



# 2018-2019 Program Evaluation Report

Columbus Children's Choir's Middle School  
Honors Chorus, Music in the House &  
In Your School

## ABSTRACT

Key insights and highlights of the impacts of the Columbus Children's Choir's 2018-2019 community engagement programs.

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## Executive Summary

Columbus Children’s Choir (CCC) offers three community engagement programs to students who may not have access to high-quality musical education to fulfill their mission to foster the personal growth of children through meaningful experiences in music education and vocal performance. The goals of these community engagement programs are to enhance students’ skills and abilities as they relate to vocal music, performing, and confidence.

For the fifth consecutive year, a program evaluation was conducted by independent evaluation firm Measurement Resources Company to assess the impact of three of Columbus Children’s Choir’s community engagement programs: *Middle School Honors Chorus (MSHC)*, *Music in the House*, and *In Your School (IYS)*. Outcomes such as self-efficacy toward the different choral skills and attitudes toward the program and music in general were assessed with pre- and post-program surveys administered to students and post-program surveys and interviews conducted with both teachers and administrators. Overall, students and teachers experienced many positive outcomes such as increased student self-efficacy, future intentions to participate in music, and high levels of satisfaction with the programs.

### Key Findings

- 1. Students participating in *In Your School* and *Middle School Honors Chorus* are experiencing greater levels of self-efficacy with vocal and choral techniques.** Most students in both programs reported increases in their self-efficacy in various vocal and choral techniques such as singing in different meters and tempos, reading music, singing music from different genres, and focusing on their singing technique. The data indicate that the programs are effectively building students’ confidence in their choral skills and abilities.
- 2. Students participating in *In Your School* and *Middle School Honors Chorus* reported positive creative experiences participating in the programs.** Most students indicated that participating in the programs helped them increase their appreciation for music, use of imagination, and confidence in themselves overall. Additionally, students indicated that the program encouraged them to think in new and different ways. This suggests that the programs have effectively fostered an environment that brings students joy and encourages creativity.
- 3. Students participating in *In Your School* experienced the highest levels of self-efficacy, intentions to participate in music in the future, and satisfaction with the program in the past five years.** Student ratings of self-efficacy, satisfaction, and intentions to participate in music in the future were the highest in 2018-2019 compared to the past four years of the program’s evaluation. This indicates that the program is increasingly

### BY THE NUMBERS

**100%**

All MSHC students like the music genres of the program, enjoyed participating, and would participate again

**9 in 10**

Nearly all IYS students indicated that the program brought them joy and would recommend the program to their friends

**8 in 10**

At least eight in 10 students in IYS and MSHC reported confidence in their singing abilities

**15%**

More students in MSHC reported intentions to go to choral performances upon completion of the program

providing students enjoyable and enriching experiences that build their confidence in music and impact their positive intentions to continue to participate in music.

4. **Students and teachers in all programs are highly satisfied with their experiences and see many strengths in the programs.** Nearly all students in *Middle School Honors Chorus* and *In Your School* reported satisfaction with their experiences, indicating that they would participate again if they could and that they would recommend the program to their friends. The teacher and administrator in *Music in the House* reported satisfaction with the program and see the many strengths of the program, including the various instruments made available to students and the opportunity to expose children to music early on.

## Conclusion and Recommendations

Columbus Children's Choir 2018-2019 community engagement programs were impactful on the students served and brought joy and inspiration to most involved in the program. Most students experienced increases in their self-efficacy around many vocal and performing areas, as well as high satisfaction and greater interest in future participation in music. Teachers also reported high satisfaction with the program and perceived the program had positive impacts on their students. Based on the data gathered from students and teachers, the following are recommendations for how Columbus Children's Choir can continue to carry out its mission and have a positive impact on those involved in the programs.

1. **Expand the programs' reach and frequency.** A common theme throughout feedback gathered from MSCH and IYS students and teachers is a desire for expansion of the program throughout the schools to reach more students, as well as increasing the frequency of meetings for students in the program. Given the positive outcomes CCC's programs are producing for the students, expanding the program to reach more students and potentially increasing the frequency of practices/classes would increase the impact the programs can have on the community.
2. **Utilize evaluation data to inform future instruction and determine student's comfortability with vocal and choral techniques.** Ratings between IYS students' comfortability with various techniques compared to the teacher's perspective of students' comfortability revealed large discrepancies in several areas. Overall, the teacher perceived students to be more comfortable than they actually were in several areas. To help reduce these discrepancies in future years, these evaluation results can be used to inform the teacher of common areas where students tend to be less comfortable than what is perceived. This may allow for longer instruction/training in some techniques more so than others to ensure students increase their self-efficacy in all vocal and choral techniques.

