much 'structure/classical' drawing. Helping develop own creativity/ sense of ones own language. More one-on-one time with variety of instructors.
2. Have professional artists or designers come and share about their experience in their fields and how art plays a role in their work. Maybe create a collaborative work between students and the professionals and exhibit it. I think diversity was missing giving students from different cultures would help the program an also students who really need it compared to students who don't.
3. I only wish that there were more classes and that there were other times students could attend courses, such as in the evenings after school.
4. In Advanced level, no introduction to oil painting. However, I do understand that that was at least partially due to financial constraints. I think, if one had to choose between having the chance to work with oils and paying a fee, or no oils and no fees, many may prefer to not use the oils. I personally would have liked to try using the oil paint, simply because most high school art programs only work with acrylics also, and so there is very little exposure.
5. I'm satisfied with my overall Ryman experience. In retrospect, I wish I'd had been exposed to more contemporary art and the diverse issues it addresses. Imagine Ryman opening a class (an advanced one perhaps) where students are introduced to contemporary art. I believe this is a connection that needs to be at Ryman.
6. Unfortunately I was not prepared for the rigorous nature of the program and did not benefit as much as I should have. Aside from my ill preparation I would suggest two things: 1. More artist of color 2. Mentors (having recent alumni around as teacher assistant's to aid in mentoring would have been ideal).
7. I feel that Ryman was a very important part of my early art education. I am very appreciative of what Ryman provided to me. I don't think I could have asked for more from the Ryman Program. However, if I could add anything to the Ryman Program, it would be a ceramics class. I know all too well how expensive the equipment and materials for ceramics are, and so that may not be possible for Ryman to provide ceramics on a tuition free basis. However, in light of the fact that many schools in southern California are closing down ceramics departments, I think it is important for art programs to fill in that gap. I realized my interest in ceramics only after finishing Art College, where my fine art program was lacking ceramics. I took ceramics for the first time at Pasadena City College, and since then have been working as an apprentice to a ceramic artist on weekends. It has been very difficult for me to produce my work. It is only through pure determination that I produce any ceramics at all. If I had been given an opportunity to work in ceramics at the Ryman Program, I may have chosen an art school with a full ceramics program. I think it would be good for the next generation of young artist to have better access to ceramics earlier in their art education than I did. A sense of community after graduating the program.
8. I didn't find out about the Ryman Program until my senior year in high school. I wish I would of known before so that I could have been part of it throughout high school, and not just the end. I think more exposure of the program to high schools such as through school

announcements would have been ideal. Just generally getting the word out there to students other than through their art instructors.

9. Field trips to art museums and galleries. Getting to meet Ryman Alumni who are now working successfully in the art field.

10. A sense of comfort with the teachers. Like everything else in life, there are a few artists in the classes who stand out against the rest and it seems as if the teachers stay closer to these students and put off the others.

11. More logistical details about beginning to show your work in galleries and exhibits. Also, what would have been helpful is information about pricing your work. It would have also been helpful to have more of a focus on individual content for student work.

12. My experience attending the Ryman Arts program had an interesting affect on me. Although I felt there was support for the arts, the program focused solely on the technical and traditional, almost old-fashioned methods of art making and ranked those methods far too high. I believe that the program lacks a great deal in broadening students horizons of what art can be and is in the greater sense. Too many students were honored simply on the basis of great drawing skills. And although, I believe all students should learn technique I believe that that is not the basis of art. I believe the program does not support creativity or any contemporary ideas of art making, which is a shame considering the location and opportunity that is present in Los Angeles. As a student in the program I felt there was a pressure and belief system set within the program that if I could not draw the perfect whatever it may have been, then I was not going to be a successful artist. This is very wrong. And I believe that the program should really reconsider its art principles. By allowing students to learn other disciplines I believe that the program would have a great force in providing a sense of the possibilities that are out there for students. And please do not misinterpret this as some artsy fartsy speech. I sincerely care about programs such as yours and the effect and power it can have on young people, but I just feel that the program needs to be aware and more open. There is a LOT of potential.

13. A primary meeting amongst students ... a chance to socialize, exchange phone numbers, experiences, BEFORE diving head first into a VERY formal and somewhat intimidating academic adventure! Or..... maybe I was just shy then! Ha. Closer locations would have helped.... my classmate's single mother had to drive us into L.A. for about an hour each Saturday AND then all the way home in traffic! A Ryman gallery space where students can enter ANY art of their choice (of their own) ... somewhere other than ON the USC campus so it would FEEL more authentic, like a genuine gallery! Otherwise ... AWESOME program, I am sooo grateful for the experience and have felt tremendous guilt every time I have not responded to your mailings!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

14. More emphasis on the intellectual aspects of art making and more content based critiques rather than on technical skill. Perhaps this could be facilitated through informal discussion in critiques.

15. I thought more time was needed, on some homework that was given. We (classmates) felt rushed because some of us were still in school preparing for tests, and worrying about next week's critiques.

16. I discontinued my participation after one year because I am heart and soul an oil painter since the age of 12 and Ryman did not teach oils.
17. LOVED the fieldtrips; would like more.
18. Computers. Letting young artist know that it is almost absolutely essential to be able to draw freehand before getting involved with computer graphics.
19. A Summer 2 week program? Weekdays and weekends training on an art school. I've had that experience at CalArts with CSSSA for a month, and it was great. With Ryman, it would be great if it was kept small. Overall, I love the program. After graduating from Ryman, I just HAD to sign up for other HS Art Programs, like ArtCenter Sat. High (full scholarship) I also attended Otis Summer of Art (with Scholarship) with reference letters from Ryman Instructors. That also helped me with College applications. Also attended CSSSA in summer 1999 and attended Wednesday Night Drawing every at Disney Imagineering. Is that still available for Alums? Or similar programs?
20. The level difference in between beginning and intermediate seemed a bit too much.
21. Architecture
22. A more cohesive community
23. It would be helpful to work on presentation and portfolio. I was not able to attend the class offered last summer.
24. Nope
25. More food...kidding. I miss those days.
26. No. I loved Ryman and I wish I started earlier and was able to attend more classes.
27. Not at all
28. Not that I know of.
29. Not really. There is no other program like this that I know of. Most other art classes for me have been arts and crafty or geared more toward younger kids. Ryman is big time!
30. Not really.
31. N/A
32. Nope!
33. Nope.

APPENDIX C

15. Please provide any additional comments you may have about the program.

1. Currently still a student. I have little time to volunteer time, although I wish I could. Ryman was a great experience. Taught me work ethic. It has been one of the most positive and pivotal parts of my artistic life. Thank you!
2. This was a wonderful opportunity for me to study art even though it is not my current career path. I had fun working with instructors and other students and increased my ability to appreciate art when visiting museums and art galleries. This program allowed me to broaden my horizons and sharpen my own abilities as an artist.
3. Rush White, and Barbara Thomason were excellent instructors... As long ago as that was, I still remember who they are, and how important it was to see that I had abilities beyond what I believed and the Ryman Program help me realize that.
4. I thought Ryman was a great experience. I took Beginning drawing with Cindy my senior year of high school. I thought her tough critiques pushed me to work harder with observation and technique. When I took the class, the program was only available on Saturdays. Because of another conflict, I was unable to attend the classes until my last year of high school. I don't know if that is still the case, but I think providing more days and times would be great. Thank you!
5. Absolutely the best art program I could've ever been a part of to help me grow as an artist and a person.
6. I am so glad that my teacher encouraged me to become a part of the Ryman Program. It allowed me to gain experience and confidence that I would not have had otherwise. I was exposed to several different walks of life and social groups. I was introduced to real artists and taught by real professors. I was at the top of my graduating class in high school and was ready to take on the competitive classes in college. It was a wonderful experience that I wish I could live again.
7. Thank you to the Ryman staff and all the people that continue to make the Ryman Program what it is today. Unfortunately the arts are often neglected in educational institutions and consequently receive few staff and funds, your program is vital to inner city youth.
8. Thank you Ryman.
9. Thanks for So much help.
10. It was a pleasure.
11. I already received information. I am considering. Thank you.
12. The program gave me my FIRST taste of what art school and the art world are REALLY like! I am so glad that my art teacher, Mr. Hugh O'Connell from Bonita High School, La Verne, pushed and pushed for me to even apply!!! I didn't think I was 'good enough.' I learned so much ... drew from my first human figures, and remember (still) how much I dislike 2-point perspective. Not really ... just very challenging. I remember the artist who made a 'dolphin

suitcase' out of found objects and recycled trash from the beaches...and MANY other artists including my teacher: Cindy K. They ALL made a lasting impression vision and influenced my decision to remain in the field of art.

13. It's been years since I've attended Ryman. But I still can't forget Rush White. He was like a bully to me. In a good way though! He prepared me for an even harder instructor in college. Many students dropped out of a particular art class with this instructor because they couldn't handle his critiques; I didn't budge from that class. I thank very much, Master Artist, Rush White.

14. I LOVE THIS PROGRAMMMM!!!!

15. Special thanks goes to everyone at Ryman Arts for giving me the chance to enter and graduate from their challenging program. Ryman Arts helped me get to where I am today: from the foundation art skills, to a character design job during high school, to graphic design and web design jobs during college and to developing a graphic design portfolio. I love working and volunteering for Ryman Arts, and I hope to keep networking with its hardworking staff and students. I hope Ryman Arts will continue to flourish and inspire many young students. Thanks again.

16. I still remember the first day we got all the arts supplies for free. It was incredible. I realized that there are people out there who care enough to provide us with these materials so that we can learn about art. We have to keep that going.

17. The only difficulty I had with the program was my commute -- I had to drive from Santa Ana. However, I was offered the opportunity to take the bus/train and be reimbursed; my dad decided he would rather drive with me than have me 'wandering through downtown LA' by myself. When I graduated, I heard about the possibility of a new 'campus' at Chapman University so there would be two sites for a Ryman student to apply to. Did that work out? The Chapman campus would have been much more convenient for me. Despite that, it was only an inconvenience; in my opinion, the commute was well worth the experience.

18. The Ryman Program is still the best memory I have of my high school years. Being introduced into the Disney Imagineering figure drawing workshops was one of the best things I got out of the Ryman. Being able to draw from the human form for hours each week for free, and around other inspiring talents, was invaluable.

19. I am so grateful for the opportunity to be part of the Ryman Program

20. A blessing. Has been there to help and see me grow as an artist while in High School, while in art school and in my professional life as an artist up to this day.

21. Keep the program free for high school students! That is a very valuable aspect of the program.

22. I feel fortunate to have undergone the whole Ryman Arts experience; I shudder at the thought of what would have happened if I had never filled out the application in the first place. The teachers and guest artists were informative, as well as inspiring—I always left the program wanting to do more art and wanting to do it better.

23. I'm very grateful to have had the opportunity to be apart of The Ryman Program. I'm so happy to see that it has manifested into a full-fledged art school. It is also honor to be asked to take part in the annual Ryman Art show.

24. I'd like to know more about how the other alumni are doing, and my teachers. (Oh yes, I wonder if I can get Rush's E-mail? I hope that I can talk to him.)