



LAKESHORE ARTS

The Ryerson University logo consists of the words 'Ryerson' and 'University' stacked vertically in a white, sans-serif font, set against a blue rectangular background. A yellow vertical bar is positioned to the right of the blue rectangle.

Ryerson  
University

**OUTCOME EVALUATION OF  
SHAZAM! IN FOCUS, A PHOTOGRAPHY AND  
SPOKEN WORD PROGRAM FOR YOUTHS AGED  
12 TO 14**

**Final Report**

**Presented by: Kelly McShane, PhD, CPsych, CE**

November 18, 2019

Report Prepared by:  
Kelly McShane, PhD, CPsych, CE  
Sofia Puente-Duran, PhD  
Katey Park, MA

With Assistance from:  
Milaina Manganaro  
Karen De Caldas Carolo

# Background

- An outcome evaluation (utilization focused evaluation, developmental evaluation) was conducted following the delivery of the Shazaam! In Focus Program over a three year period :
  - Spring 2017
  - Fall 2017-Spring 2018
  - Fall 2018-Spring 2019
- The goals of the evaluation were:
  - Gather data on the programs' impact on student participants, based on surveys from students, teachers, and artists.
  - Program delivery (implementation and experiences)
  - Feedback for enhancing the program.

# Method

- Pre, Post, 6 week Follow-Up (3 time points)
- Mixed methods: Surveys with likert scales and open-ended
- Multiple informant: Student, Teacher, Artist
  - *Students (N=360); ranging 54 to 158 per year.*
  - *Artists (N=35) and Teachers (N=13) completed surveys post program.*

## Implementation:

### *How was the program delivered?*

- **High program implementation fidelity:** 79% rate of adherence to the program manual's instructions for activity delivery
- **High attendance rate:** average of 5.7 sessions attended by students
- **High levels of completion of activities as instructed:** 92% of students completed all activities
- **Highly positive ratings of the program infrastructure and organization** from artists and teachers

## Experiences 1: Students

### *What was their impression and experience in the program?*

- Students rated the program overall as **highly enjoyable** (8.7/10) and positive
- Students also **felt respected by adults** in the program and felt safe taking part in the program
- Most favourite aspect of the program was **photography/photoshop**
- Most valuable lesson learned was **practical skills in art** (e.g., photoshop, writing, photography)

## Experiences 2: Arists

### *What was their impression and experience in the program?*

- Positive elements of the program experience included: good management, working as a team, and overall good flow of the program.
- Challenges described included:
  - *Management of classroom and of the time allotted for activities),*
  - *Student absences*
  - *School-related challenges (announcements, assembly).*

## Experiences 3: Teachers

*What was their impression and experience in the program?*

- Overall positive experience with program, including reports of positive impact on students and positive support offered to students

# Outcomes 1: Students (N=54-158 per year)

## *What was the impact on students?*

- Higher at post program and follow up for:
  - *artistic ability, happiness with school, school performance, positive attitude towards self, confidence in self-expression, and power over their decisions.*
- Higher (post-program only) for confidence presenting (delayed recognition?)
- Higher (follow-up only) for being able to talk to teachers about their problems
- Unclear/limited changes:
  - *Belief they have a number of good qualities (unchanged)*
  - *Respect for differences (decreased at post)*

## Outcomes 2: Artists (N=35)

### *What was the impact on students?*

- Overall, artists were “**very satisfied**” with their experience working with Lakeshore Arts:
  - *LA staff, teachers, and students were **extremely prepared***
  - *LA staff and teachers were perceived to be **very friendly***
  - *LA staff were perceived to be **extremely clear on program objectives***
  - *Artists felt “**extremely**” **supported** by LA staff and teachers*
  - *Program length (6 days for 2 hour sessions) was perceived by artists to be an **appropriate amount of time***
  - *Compensation was “**somewhat**” **generous** and were extremely likely to recommend this program to other artists*

## Outcomes 3: *Teachers (N=13)*

### *What was the impact on students?*

- All reported that their experience taking part was “**extremely positive**”
  - *LA staff and artists were **extremely organized***
  - *LA staff and artists were **very friendly***
  - *Instructions from artists were **extremely clear***
  - *Teacher rubrics were perceived as “**extremely useful rubrics**”*
  - ***Extremely likely to transfer** to program assessments to grades*
  - *Program length (6 days for 2 hour sessions) was an **appropriate amount of time***
  - ***Extremely likely to recommend** this program to a colleague and expressed interest in partaking in the program again next year*

# Recommendations

- Some findings not maintained in long term, but may in fact reflect the limited ability to practice the skills post-program (e.g., confidence presenting)
- Suggestions for program expansion include improved liaison with school administration and continued engagement of teachers.