



UNDERSTANDING OUR **IMPACT ON OUR **STUDENTS****

*Fall 2025 – Mason Music Foundation
Student Impact Survey Report*

O B J E C T I V E S

To better understand the impact of our program

SO THAT

1. We can more effectively communicate to stakeholders and donors.
2. We can improve our program by measuring the effect of adjustments.
3. We can identify and offer support to individual students and teachers.



M E T H O D

- Self reporting questionnaire through google forms.
- Question types:
 - Likert Scale (1-5 scale) - 15 questions
 - Multiple Choice - 5 questions
 - Open Ended Paragraph Answer - 2 questions

Section 1: Student - Teacher Relationship

Remember to be as honest as possible for each question. There are no 'right' answers, just honest ones.

My child seems comfortable with their teacher *

1 2 3 4 5

Strongly Disagree Strongly Agree

Our teacher cares about my child as a person *

1 2 3 4 5

Strongly Disagree Strongly Agree

Our teacher challenges my child to do hard things *

1 2 3 4 5

Strongly Disagree Strongly Agree

Our teacher has a plan for our lessons *

1 2 3 4 5

Strongly Disagree Strongly Agree

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C O N T E X T

- 73 Students Reported (~75% of active students at the time)
 - 43 Parents (of children 10 and below)
 - 30 Students (students aged 11 and above)
- 6 Categories of Questions:
 - Student Teacher Relationship
 - Musical Skills
 - Self Confidence
 - Academic Performance
 - Family Life
 - General Well Being

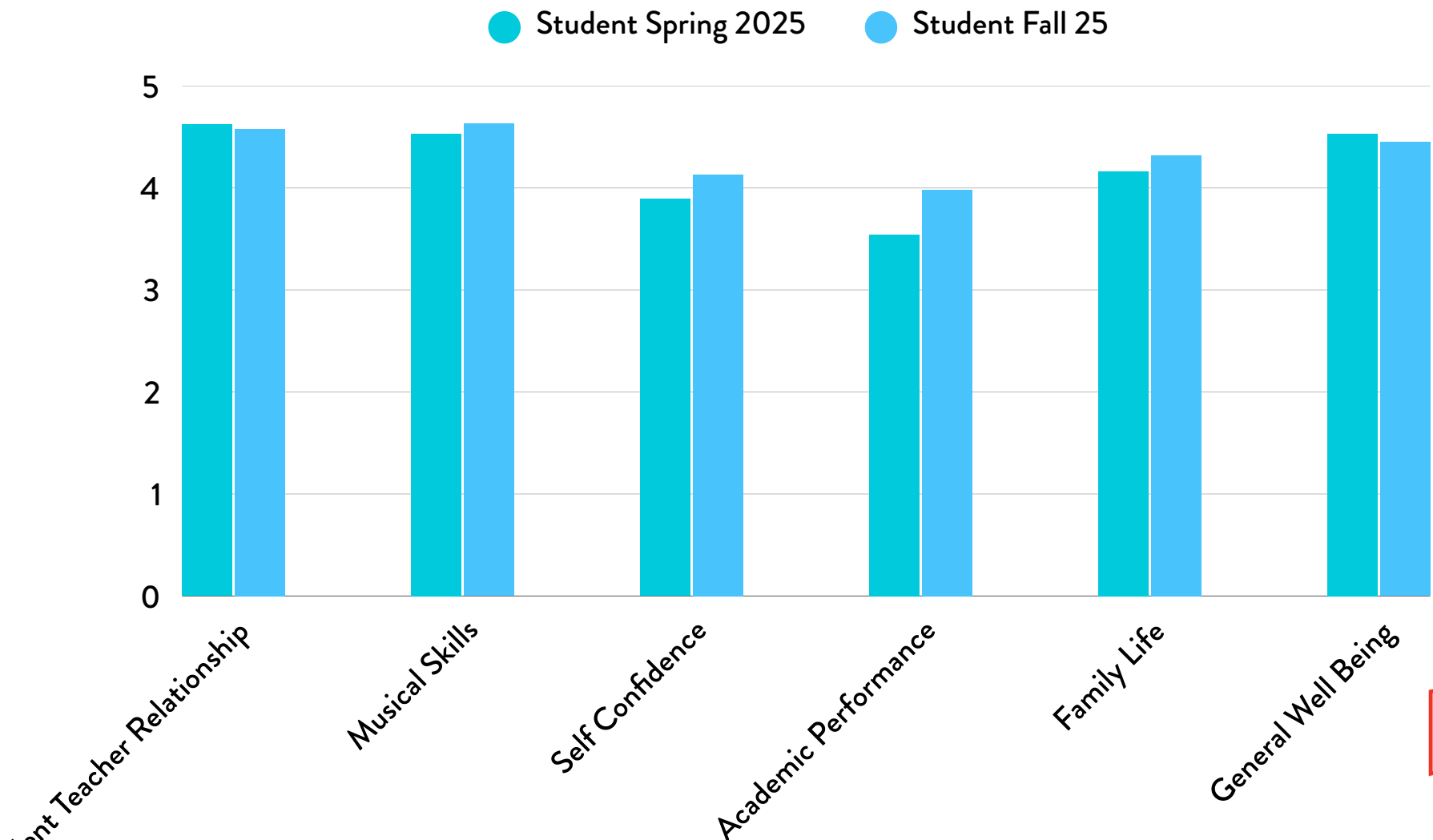


T H E D A T A

- The scale used was 1-5 with 5 indicating positive sentiment or agreement with the statements given, such as “I am comfortable with my teacher.”
- Questions were formed in such a way as to learn the perceived impact of music in each area of the students’ life. A higher composite score means students perceive a higher impact of music in that category.
- In the following graph, responses have been averaged to create a composite score for each category.
- Responses are shown separately for surveys completed by parents (of children younger than 10) and students (for students 10+)

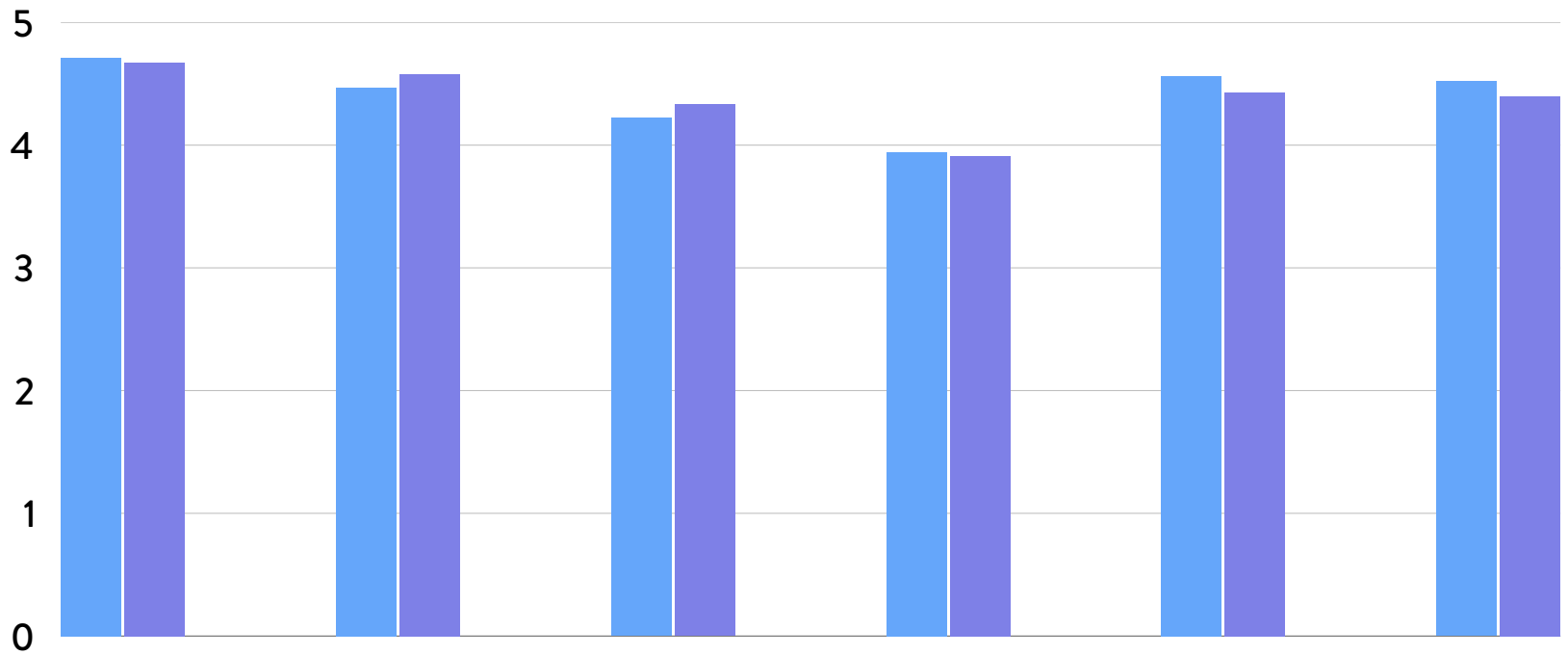


COMPOSITE SCORES (a v g s)



COMPOSITE SCORES (a v g s)

● Parent Spring 2025 ● Parent Fall 25



Student Teacher Relationship

Musical Skills

Self Confidence

Academic Performance

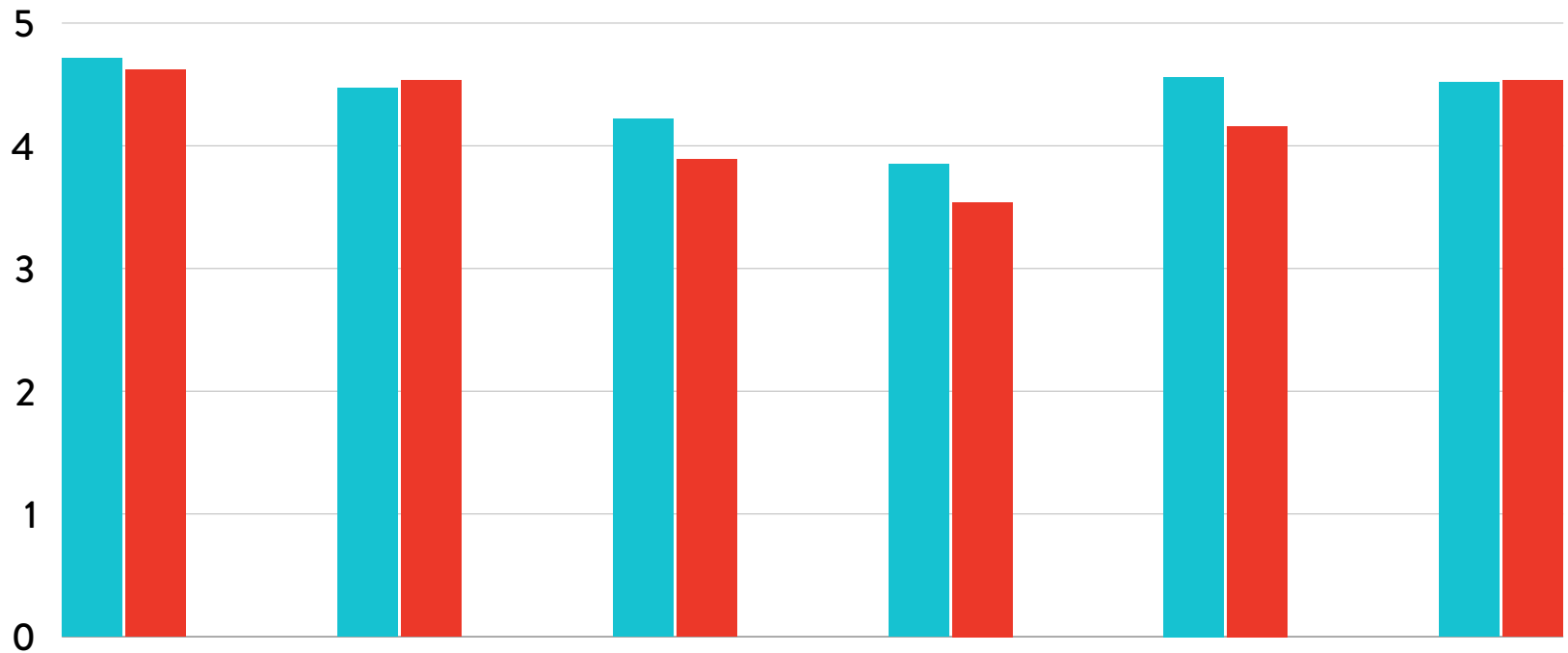
Family Life

General Well Being



COMPOSITE SCORES (a v g s)

● Parent Responses ● Student Responses



Student Teacher Relationship

Musical Skills

Self Confidence

Academic Performance

Family Life

General Well Being



FINDINGS

- Averages from the Fall 2025 Survey were very consistent with the Spring 2025 Survey, indicating that the questions in the survey are understandable and narrowly interpreted. In other words, we are getting a strong data signal.
- The highest scores were given for musical skills, family life, and general well-being, indicating a strong perceived impact of music in those areas.
- The lowest scores were given for academic success, indicating a lower perceived impact of music on that area. However, there was a 20% increase in the % of students who scored the program's impact on their academics as a 5/5 since last survey cycle.



FINDINGS

- There was more significant variation in scores from Spring to Fall in the Student self-reported population vs the parent reported population. We received a greater proportional increase in surveys from students compared to parents in Fall, which could point to the first survey (Spring) suffering from a small data set skewing bias. This may become more clear over time as we collect more data for benchmarking and analysis.
- A new metric we are analyzing is the % of 4s and 5s. This metric allows us to measure the portion of our community that is sending a clear signal that they perceive a strong correlation, and reduces the effect of one-off low scores on averages.
- We will still use averages to track overall sentiment over time, but the % of 4's and 5's will be a better indicator of perceived impact above that threshold.



O P E N E N D E D

The following slides contain a summary of the responses for the open ended questions in the survey along with 3 impactful quotes directly from students and parents.



STUDENT
reported
(over 10 yo)

Musical Aptitude and Pride

Many students identified recitals and public performances as defining moments of pride. These experiences often involved overcoming fear, performing confidently, or combining multiple skills (playing + singing).

Key themes include:

1. Mastery Through Persistence (Hard Songs & Breakthroughs) – Students frequently described pride in mastering songs that once felt impossible.
2. Technical Skill Development – Many responses highlight growth in foundational skills and technique.
3. Confidence & Identity Growth – Several responses move beyond skill into self-belief and identity.
4. Family & Community Validation – External affirmation played a meaningful role.



STUDENT
reported
(over 10 yo)

Musical Aptitude and Pride

Impactful Quotes

"I was asked to play at church... I changed chords and did exactly what he has taught me... I look back at the video and say wow, that's really me."

- Kaley, 12

"My parents asked me to play during the holiday season and I used the instrument to play different songs Mr. Tim has been teaching me and they loved every bit of it... It gives me an outlet.."

- Kaden, 12

"After breaking it down and practicing a little each day, I finally played it all the way through correctly... it reminded me that steady effort really leads to growth." - Kaylin, 12



STUDENT
reported
(over 10 yo)

Family Life

Students reported a range of effects that music has had on their home relationships:

1. Family Bonding & Closer Relationships – Many noted that family members encourage their musical goals, feel proud of their progress, or enjoy hearing their skills.
2. Shared Identity & Community – Beyond immediate family, music is expanding into friendships and peer groups.
3. Confidence, Pride & Parental Validation – Students are experiencing affirmation from their families.
4. Music as Emotional Outlet & Self-Expression – Several responses point to music as a personal safe space.



STUDENT
reported
(over 10 yo)

Family Life

Impactful Quotes

"My family likes to hear me sing and my sisters like singing and dancing with me. My best friends and I have started our own singing group named DreamCore."

- Natalie, 10

"Music has helped me build stronger relationships at home by teaching me responsibility and discipline... It's created more patience, teamwork, and understanding between us."

- Keshun, 10

"It brought us closer together because we have something in common music."

- Mason, 11



STUDENT
reported
(over 10 yo)

How Music Makes You Feel

Students used a wide range of words to describe how music makes them feel, reflecting both emotional depth and personal empowerment.

Key themes:

1. Joy and Positive Emotion – Words like “excited,” “happy,” “fun,” and “cool” show that music brings energy and fun.
2. Calm and Healing – Several described music as “calming,” “relieved,” and “centered,” emphasizing its soothing effect.
3. Self Expression – Feelings like “free,” “express myself,” and “moves my soul” highlight music’s role in building self-belief and providing a creative outlet.
4. Confidence – Common ideas of feeling satisfied, capable, confident.



STUDENT
reported
(over 10 yo)

Family Life

Impactful Quotes

“Happy because music and singing is a way of expressing myself.”

- Amari, 15

“Growth. I choose this word because comparing my first time playing the guitar to now, I can easily recognize my musical development and growth I’ve achieved.”

- Cortez, 12

“Amazing because it helps me build confidence.”

- Alayna, 10



PARENT
Reported
(under 10 yo)

Musical Aptitude and Pride

Parents overwhelmingly pointed to recital performances as the moments when their children felt most proud – often paired with public recognition, compliments, and personal breakthroughs.

Key themes:

1. Recital Success & Public Recognition – Public recognition + audience affirmation significantly boosts confidence. Many parents referenced visible confidence growth after performances.
2. Family Sharing & Intergenerational Pride – Parents often described pride moments tied to family validation.
3. Skill Milestones & Technical Breakthroughs – Parents noticed pride when children hit developmental milestones like left and right hand together playing, learning chords, and starting a second instrument.



PARENT
Reported
(under 10 yo)

Musical Aptitude and Pride

Impactful Quotes

"She was so proud of how well she did at the winter recital. She told everyone about it and wanted me to show them the videos. That moment gave her a boost of confidence." - Meilani, 8

"Her very first performance at the Regions Christmas tree lighting. She flourished." - Sophie, 8

"He tends to play by ear, but [his teacher] really encouraged him with technical pieces that require music reading and he has really improved and loved the challenge!" - Rhodes, 14



PARENT
Reported
(under 10 yo)

Family Life

Parents described music as both a long-standing foundation in their families and a new source of growth and connection for their children.

Key themes:

1. Stronger Family Connection – Music creates shared experiences that bring family members closer together, talking about music during car rides, playing together, and kids bonding more.
2. Emotional & Behavioral Growth – Music positively influences confidence, emotional regulation, and overall behavior.
3. Musical Culture at Home – Music becomes part of the family identity and everyday life, with siblings showing interest and conversations about music becoming normal.





Family Life

Impactful Quotes



"Through music I think we have gotten even closer... Mason Music has given so many opportunities... it has not only been a confidence booster for our son, but has also shown him the many possibilities that are limitless to him through what he loves; which is music.."

– Te'Montez, 10

"My kids are much calmer and more emotionally regulated since starting"

– Sabali, 10



C O R R E L A T I O N S

- Numbers between -1 and +1 → Pearson correlation coefficients.
- Positive values → as one variable increases, the other tends to increase.
- Negative values → as one variable increases, the other tends to decrease.
- The magnitude (absolute value) tells you how strong the relationship is:
 - 0.1–0.39 = Weak
 - 0.4–0.59 = Moderate
 - 0.6–0.79 = Strong
 - 0.8+ = Very strong
- Correlation does NOT equal Causation.



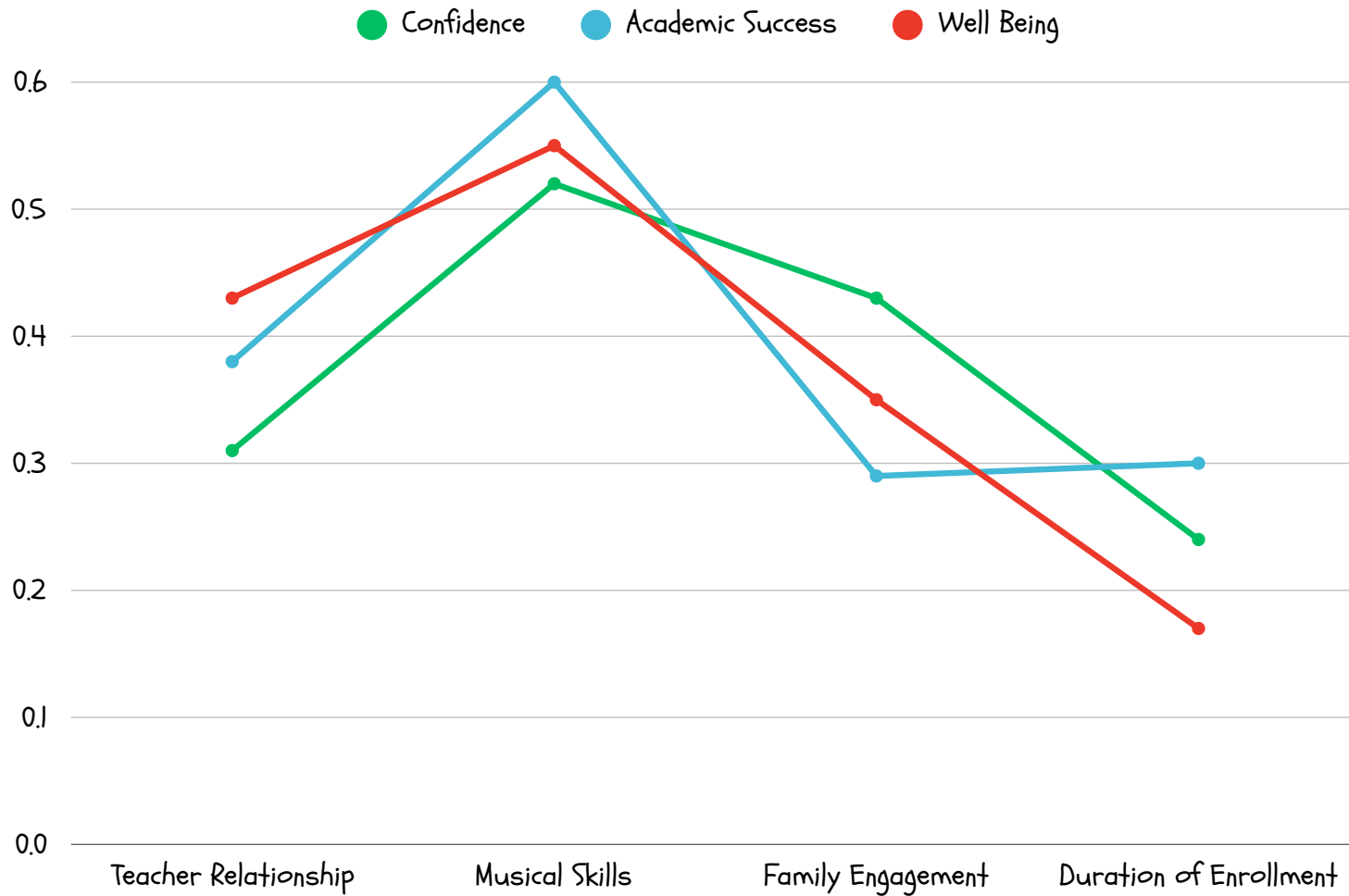
Fall 2025

C O R R E L A T I O N S

| 2025 Fall | Teacher Relationship | Duration of Enrollment | Frequency of Practice | Family Engagement | Musical Skills | Confidence | Academic Success | Frequency of Discipline | Well Being | Age |
|-------------------------|----------------------|------------------------|-----------------------|-------------------|----------------|------------|------------------|-------------------------|------------|-------|
| Teacher Relationship | 1 | 0.14 | 0.03 | 0.14 | 0.38 | 0.31 | 0.38 | 0.08 | 0.43 | -0.11 |
| Duration of Enrollment | 0.14 | 1 | -0.02 | 0.08 | 0.3 | 0.24 | 0.3 | 0.02 | 0.17 | 0.27 |
| Frequency of Practice | 0.03 | -0.02 | 1 | 0.18 | 0.18 | 0.01 | 0.13 | -0.19 | 0.16 | 0.15 |
| Family Engagement | 0.14 | 0.08 | 0.18 | 1 | 0.27 | 0.43 | 0.29 | 0.04 | 0.35 | -0.03 |
| Musical Skills | 0.38 | 0.3 | 0.18 | 0.27 | 1 | 0.52 | 0.6 | -0.03 | 0.55 | 0.11 |
| Confidence | 0.31 | 0.24 | 0.01 | 0.43 | 0.52 | 1 | 0.69 | 0.06 | 0.49 | -0.05 |
| Academic Success | 0.38 | 0.3 | 0.13 | 0.29 | 0.6 | 0.69 | 1 | -0.12 | 0.53 | 0.06 |
| Frequency of Discipline | 0.08 | 0.02 | -0.19 | 0.04 | -0.03 | 0.06 | -0.12 | 1 | -0.06 | 0 |
| Well Being | 0.43 | 0.17 | 0.16 | 0.35 | 0.55 | 0.49 | 0.53 | -0.06 | 1 | 0.15 |
| Age | -0.11 | 0.27 | 0.15 | -0.03 | 0.11 | -0.05 | 0.06 | 0 | 0.15 | 1 |



C O R R E L A T I O N S



C O R R E L A T I O N S

- The strongest correlations found were between:
 - Confidence and Academic Success (.69)
 - Musical Skills and Academic Success (.60)
 - Musical Skills and Well-Being (.55)
 - Well-Being and Academic Success (.53)
 - Well-Being and Strong Teacher Relationship (.43)
 - Well-Being and Confidence (.49)



C O R R E L A T I O N S

Although weaker in magnitude of correlation, the following observations are also noteworthy:

- Duration of enrollment had a positive correlation with
 - Confidence (.24)
 - Academic Success (.30)
 - Musical Skills (.30)
- Frequency of discipline at school was weakly negatively correlated with the following:
 - Academic Success (-.12)
 - Frequency of practice (-.19)



C O N C L U S I O N

Our findings are that:

Our families perceive a strong positive impact of music lessons on their confidence, well being, and family life, with a moderate perceived positive impact on academic performance (up from .18 to .3 from Spring to Fall survey).

The data suggests that longer duration in our program is correlated with higher perceived impact of music lessons on confidence, academic success and well being.

The data also suggests duration of enrollment and frequency of practice are (weakly) correlated with lower disciplinary interventions at school.

