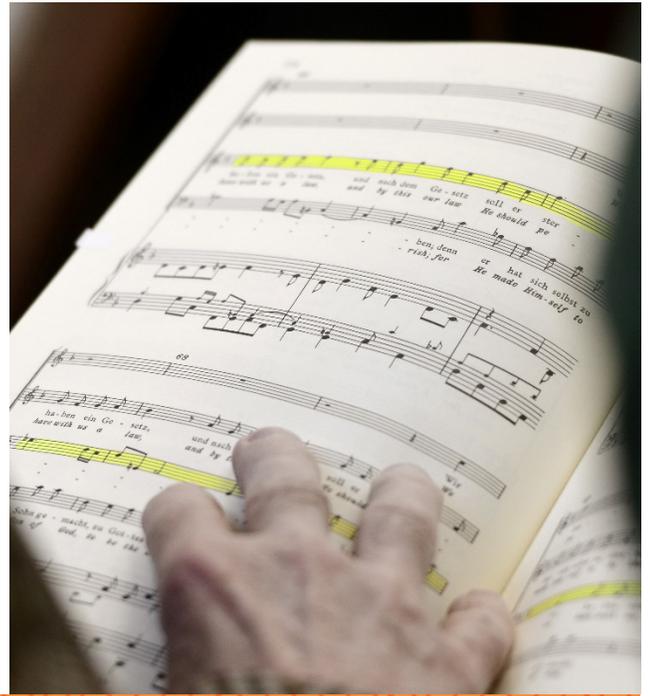


MacPhail Music for Life™

2020-21 Evaluation Results

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SEPTEMBER 2021

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Introduction

Since 2005, the Music for Life™ program at the MacPhail Center for Music has been offering music classes for older adults to provide them the opportunity to learn and practice music skills and socialize with other adults in a group setting. MacPhail Teaching Artists lead Music for Life™ sessions at senior living facilities in the Twin Cities metro area; MacPhail partners with more than 30 locations to offer these sessions. In addition to these sessions, MacPhail offers registration-based classes at a limited number of sites; these sites are in Minneapolis, Saint Paul, and Apple Valley.

MacPhail partnered with Wilder Research to conduct an evaluation of their activities in program year 2020-2021.

Methods

Wilder Research worked with the MacPhail Center for Music to develop a survey to gather perspectives from Music for Life™ participants at the end of their participation in the program. The survey asked questions about: participants' satisfaction with the program; the impact the program had made on participants' emotional and physical health, socialization, and musical skills; their favorite aspects of the program; and areas for program improvement. Fifty-nine of the 191 fall 2020 participants completed a survey at the end of the program in fall 2020 (31%), and 55 of the 385 participants did so in spring 2021 (14%).

Wilder and MacPhail also worked together to develop a survey of Teaching Artists involved in the program. This survey gathered insights from Teaching Artists about their perceptions of the program, how MacPhail supports them as teachers, and what more MacPhail could do to equip them to serve program participants. Eleven out of 13 Teaching Artists completed a survey, for a response rate of 85%.

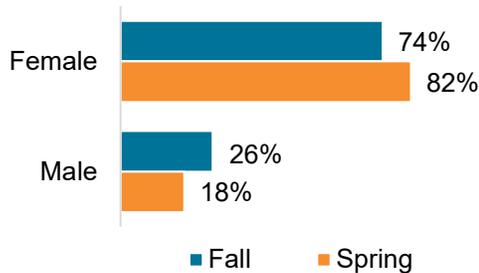
Evaluation results

Participant survey results

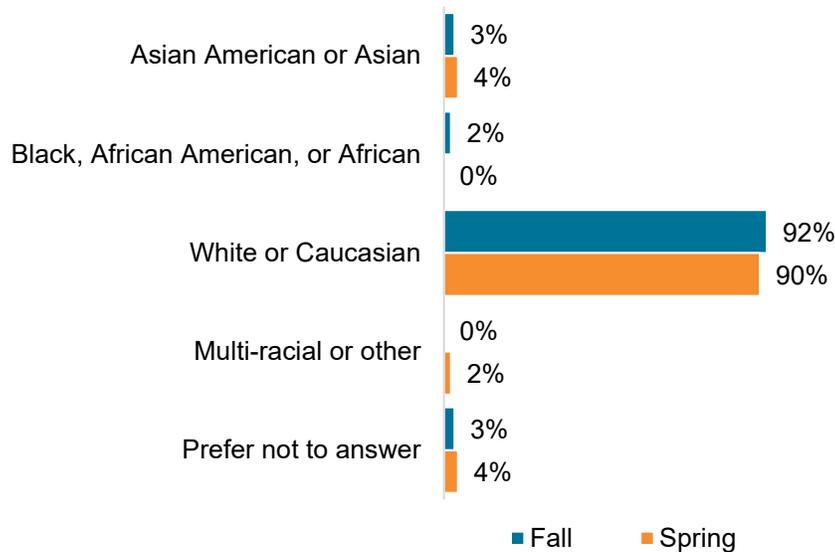
Participant characteristics

Music for Life™ participants were asked to share a little bit about themselves when completing their survey. The majority of respondents identified as female (74% in fall semester and 82% in spring; Figure 1) and White (92% in fall and 90% in spring; Figure 2). Most participants were age 70 or older; 80% and 75% of participants were age 70 or older in the fall and spring, respectively (Figure 3). The average age of fall semester participants was 73, and the average age of spring semester participants was 74.

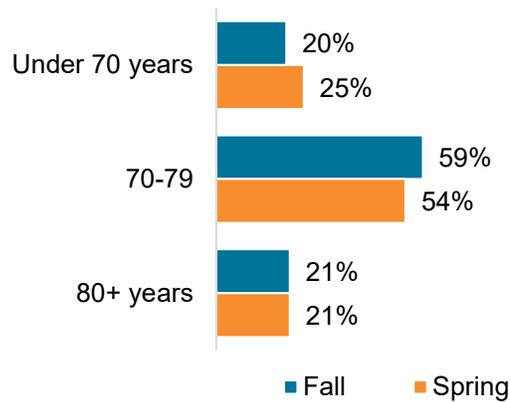
1. Participant gender identity (N=57 in fall, N=49 in spring)



2. Participant race (N=59 in fall, N=49 in spring)

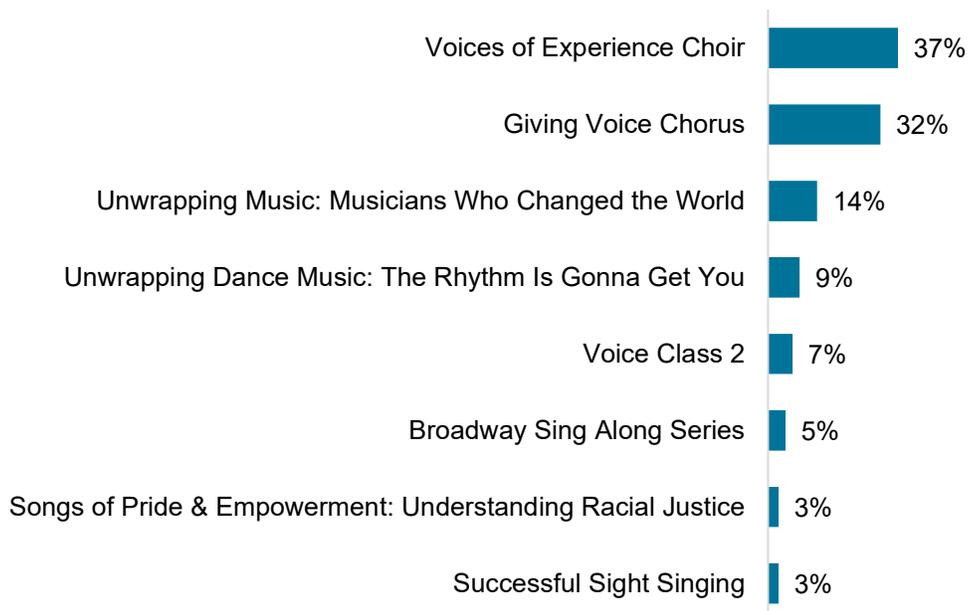


3. Music for Life™ participant age (N=56 in fall, N=48 in spring)

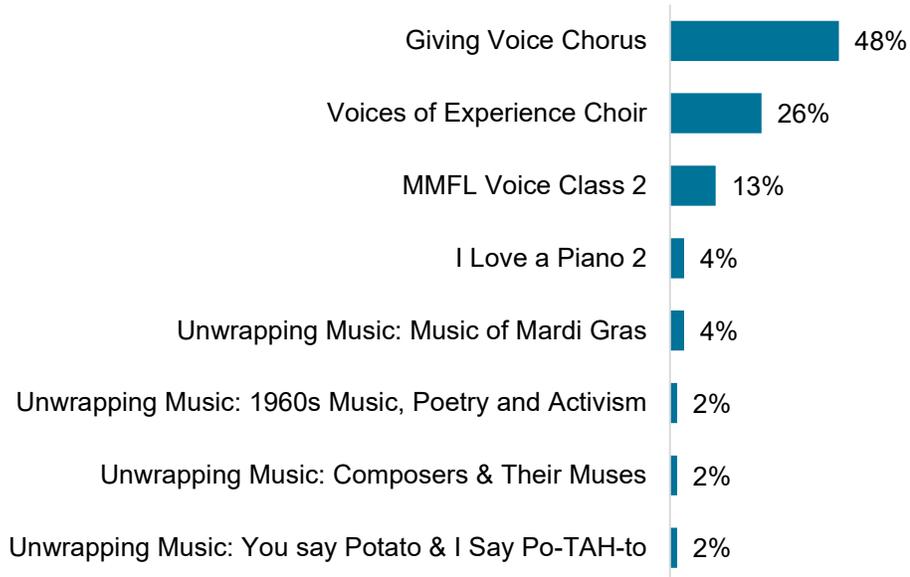


In both semesters, respondents most commonly participated in the Voices of Experience Choir and the Giving Voice Chorus. The Voices of Experience choir was more popular in the fall, and the Giving Voice Chorus was more popular in the spring (Figures 4 and 5).

4. Type of Music for Life™ class participants were involved in – fall 2020 (N=59)



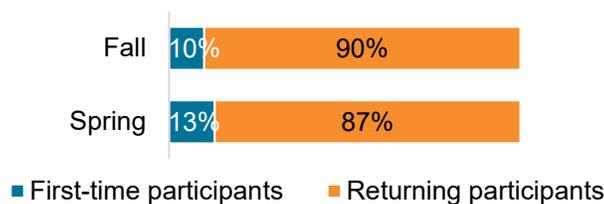
5. Type of Music for Life™ class participants were involved in – spring 2021 (N=54)



Rationale for participation

Participants were asked about their previous experiences with music and Music for Life™ and why they decided to participate in Music for Life™. The vast majority of respondents had participated in a Music for Life™ class previously and decided to return to the program (Figure 6).

6. First-time and returning participants (N=59 in fall, N=55 in spring)



Participants in the fall semester were asked how they heard about Music for Life™ and were given a list of options to choose from. Of the list, participants had most commonly heard of the class from friends, family, or acquaintances who had previously participated in a Music for Life™ class (Figure 7). About half of the participants (49%) mentioned another way they had heard of Music for Life™, but due to their variety, the responses cannot be categorized. A few of them included hearing about the program by visiting MacPhail for their grandchild’s music classes, ads on MPR, an article in the Star Tribune, and direct outreach from the Teaching Artist.

7. How participants heard of Music for Life™ – fall 2020 (N=59)

	%
Friends, family, or acquaintances who had previously participated in Music for Life™	34%
Online search	12%
Friends, family, or acquaintances who had not previously participated in Music for Life™	5%
Another way	49%

When new participants were asked why they decided to join a Music for Life™ course, they spoke about hearing about the class from friends and acquaintances, taking the class to cope with their own dementia, and otherwise feeling like it would be a pleasant experience.

I miss the opportunity to participate in my church choir.

In the midst of staying inside and the weather getting colder, I thought this sounded extremely interesting and exactly what I needed at the time.

Participants who had previously participated in Music for Life™ were asked why they chose to take a class again. Respondents most commonly reported that they have enjoyed previous Music for Life™ classes, that they love working with their Teaching Artist, and that it was a fun way to socialize with others. Some noted that it was particularly helpful to have the opportunity to socialize in the middle of the COVID-19 pandemic. Some spoke about how meaningful it is for them to be able to participate in choirs with their spouses or those they care for who have dementia or Alzheimer's.

The majority of participants (98% in fall and 93% in spring) reported that they plan to sign up for another Music for Life™ class. These participants noted that their enjoyment of the classes and the music and relationships with other members and Teaching Artists is why they would like to continue their participation.

We have become a community of singers, so it was a way to reconnect with friends and raise our spirits during the pandemic. Plus, it was a challenge to sing in new ways and learn technology to make beautiful music.

I take every class I can that [my Teaching Artist] teaches.

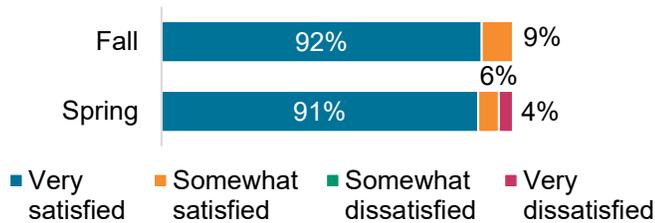
I love the way this chorus makes me feel! I love to sing. I treasure my relationships with other chorus members. I learn so much from and am in awe of our director and accompanist. I feel lucky to be part of this group.

Participants find classes enjoyable and valuable

Overall, respondents were satisfied with the class they participated in and felt it suited both their expectations and interests.

Almost all respondents were satisfied with the class they participated in; all respondents said they were either very satisfied or satisfied with the class in fall, and 97% said so in spring (Figure 8). Almost all respondents said the class content suited their interests and expectations (97% in fall and 96% in spring; Figure 9).

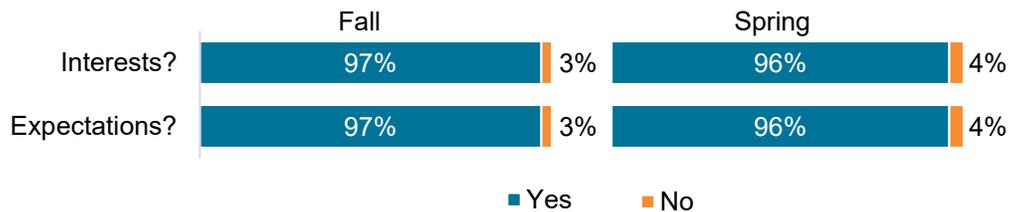
8. Overall satisfaction (N=59 in fall, N=55 in spring)



Note: Percentages may not equal 100% due to rounding.

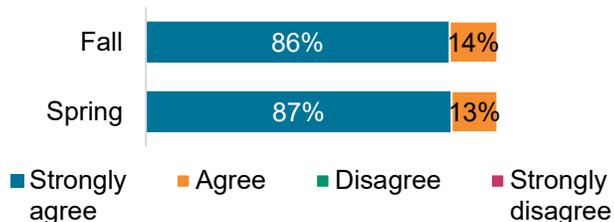
9. Satisfaction with class content (N=59 in fall, N=55 in spring)

Did the content of the class suit your...



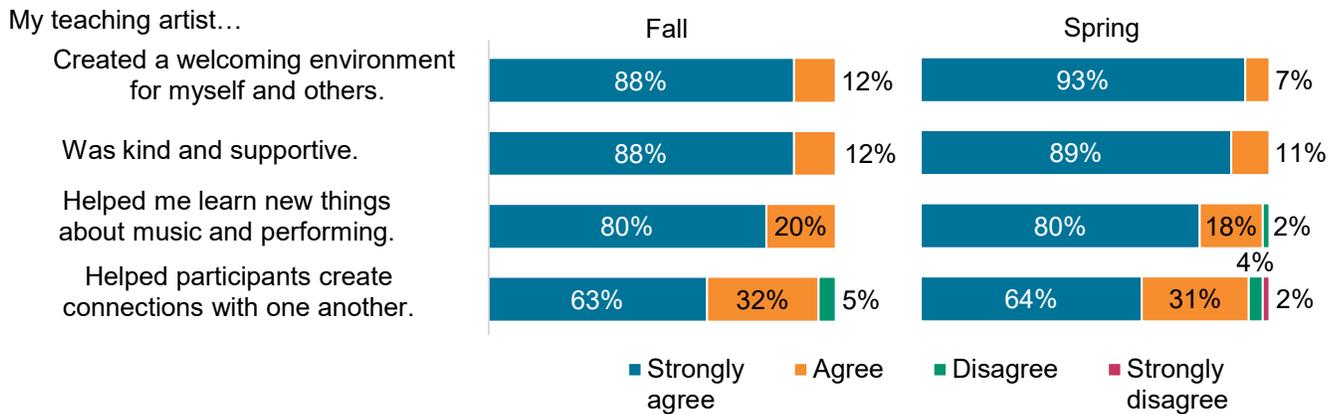
All respondents said they strongly agree or agree that they will recommend Music for Life™ to friends and acquaintances (Figure 10).

10. Willingness to recommend classes (N=59 in fall, N=55 in spring)



Respondents were very positive about the Teaching Artist who led their class. In both semesters, all respondents reported that their Teaching Artist was kind and supportive and that they created a welcoming environment for participants (100% either “strongly agree” or “agree;” Figure 11). Nearly all respondents said their Teaching Artist helped them learn new things about music and performing (100% in fall and 98% in spring), and helped participants create connections with one another (95% in fall and 94% in spring).

11. Satisfaction with Teaching Artist, (N=59 in fall, N=55 in spring)



Participants develop music skills

Respondents reported developing their music skills through their participation in the Music for Life™ Program. The majority of participants reported learning more about music (71% in fall and 53% in spring), growing in their appreciation of music (64% in fall and 62% in spring), and increasing their musical skills (54% in fall and 60% in spring; Figure 12).

12. Accomplishments – musical (N=59 in fall, N=55 in spring)

What did you accomplish by participating in this music class?	Fall 2020	Spring 2021
I learned more about music	71%	53%
I grew in my appreciation of music	64%	62%
I increased my musical skills	54%	60%

Note. Respondents were asked to check up to three response options, leading to a total >100%.

Participants were asked what aspect of their Music for Life™ class was the most satisfying for them. Among the musical outcomes, they reported enjoying learning new music (61% in fall and 60% in spring), learning musical techniques (31% in fall and 33% in spring), and singing or playing familiar songs (27% in fall and 38% in spring; Figure 13). When asked in an open-ended question what they most enjoyed about Music for Life™, participants frequently spoke about the value the classes bring to their life; several commented that they

could not imagine living without the Voices of Experience and Giving Voice choirs, in particular. They spoke about how singing makes them happier and healthier, and how virtual Music for Life™ classes have given them the opportunity to sing despite the pandemic and social distancing guidelines. Many participants spoke about how much they enjoy working with their Teaching Artist, and how they will continue to take whatever lessons are offered by their Teaching Artist. Others spoke about how meaningful it is to them to create something together with others, and how they were able to socialize with other people who enjoy music. Some also spoke about seeing positive outcomes for their loved ones with dementia or Alzheimer’s because of their participation in the program.

Participating in choral music enriches my life, in general and especially now during the pandemic isolation.

It is still the pandemic. I get to sing!! Thank God for Zoom.

I want to keep singing for my mental and physical health.

I plan to be in Voices of Experience for the rest of my life or as long as I can sing.

I can't imagine living without it.

13. Best parts of participation – musical outcomes (N=59 in fall, N=55 in spring)

What are the most satisfying aspects of participating in MacPhail Music for Life™?	Fall 2020	Spring 2021
Learning new music	61%	60%
Learning musical techniques	31%	33%
Singing or playing familiar songs	27%	38%

Note. Respondents were asked to check up to three response options, leading to a total >100.

Participants are happier and healthier because of their participation

Participants reported numerous benefits from participating in a Music for Life™ class in terms of their health, wellbeing, and social lives. They commonly reported that their participation in Music for Life™ improved their mood (71% in fall and 73% in spring), that they socialized with others (63% in fall and 64% in spring), and were more active mentally (58% in fall and 56% in spring; Figure 14). Less frequently, they reported that participation in their music classes allowed them to express themselves in a creative way (48% in fall and 51% in spring), make new friends (44% in both fall and spring), and be more physically active (22% in fall and 13% in spring).

14. Accomplishments – non-musical (N=59 in fall, N=55 in spring)

What did you accomplish by participating in this music class?	Fall 2020	Spring 2021
I improved my mood	71%	73%
I socialized with others	63%	64%
I was more active mentally	58%	56%
I expressed myself in a creative way	48%	51%
I made new friends	44%	44%
I was more active physically	22%	13%

Note. Respondents were asked to check all that apply, leading to a total >100%.

The aspect of Music for Life™ that participants found most satisfying was the opportunity to sing and learn with new people (63% in fall and 69% in spring; Figure 15). Following this, respondents reported that they liked getting to know new people (22% in both fall and spring), performing (22% in fall and 15% in spring), and expanding their social activities (20% in fall and 16% in spring). Participants were given an option to write in other satisfying aspects of participating in the classes. Responses included learning about music in social, cultural, and historical contexts; learning more about music from other cultures; and connecting with existing friends.

15. Benefits of participation – Non-musical outcomes (N=59 in fall, N=55 in spring)

What are the most satisfying aspects of participating in MacPhail Music for Life™?	Fall 2020	Spring 2021
Singing or learning with other people	63%	69%
Getting to know new people	22%	22%
Performing	22%	15%
Expanding my social activities	20%	16%
Physical warm-ups	5%	11%
Other	9%	7%

Note. Respondents were asked to check all that apply, leading to a total >100%.

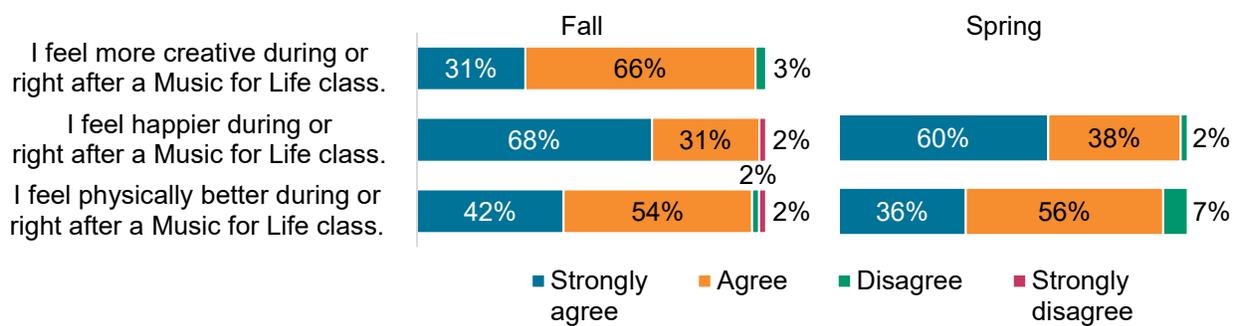
When asked what they most enjoyed about Music for Life™, many respondents said that the classes and rehearsals gave them an opportunity to challenge themselves and learn something new, and that it gave them an opportunity to see their friends and create music together. Respondents commonly spoke about their appreciation for all of the staff involved in the program as they worked to ensure it was a positive experience for participants, despite the challenges associated with doing everything remotely.

Seeing my friends and knowing they were healthy! Learning to record our voices and then listening to the final product – we sounded so good! The online class turned out to be better than I thought it would be, and I really enjoyed it.

I am so impressed with the level of commitment, skill, and dedication demonstrated by both [MacPhail staff and Teaching Artists]. They made virtual learning both enjoyable and successful. I know it was challenging, but they made it happen. I was also impressed with the caliber and dedication of the “engineers” who blended our voices for the Winter Solstice concert.

Almost all respondents in the fall semester agreed or strongly agreed they felt happier (98%), more creative (97%), and physically better (96%) during or right after a class. Similarly, almost all participants in the spring semester agreed or strongly agreed that they felt happier (98%) and physically better (93%) during or right after a class (Figure 16).

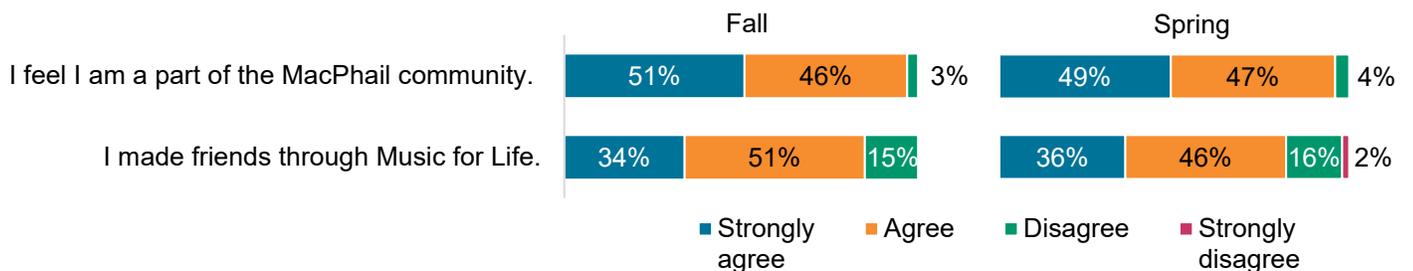
16. Impact of classes on participant happiness and on how participants feel physically, (N=59 in fall, N=55 in spring)



Note: Those who participated in the program in spring 2021 were not asked if they felt more creative during or right after a Music for Life™ class.

Participants were positive about the impact that Music for Life™ had on their social lives, as well as the community that they have been able to be a part of through their participation. Almost all participants agreed or strongly agreed that they feel they are a part of the MacPhail community (97% in fall and 96% in spring; Figure 17). Many agreed or strongly agreed that they made friends through Music for Life™ (85% in fall and 82% in spring).

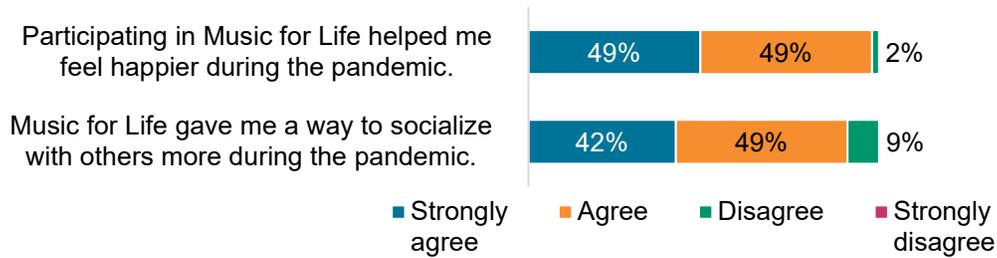
17. Impact of classes on participant’s socialization, (N=59 in the fall, N=55 in the spring)



Music for Life™ helped participants cope with the pandemic

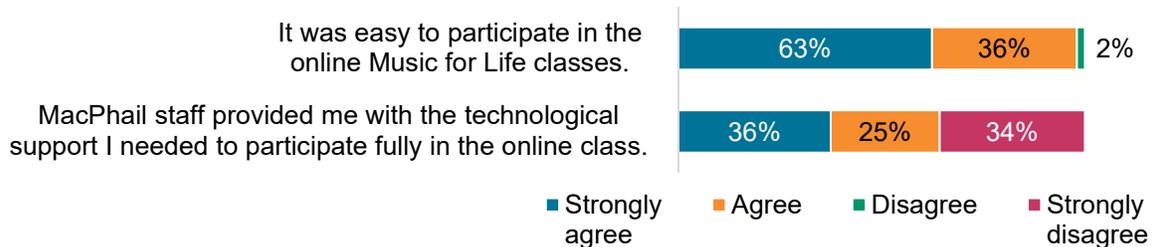
Those who participated in the program in fall 2020 were asked questions about whether or not the program had helped them cope with the challenges of the COVID-19 pandemic and if MacPhail had provided them with the support they needed to continue to participate in an online format. Almost all participants agreed or strongly agreed that participating in Music for Life™ helped them feel happier (98%) and gave them a way to socialize with others more (91%) during the pandemic (Figure 18).

18. Impact of classes on participant's happiness and socialization during the COVID-19 pandemic, fall 2020 (N=59)



Almost all participants agreed or strongly agreed that it was easy for them to participate in the online Music for Life™ classes (98%; Figure 19). However, over a third of participants (34%) strongly disagreed that MacPhail staff provided them with the technological support they needed to participate fully in the online classes.

19. Impact of classes on participant's happiness and socialization during the COVID-19 pandemic, fall 2020 (N=59)



Suggested improvements from participants

Music for Life™ participants were asked what would make the class better. Most respondents used the opportunity to share that the classes were good as they were or to say that they had no suggestions. Those who did provide suggestions said that sessions should be longer, that more sessions should be held, or that there should be more time for participants to introduce themselves to each other. While some suggested that Teaching Artists incorporate more music into each class, others suggested that they limit how many pieces they learn and instead focus on getting the group to performance level.

Several participants suggested that MacPhail keep a Zoom option in post-pandemic times, especially for classes held during the winter; many respondents spoke about how they enjoyed the online format, especially when they were able to stay inside during winter. Others spoke about how much they missed meeting in person and how much they looked forward to a return to in-person classes. Many respondents in the fall mentioned that they appreciated the virtual option, while most respondents in the spring commented on how much they want to return to in-person classes. Fall semester surveys were completed in the middle of winter, while spring semester surveys were collected in late spring/early summer; it's possible that the weather influenced participants' inclinations toward virtual or in-person classes. It is also likely that participants grew to miss in-person classes more as the pandemic and resulting social distancing guidelines lingered.

We all appreciate not having to find parking and climb over snow banks and go out in the cold after our great rehearsals.

We're so looking forward to singing in person again after the pandemic. Singing virtually was certainly different and kept us on our toes, but it's not nearly as enjoyable as meeting friends on a weekly basis.

Other activities for MacPhail to provide

Participants were asked whether or not there were additional types of classes they would like to see MacPhail offer. Most commonly, participants said they thought MacPhail offered a nice variety of classes and did not have suggestions. Those who did have suggestions requested that MacPhail offer classes on opera, music history, music production, and dance. Some suggested that MacPhail offer more classes in the “Unwrapping Music” series, and some requested that MacPhail offer individual vocal lessons for Giving Voice chorus members.

Teaching Artist feedback

Strengths of the program

Teaching Artists were asked what they consider to be the greatest successes of the Music for Life™ program in an open-ended question. Most commonly, Teaching Artists spoke about how the program was able to switch to online instruction relatively seamlessly, and how Teaching Artists and participants were able to continue to build community even during virtual classes. Some Teaching Artists spoke about the benefits of intergenerational sessions, as it allows older adults and children to work with one another and create music together.

Being able to switch to online instruction as quickly and as efficiently as we did (as a department) made me proud to be a part of this group of artists, educators, and therapists.

All Teaching Artists agreed or strongly agreed that they have made connections with participants (Figure 20).

20. Teaching Artist sense of community

	N	Strongly agree	Agree	Disagree	Strongly disagree
I made connections with participants in my Music for Life™ class.	9	6/9	3/9	0/9	0/9

When asked how the Music for Life™ program benefits participants, Teaching Artists most commonly reported that it builds community and benefits participants’ mental and physical wellbeing. Some noted that the program benefits participants’ spiritual wellbeing, as well.

MMFL provides artistic, life-affirming, authentic connections for each participant with music, with each other and with the staff. Music-making engages each person in as holistic a manner as is possible as it enlivens and activates every sense.

Support and training for Teaching Artists

Teaching Artists reported that the training and peer mentoring program were both helpful. All Teaching Artists agreed or strongly agreed that group training taught them how to build community among participants, and almost all agreed or strongly agreed that they were able to successfully use the activities they learned about in group training. All but one Teaching Artist agreed or strongly agreed that group training taught them how health issues might impact older adults’ participation in classes. All Teaching Artists reported that peer mentoring taught them activities to build community among participants (Figure 21).

21. Teaching Artists' perspectives of training

	N	Strongly agree	Agree	Disagree	Strongly disagree
I learned how to build community among participants in group training.	7	1/7	6/7	0/7	0/7
I've been able to successfully use the activities I learned about in group training.	7	1/7	5/7	1/7	0/7
I learned how health issues might impact older adults' participation in the class from the group training.	6	4/6	1/6	1/6	0/7
Peer mentoring taught me activities to use in my class to help build community among participants.	9	2/9	7/9	0/9	0/9

Note: "Not applicable" responses were removed from each question's total responses, leading to different Ns across questions.

Opportunities for improvement

Teaching Artists were asked what the primary areas of improvement are for the Music for Life™ program. Teaching Artists primarily made suggestions in two areas: training and participant recruitment. Their suggestions included establishing a more structured approach to peer coaching and co-teaching to allow Teaching Artists to learn from each other, providing opportunities for group brainstorming, and continuing existing training and continuing education opportunities about the needs of older adults. Teaching Artists who discussed participant recruitment suggested that the program do more to serve low-income communities and to generally work to recruit more participant through avenues other than online advertising. Other suggestions included growing the instrument collection and connecting more with the music therapy department at MacPhail.

I think we could do a lot more to serve lower-income communities. They don't have the resources of equipment, personnel, etc. that allows for programs like these to come into those spaces.

When asked how Music for Life™ could better serve older adults of diverse backgrounds, Teaching Artists most often suggested that MacPhail diversify its teaching staff. Second most frequently, Teaching Artists suggested that MacPhail classes provide a more diverse repertoire, with music from a wide range of different cultures. Teaching Artists also suggested that everyone involved in Music for Life™ receive continuous training about diversity, equity, and inclusion, and that staff be committed to continuous learning.

All Teaching Artists agreed or strongly agreed that MacPhail provided the support they needed to grow as a Teaching Artist and that MacPhail provided them with guidance and support as they moved lessons online (Figure 22). When asked how MacPhail could better support them in their work, most Teaching Artists said there was nothing MacPhail could do

better or that they already felt supported by MacPhail and Music for Life™ administrators. Some provided suggestions, recommending that there be more check-ins between program administrators and Teaching Artists and more opportunities for training, including trainings about diversity, equity, and inclusion.

22. Support for Teaching Artists

	N	Strongly agree	Agree	Disagree	Strongly disagree
MacPhail provides the support I need to grow as a Teaching Artist.	10	4/10	6/10	0/10	0/10
MacPhail provided me with guidance and support as we moved lessons to be held online.	10	2/10	8/20	0/10	0/10

Issues for consideration

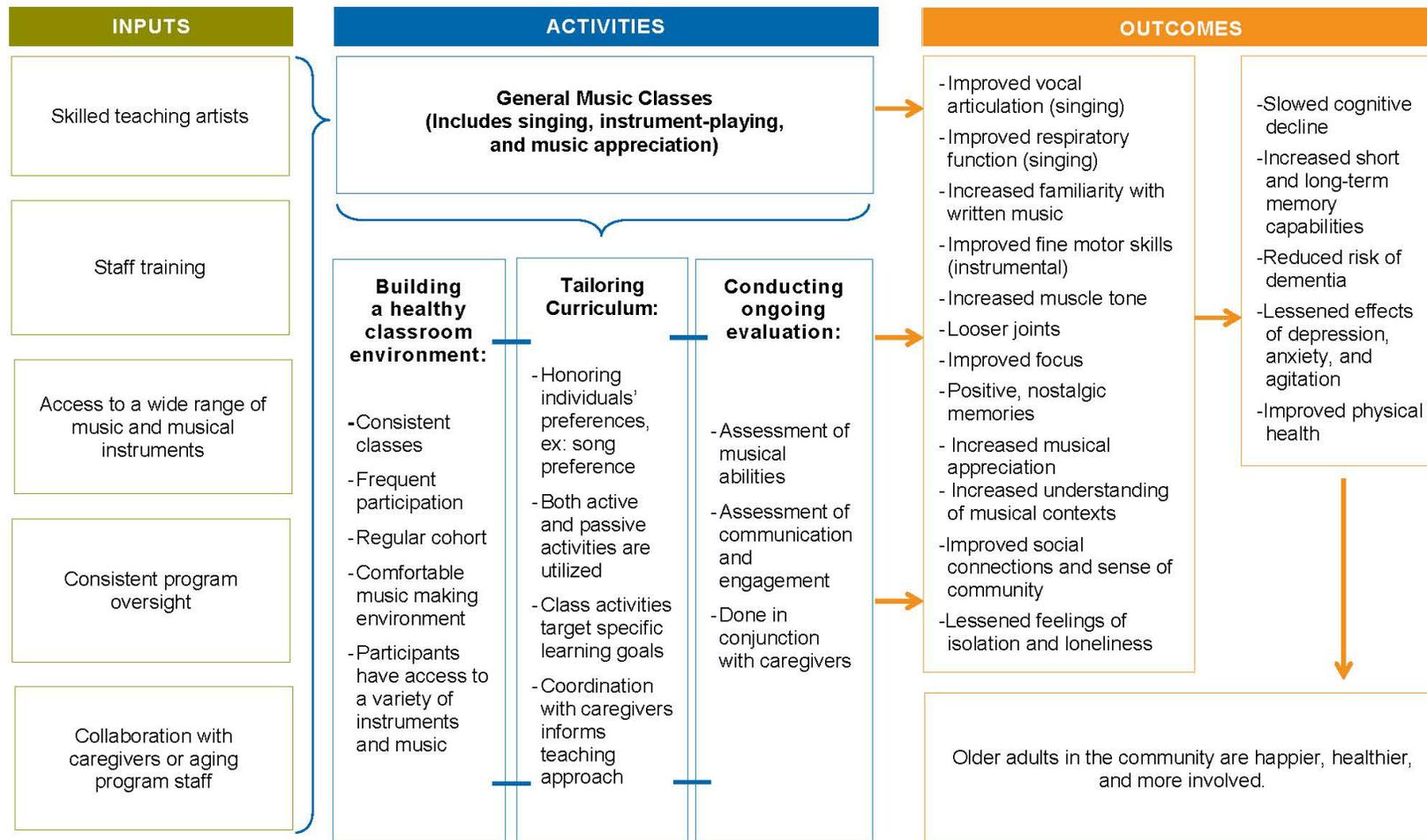
Staff at MacPhail who are involved in program design and implementation should consider the suggestions given by survey respondents mentioned above. Given the findings of this evaluation, Wilder Research also recommends the following.

- **Continue to be responsive to participants' needs and flexible in delivering programming during the pandemic.** Many participants spoke about how essential the program has been for their well-being, particularly during a time of heightened isolation during the pandemic. Participants agreed that the program made them happier and gave them an opportunity to socialize during the pandemic, as well.
- **Consider ways to incorporate diversity, equity, and inclusion more fully into the program.** Teaching Artists stressed a need for MacPhail to diversify their teaching staff, offer a diverse repertoire of music, and provide more training around diversity, equity, and inclusion to staff involved in the program. Program participants reported enjoying music from different backgrounds, as well; MacPhail should continue and expand upon a diverse class repertoire.
- **Pursue opportunities to serve more participants of color and low-income participants.** The vast majority of Music for Life™ participants identify as White. MacPhail should dedicate time and resources to identifying ways to provide programming to more older adults of color and low-income individuals.
- **Consider offering virtual classes after the pandemic.** Participants were generally very positive about virtual lessons, especially during the winter months. While many participants spoke about wanting to practice in person with others as soon as it is safe to do so, the option to participate virtually when the weather is bad would benefit many participants. This could also be beneficial for older adults who are eager to participate in the program but who live far away from the MacPhail Center or are constrained in their ability to get to MacPhail for classes.
- **Determine ways to provide more technical support to program participants.** Over a third of participants strongly disagreed that MacPhail provided them the technical support they needed to participate fully in the online classes. MacPhail should explore ways to deliver technical support to remote participants.

Appendix

A. Logic model

Overview: The MacPhail Music for Life program aims to provide music education to older adults, giving them an outlet of creative expression, connecting them with other older adults who share their passions, and providing the opportunity to improve their physical and mental health conditions through musical activity. They do so with classes specifically focused on singing, learning to play instruments or improving their instrumental abilities, and music appreciation.



B. MacPhail Music for Life™ Participant Post-Test

Thank you for participating in MacPhail Music for Life™ classes! The Teaching Artists and staff at MacPhail appreciate your time completing this brief survey as we end our time together. Please check the appropriate boxes.

Name: _____

1. What MacPhail class did you participate in?

- | | |
|--|---|
| <input type="checkbox"/> ¹ Broadway Sing Along Series | <input type="checkbox"/> ⁶ Unwrapping Music: Musicians Who Changed the World |
| <input type="checkbox"/> ² Giving Voice Chorus | <input type="checkbox"/> ⁷ Unwrapping Dance Music: The Rhythm Is Gonna Get You |
| <input type="checkbox"/> ³ Voice Class 2 | <input type="checkbox"/> ⁸ Voices of Experience Choir |
| <input type="checkbox"/> ⁴ Songs of Pride & Empowerment: Understanding Racial Justice | |
| <input type="checkbox"/> ⁵ Successful Sight Singing | |

2. Was this your first MacPhail Music for Life™ course?

¹ Yes → What made you decide to join the class? _____

² No → What made you decide to participate in the class again? _____

(If No) When have you previously participated in Music for Life™? (*Check all that apply*)

- ¹ Fall 2020
- ² Spring 2020
- ³ Fall 2019
- ⁴ Spring 2019
- ⁵ Fall 2018
- ⁶ Spring 2018
- ⁷ Other, please describe: _____

3. What did you accomplish by participating in this music class? (*Check all that apply*)

- ¹ I learned more about music
- ² I increased my musical skills
- ³ I made new friends
- ⁴ I socialized with others
- ⁵ I was more active physically
- ⁶ I was more active mentally
- ⁷ I improved my mood
- ⁸ I expressed myself in a creative way
- ⁹ I grew in my appreciation of music
- ¹⁰ Other: _____

4. What are the most satisfying aspects of participation in MacPhail Music for Life™? (Check up to 3)

- ¹ Learning musical techniques
- ² Learning new music
- ³ Singing or playing familiar songs
- ⁴ Physical warm-ups
- ⁵ Singing or learning with other people
- ⁶ Performing
- ⁷ Expanding my social activities
- ⁸ Getting to know new people
- ⁹ Other: _____

5. Please tell us how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel happier during or right after a Music for Life™ class.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
b. I feel physically better during or right after a Music for Life™ class.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
c. I feel more creative during or right after a Music for Life™ class.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
d. I made friends through Music for Life™.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
e. Participating in Music for Life™ increased how frequently I socialize with friends.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

6. Please tell us how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. My Teaching Artist was kind and supportive.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
b. My Teaching Artist helped me learn new things about music and performing.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
c. My Teaching Artist created a welcoming environment for myself and others.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
d. My Teaching Artist helped participants create connections with one another.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
e. I would recommend Music for Life™ to my friends and acquaintances.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
f. I feel I am a part of the MacPhail community.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

7. Please tell us how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. It was easy to participate in the online Music for Life™ classes.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
b. Music for Life™ gave me a way to socialize with others more during the pandemic.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
c. Participating in Music for Life™ helped me feel happier during the pandemic.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

8. Please tell us how much you agree or disagree with the following statement.

MacPhail staff provided me with the technological support I needed to participate fully in the online classes.

- ¹ Strongly agree
- ² Agree
- ³ Disagree
- ⁴ Strongly disagree
- ⁻⁸ Not applicable

9. Did the content of the class, including the choice of music, suit your expectations?

- ¹ Yes
- ² No → If no, what was missing? _____

10. Did the content of the class, including the choice of music, suit your interests?

- ¹ Yes
- ² No → If no, what was missing? _____

11. What did you enjoy most about MacPhail Music for Life™?

12. What could make the class better? (Ex: ways to make it more convenient to participate, different class content, etc.)

13. What other types of classes or activities should MacPhail provide?

14. How did you hear about Music for Life?

- ¹ Friends, family, or acquaintances who had previously participated in Music for Life
- ² Friends, family, or acquaintances who had *not* previously participated in Music for Life
- ³ Social media (Facebook, etc.)
- ⁴ Online search (Google, etc.)
- ⁵ Another way, please describe: _____

15. Overall, how satisfied are you with the class?

- ¹ Very satisfied
- ² Somewhat satisfied
- ³ Somewhat dissatisfied
- ⁴ Very dissatisfied

16. Do you plan to sign up for another MacPhail Music for Life™ course in the future?

- ¹ Yes
- ² Maybe
- ³ No
- ⁻⁸ I don't know

Why?

17. Please share any other comments you might have about MacPhail Music for Life™ here.

Now, we'd like to know a little more about you.

18. With what gender do you identify?

- 1 Female
- 2 Male
- 3 Prefer to self-describe: _____
- 4 Prefer not to answer

19. What is your age (in years)? _____

20. What is your zip code? _____

21. How do you identify your race/ethnicity? (Check all that apply.)

- 1 American Indian, Native American or Alaska Native
- 2 Asian American or Asian
- 3 Black, African American or African
- 4 Hispanic or Latinx
- 5 White or Caucasian
- 6 Multi-racial or other (please describe: _____)
- 7 Prefer not to answer

C. MacPhail Music for Life™ Teaching Artist Survey

Spring 2020

Name: _____

Wilder Research is working with the MacPhail Center of Music to evaluate its Music for Life™ program. We are asking you, as a Teaching Artist, to share your thoughts and feelings about the program.

1. Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
a. I learned how to build community among participants in group training.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₋₉
b. I've been able to successfully use the activities I learned about in group training.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₋₉
c. I made connections with participants in my Music for Life classes.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₋₉
d. I learned how health issues might impact older adults' participation in the class from the group training.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₋₉
e. Peer mentoring taught me activities to use in my class to help build community among participants.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₋₉
f. MacPhail provides the support I need to grow as a Teaching Artist.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₋₉
g. MacPhail provided me with guidance and support as we moved lessons to be held online.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₋₉

2. How does the Music for Life™ program benefit its participants?

3. What do you think are the biggest successes of Music for Life™ to date?

4. What do you think are the primary areas for improvement? How could these improvements be made?

5. How could Music for Life™ better serve older adults of diverse backgrounds?

6. How could MacPhail better support you in your work?

7. Please provide any other comments here:

Thank you!

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Wilder Research, a division of Amherst H. Wilder Foundation, is a nationally respected nonprofit research and evaluation group. For more than 100 years, Wilder Research has gathered and interpreted facts and trends to help families and communities thrive, get at the core of community concerns, and uncover issues that are overlooked or poorly understood.

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