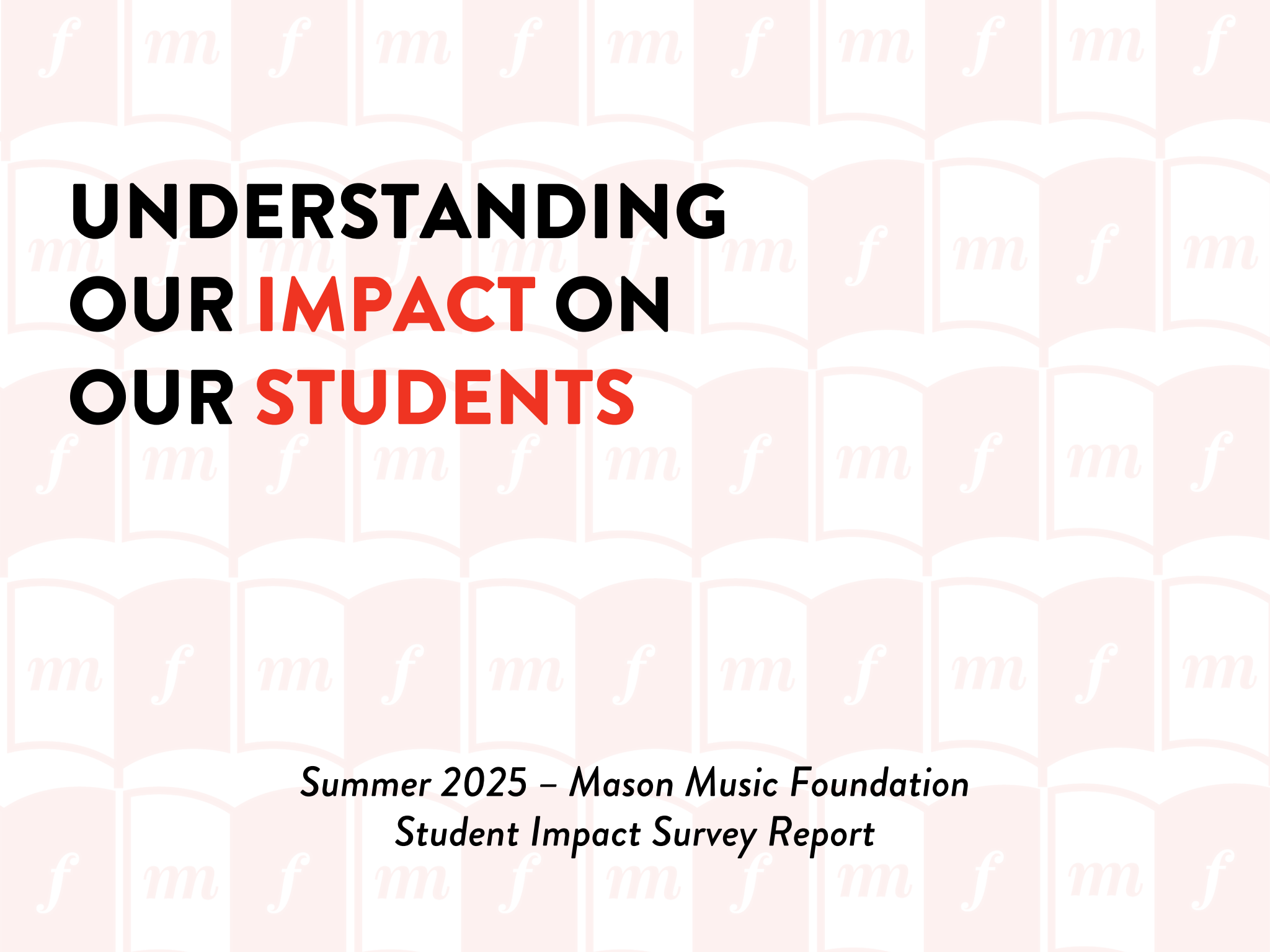




UNDERSTANDING OUR **IMPACT ON OUR **STUDENTS****

*Summer 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

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



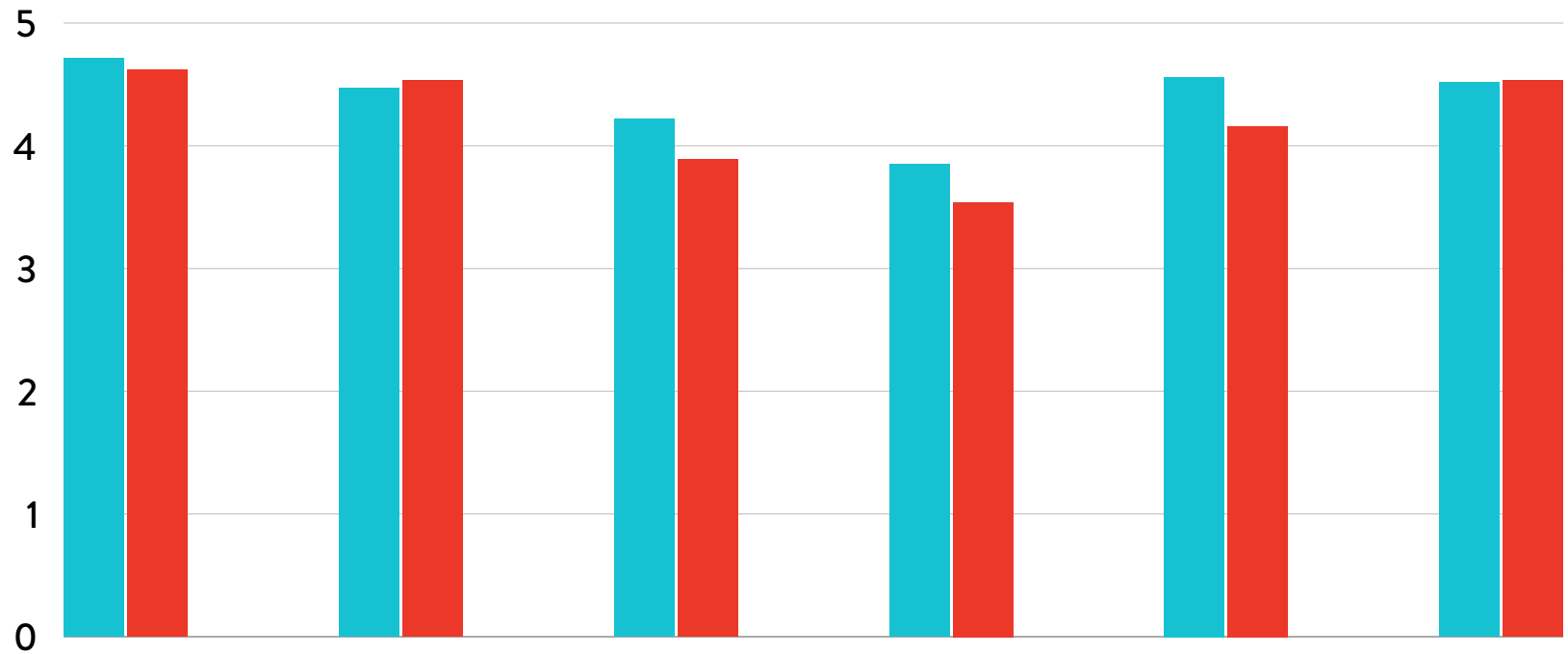
T H E D A T A

- 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)

● Parent Responses ● Student Responses



Student Teacher Relationship

Musical Skills

Self Confidence

Academic Performance

Family Life

General Well Being



FINDINGS

- Parents of students generally reported higher results than students who filled out the form. This could be due to subjective perception, or simply because of age.
- 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.
- Median scores for every category both student and parent were either 4s or 5s, indicating the majority of families surveyed reported a strong perceived benefit of music lessons in all 6 categories.



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

Over the past six months, students expressed pride in a variety of musical achievements, spanning performance milestones, technical skill improvements, and creative breakthroughs.

Key themes include:

1. Performance Achievements – Joining new bands, performing on stage, and successfully finishing songs were major points of pride.
2. Skill Growth – Many noted being able to play songs without mistakes, change chords smoothly, or play in new styles like jazz.
3. Creative Expression – Students celebrated writing original songs, making their first beats, and hearing their own recorded music.

There's a strong emotional connection between progress and confidence – moments where students realized they could do something they once found difficult were often the most rewarding.





Musical Aptitude and Pride

Impactful Quotes

“ —

"I was able to play jazz... a style of music that I had never played before. I liked feeling able to express myself freely through jazz."

- Lundyn, 20

"When I learned to change chords without looking down at my hands & I sang on stage."

- Kaley, 12

"After practicing a new song for awhile, having it come together where I can play it with a real strum pattern and not just every quarter or half note."

- Tricia, 32





STUDENT
reported
(over 10 yo)

Family Life

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

1. Encouragement and Support – Many noted that family members encourage their musical goals, feel proud of their progress, or enjoy hearing their skills.
2. Connection and Shared Joy – For some, music is a bonding activity, creating moments of peace, happiness, and shared interest with family members.
3. Personal Confidence and Mood Boost – Playing music has increased self-confidence and positively impacted mood, which indirectly improves interactions at home.
4. Minimal Change for Some – A few students mentioned little to no impact on relationships, often because they practice alone or live independently.





Family Life

Impactful Quotes

“ —

"Music gives our house a feeling of peace and happiness."

- Lundyn, 20

"Everyone in my home loves music... it allows us to connect to each other since we have a common interest."

- Luriel, 15

"My husband is proud of me for pursuing guitar!"

- Tricia, 32





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 Excitement – Words like “excited,” “happy,” “awesome,” and “cool” show that music brings energy and fun.
2. Calm and Healing – Several described music as “calming,” “healing,” and “peaceful,” emphasizing its soothing effect.
3. Confidence and Expression – Feelings like “outgoing,” “inspired,” and “seen” highlight music’s role in building self-belief and providing a creative outlet.





Family Life

Impactful Quotes

“ —

"Seen, since music can be how I reflect or process emotions and even get inspired."

- Shamyra, 22

"Excited — playing gives me a chance to express my own beats and learn from others."

- Xavier, 18

"Healing — it provides a source of joy."

- Erica, 51





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 – Many children felt pride after performing in recitals, receiving applause, standing ovations, and compliments from others.
2. Skill Milestones – Parents mentioned learning new techniques, playing with both hands, mastering a rock riff, or understanding rhythm as proud moments.
3. Spontaneous Music Joy – Some proud moments happened outside formal settings — tapping along to music in the car, playing at family gatherings, or performing impromptu at events.





PARENT
Reported
(under 10 yo)

Musical Aptitude and Pride

Impactful Quotes

“ —

"She totally ROCKED it and I was so proud of her. She had a standing ovation... it was a great day for Parker (and her Mama!!)"

- Parker, 10

"His very first recital... he firmly enjoyed it and will remember it forever."

- Te'Montez, 10

"Levi was so proud after he accomplished the recital by not only playing piano but also deciding to sing last minute."

- Levi, 8



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. Music as a Family Tradition – Many families already had strong musical roots, with parents or extended family members being musicians, singers, or dancers. For these households, children's music lessons felt like a natural continuation of that legacy.
2. Building Confidence and Expression – Several parents noted that music has helped their children become more confident, expressive, and willing to speak up in other areas of life.
3. Bonding and Positive Energy – Music has given families shared topics of conversation, pride in accomplishments, and joyful moments together. Even for families where music was always present, the child's progress has been a unifying, positive force.





Family Life

Impactful Quotes



"Music is like a binding force in our family. I'm happy Dallas is experiencing his own musical journey."

"As a parent, I'm seeing my child become more confident in herself and she wants to be so much better at everything."

"Music is so important in my family life! We are truly grateful for Mason Music and Mr. Hunter!"



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.

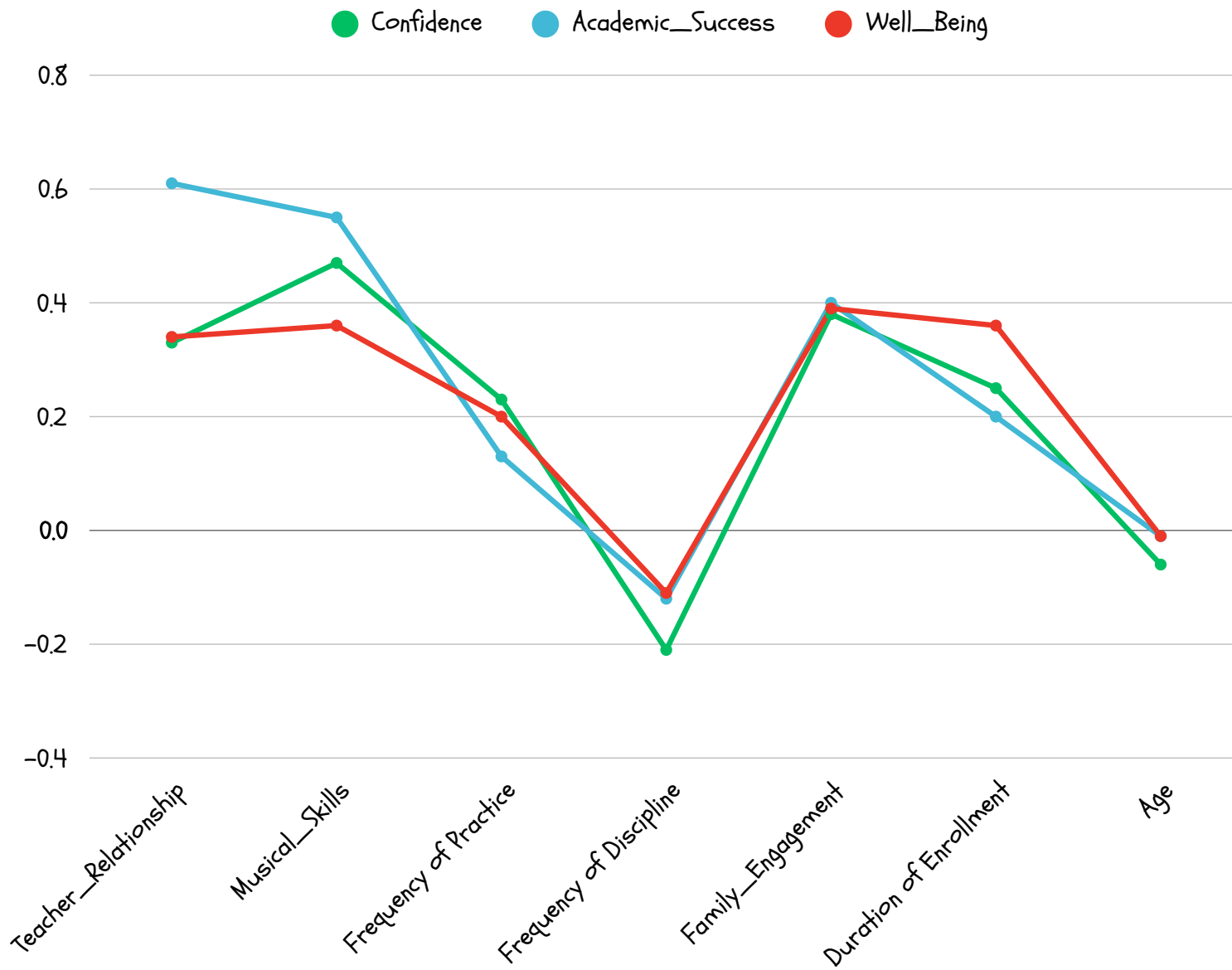


C O R R E L A T I O N S

	Teacher Relationship	Confidence	Academic Success	Well Being	Family Engagement	Musical Skills	Age	Duration of Enrollment	Frequency of Practice	Frequency of Discipline
Teacher Relationship	1	0.33	0.61	0.34	0.24	0.39	-0.1	-0.07	-0.07	-0.08
Confidence	0.33	1	0.69	0.55	0.38	0.47	-0.06	0.25	0.23	-0.21
Academic Success	0.61	0.69	1	0.65	0.4	0.55	-0.01	0.2	0.13	-0.12
Well Being	0.34	0.55	0.65	1	0.39	0.36	-0.01	0.36	0.2	-0.11
Family Engagement	0.24	0.38	0.4	0.39	1	0.44	-0.27	0.03	-0.03	0.16
Musical Skills	0.39	0.47	0.55	0.36	0.44	1	-0.06	0.06	0.16	0.14
Age	-0.1	-0.06	-0.01	-0.01	-0.27	-0.06	1	0.16	0.25	-0.12
Duration of Enrollment	-0.07	0.25	0.2	0.36	0.03	0.06	0.16	1	0.23	-0.26
Frequency of Practice	-0.07	0.23	0.13	0.2	-0.03	0.16	0.25	0.23	1	-0.33
Frequency of Discipline	-0.08	-0.21	-0.12	-0.11	0.16	0.14	-0.12	-0.26	-0.33	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)
 - Well-Being and Academic Success (.65)
 - Academic Success and Strong Teacher Relationship (.61)
 - Musical Skills and Academic Success (.55)
 - Well-Being and Confidence (.55)
 - Musical Skills and Confidence (.47)



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 (.23)
 - Academic Success (.13)
 - Well Being (.20)
- Frequency of discipline at school was negatively correlated with the following:
 - Confidence (-.21)
 - Duration of enrollment (-.26)
 - Frequency of practice (-.33)



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.

The data suggests that longer duration in our program is (weakly) 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.

This survey will be reviewed by expert statisticians and our staff will make recommendations on future adjustments to fine tune it in order to increase the benefit to the Foundation.

