

A red speech bubble with a white outline, containing the text "our minds matter" in white lowercase letters.

our minds
matter

2023-2024

End of Year Results

Who Are Our Students?

Let's look at some demographics..

Exit Poll Responses

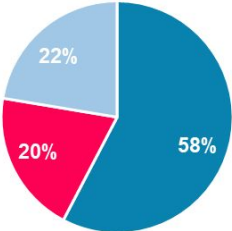
- **284** Usable responses (Removing those who declined to participate & extra responses from students who took the survey more than once) for high school students
- **74** Usable responses for middle school students

Student Demographics

Middle School N=74
High School N=286

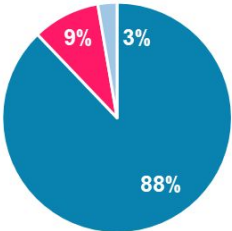
Student Race/Ethnicity (HS)

■ Student of Color ■ White Students ■ Prefer not to answer



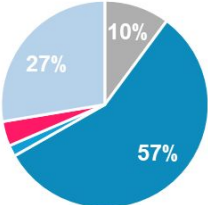
Student Race/Ethnicity (MS)

■ Student of Color ■ White Students ■ Prefer not to answer



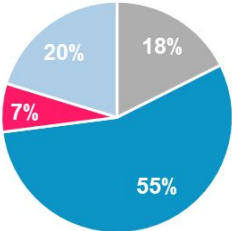
Student Gender (HS)

■ Cisgender male ■ Cisgender female ■ Transgender
■ Another gender ■ Prefer not to answer

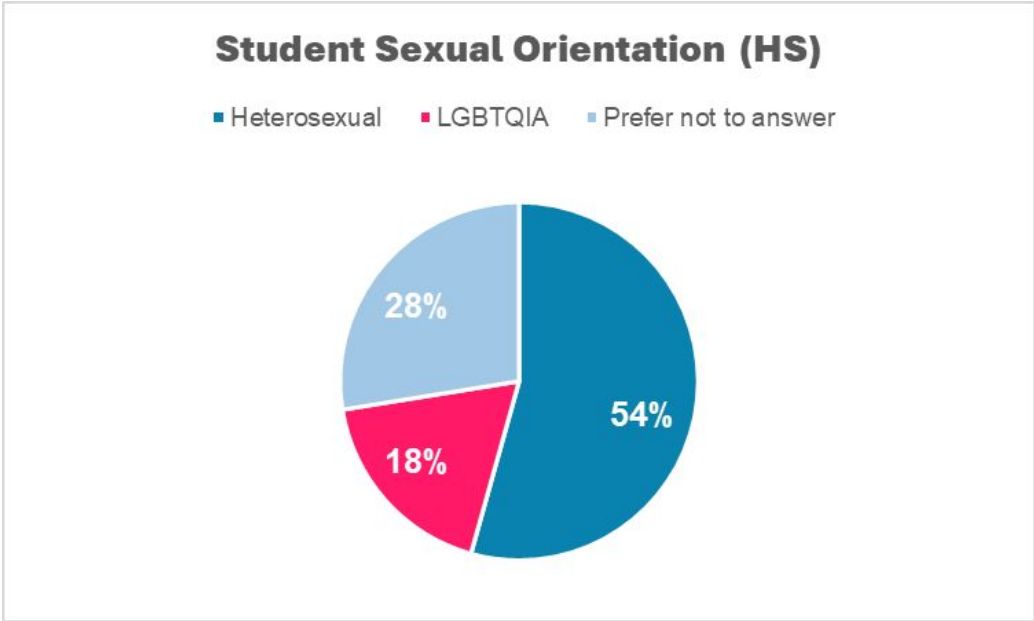


Student Gender (MS)

■ Cisgender male ■ Cisgender female ■ Another gender ■ Prefer not to answer



Student Demographics (cont'd)



The average high school respondent was a heterosexual female student of color in her senior year of high school

The average middle school respondent was a female student of color in 8th grade

Outcome Overview

A mile-high view

Survey Context

Surveys use a Likert scale with possible responses ranging from 1-5

1 = Strongly Disagree/Never

2 = Disagree/Sometimes

3 = Neutral/Often

4 = Agree/Almost all of time

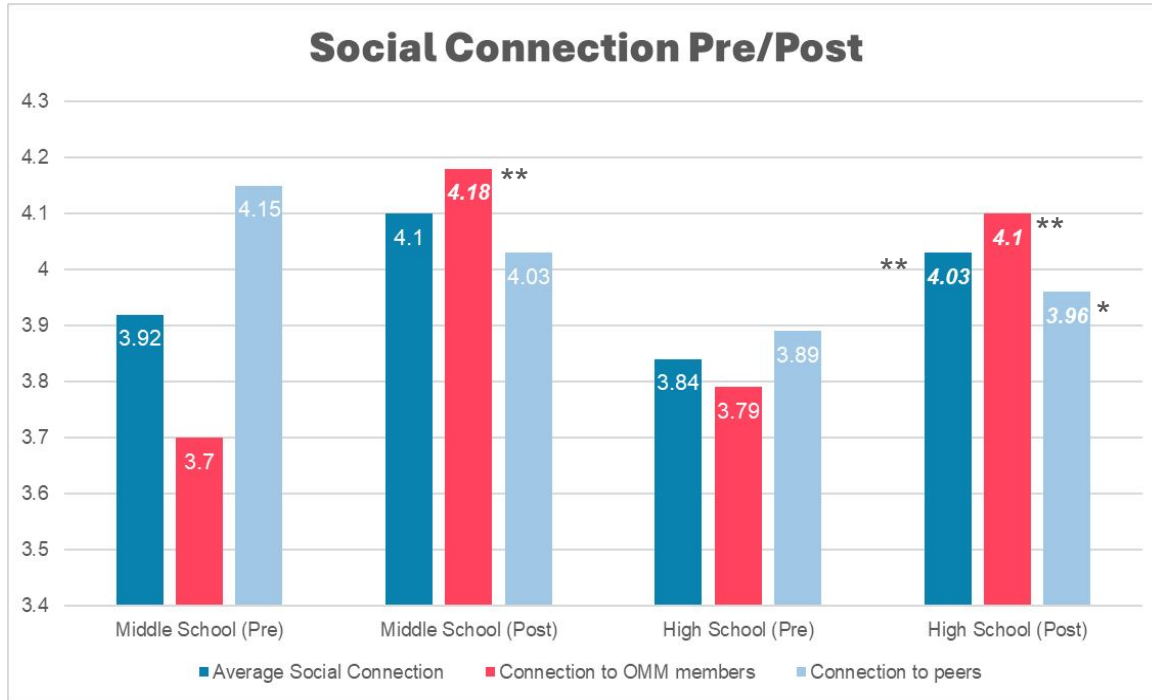
5 = Strongly Agree/Always

The following comparisons are being made between all responses from the beginning of the year survey to all responses from the end of year survey

Generally, students who attend more meetings respond more positively on protective factors

Percentages report the portion of respondents that selected “agree” or “strongly agree” to the following items:	Connection : feel socially connected to club members	Prosocial: confident in supporting someone who is struggling	Self-Care & Healthy Habits: practice self-care & healthy habits to improve their wellbeing	Help Seeking: willing to seek help if struggling with their mental health
All High School	77.10%	84.50%	75.40%	73.20%
High Attendance High School (Attended 4+ Meetings)	82.30%	87.61%	81.42%	75.22%
All Middle School	78.38%	85.14%	79.73%	77.03%
High Attendance Middle School (Attended 4+ Meetings)	78.00%	88.00%	82.00%	78.00%

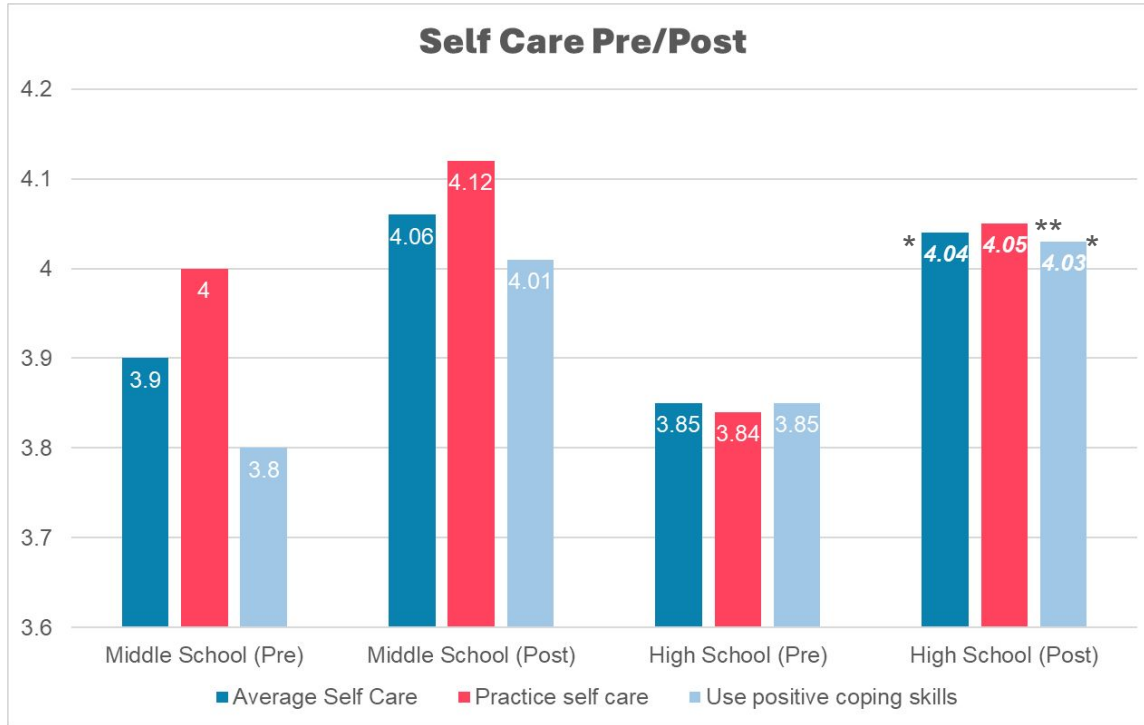
Program Outcomes: Social Connectedness



Statistically significant increases from pre-survey on all social connectedness outcomes for high school students

Middle school students experienced a significant increase for connection to OMM members

Program Outcomes: Self-Care

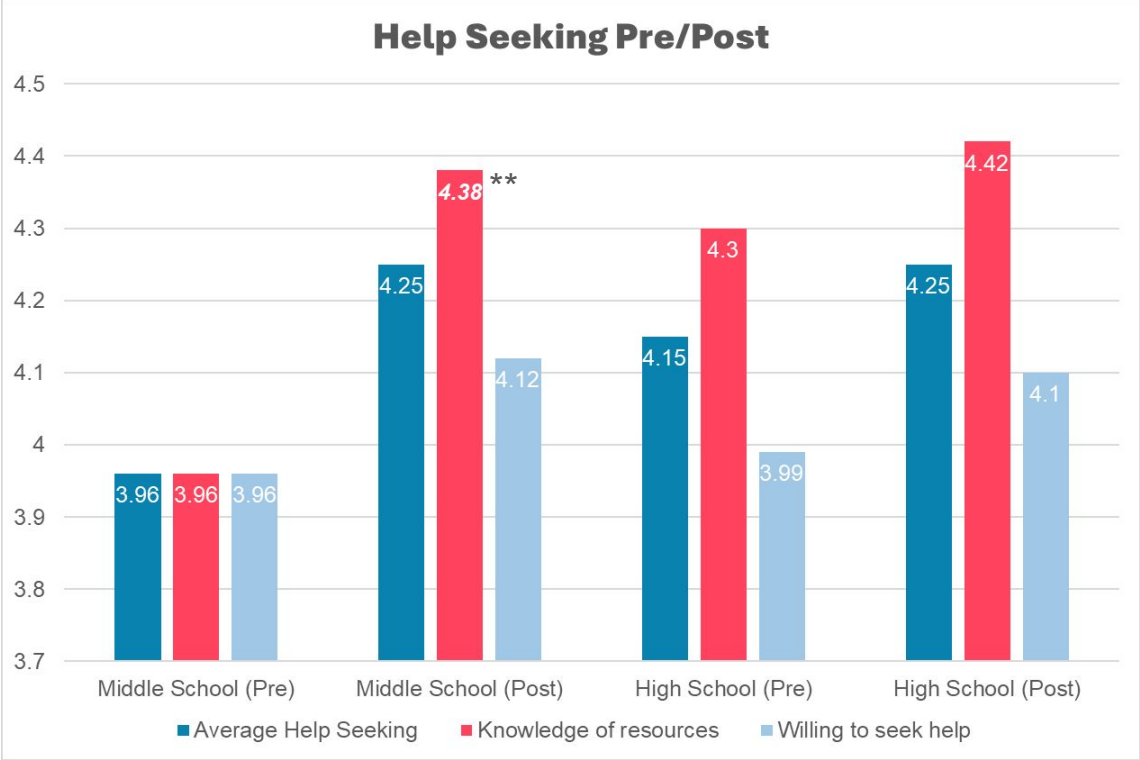


Statistically significant increases on all self care measures for high school

While we see increases in average scores for middle schoolers, fewer middle school students took the survey compared to high schoolers, meaning it's harder to detect significant differences

Note:
*p<0.05
**p<0.01

Program Outcomes: Help-Seeking

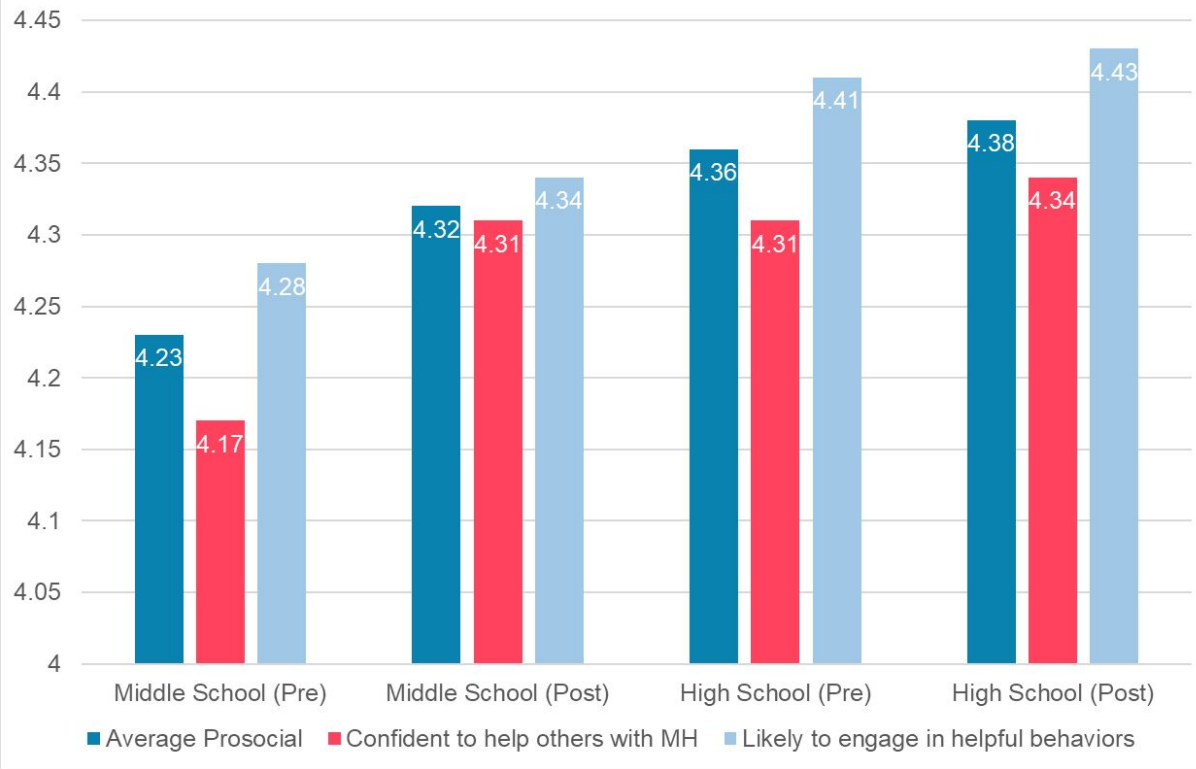


Statistically significant increase in knowledge of resources for middle school students compared to the beginning of year survey scores

Note:
*p<0.05
**p<0.01

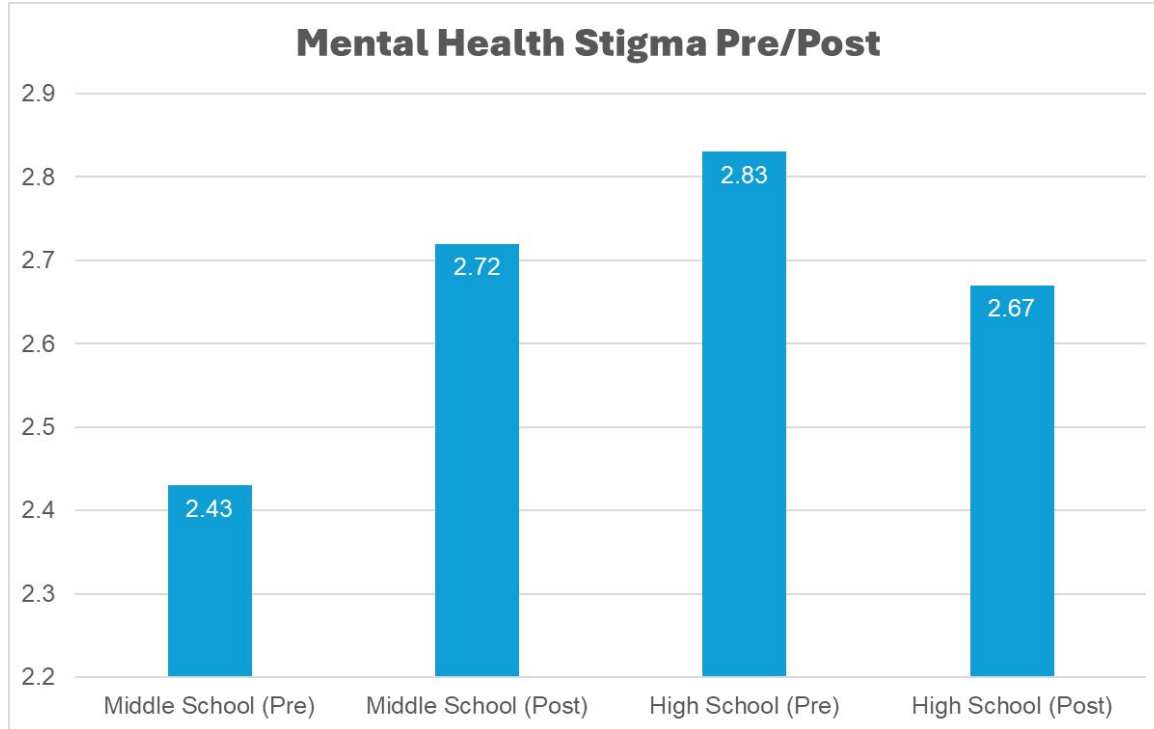
Program Outcomes: Prosocial Skills

Prosocial Behaviors Pre/Post



We see consistent growth across all measures of prosocial skills for both middle and high school students, though these differences are not statistically significant

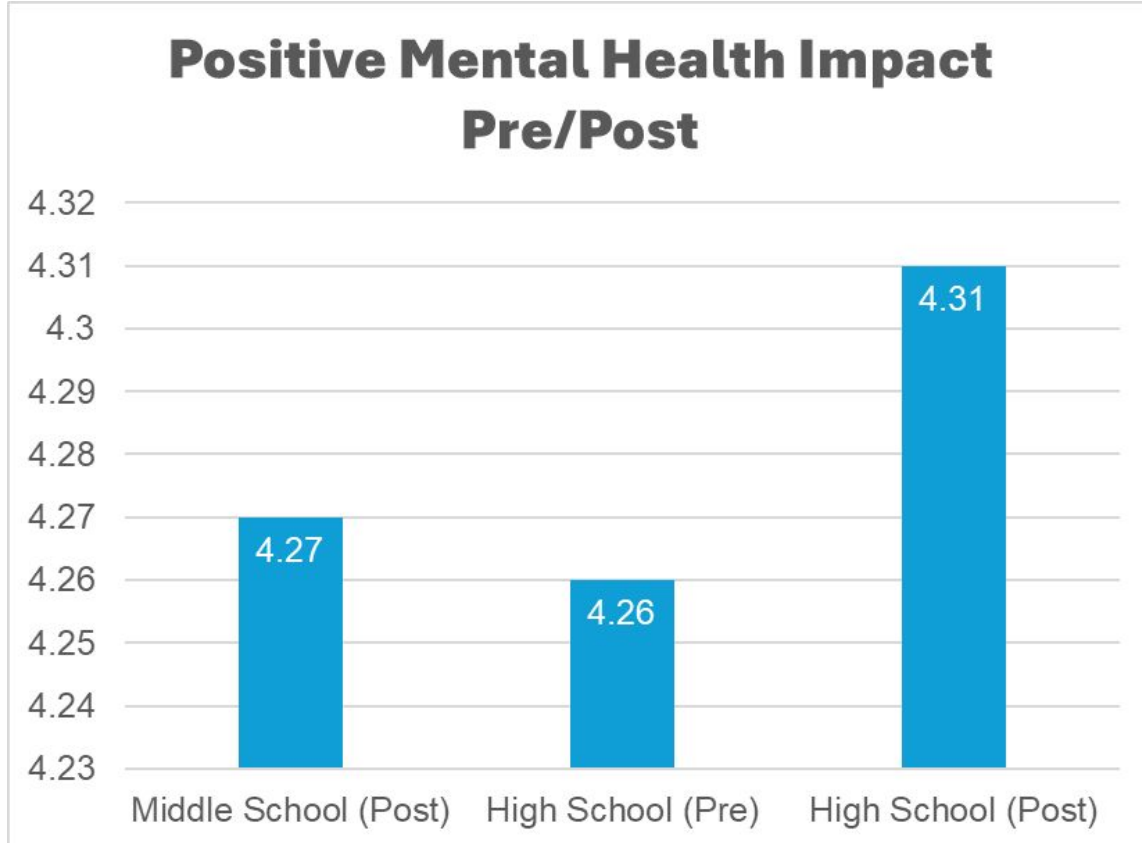
Mental Health Stigma



Slight decrease in perceived mental health stigma at school for high school students

On average, both middle and high school students report that they “disagree” that mental health topics are rarely discussed at school

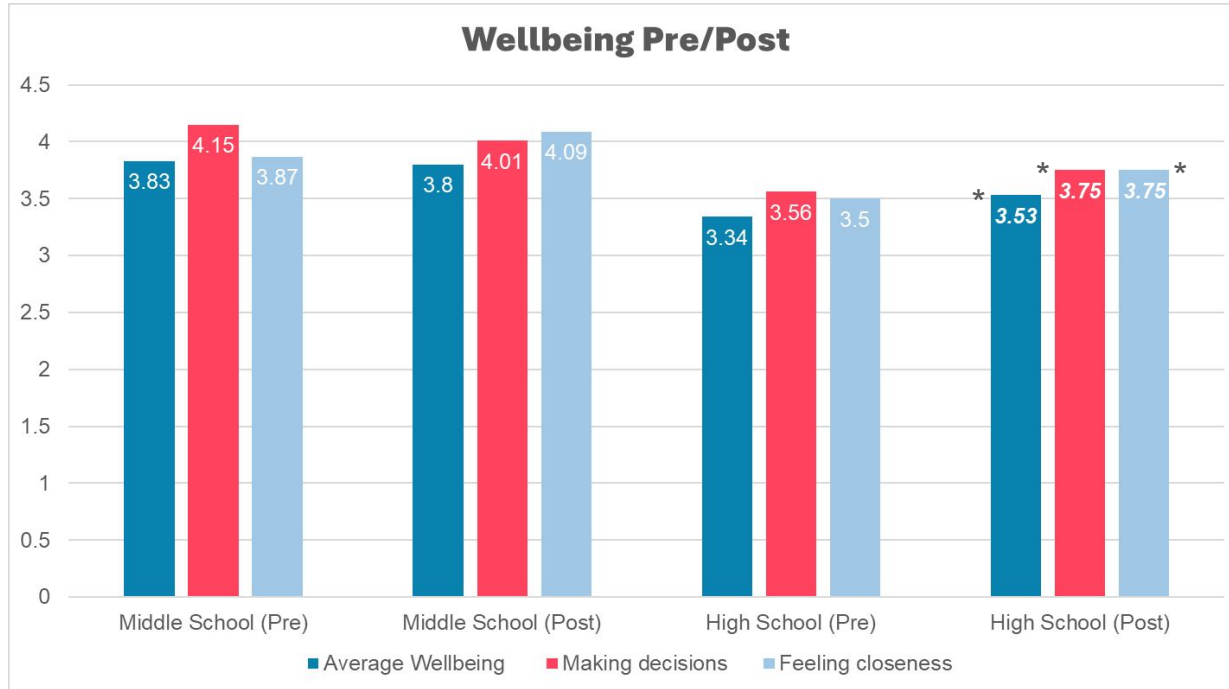
Positive Mental Health Impact



84% of high school students & 80% of middle school students “agree” or “strongly agree” that participating in OMM has had a positive impact on their mental health

Note:
Positive mental health impact question not asked to middle school students on pre survey

Measures of Wellbeing

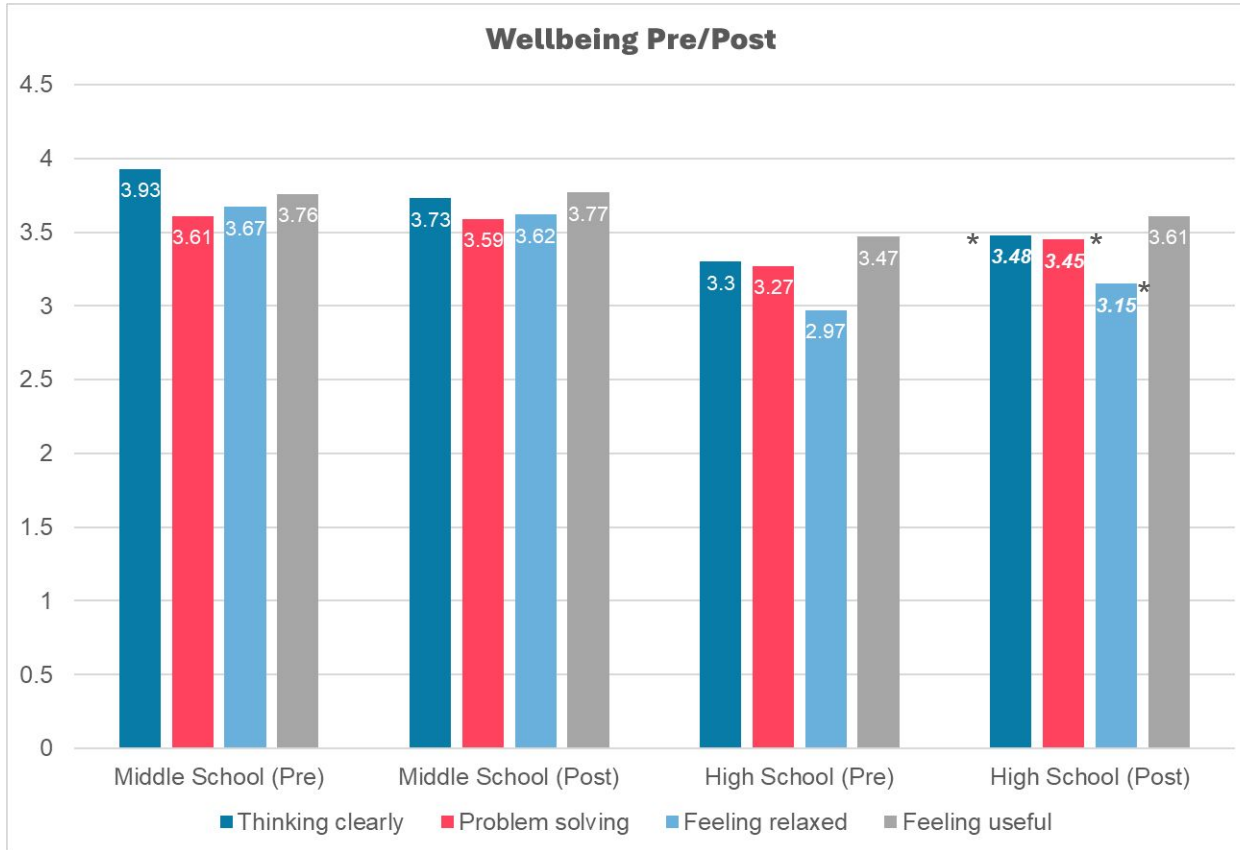


Average wellbeing, feelings of closeness, and ability to make decisions saw statistically significant improvements for high schoolers

For middle schoolers, while we see a decrease, this change was not statistically significant

Note:
Middle School survey was administered during a testing window
*p<0.05

Measures of Wellbeing (cont'd)



High schoolers also saw statistically significant improvements in reported ability to think clearly, solve problems, and feeling relaxed

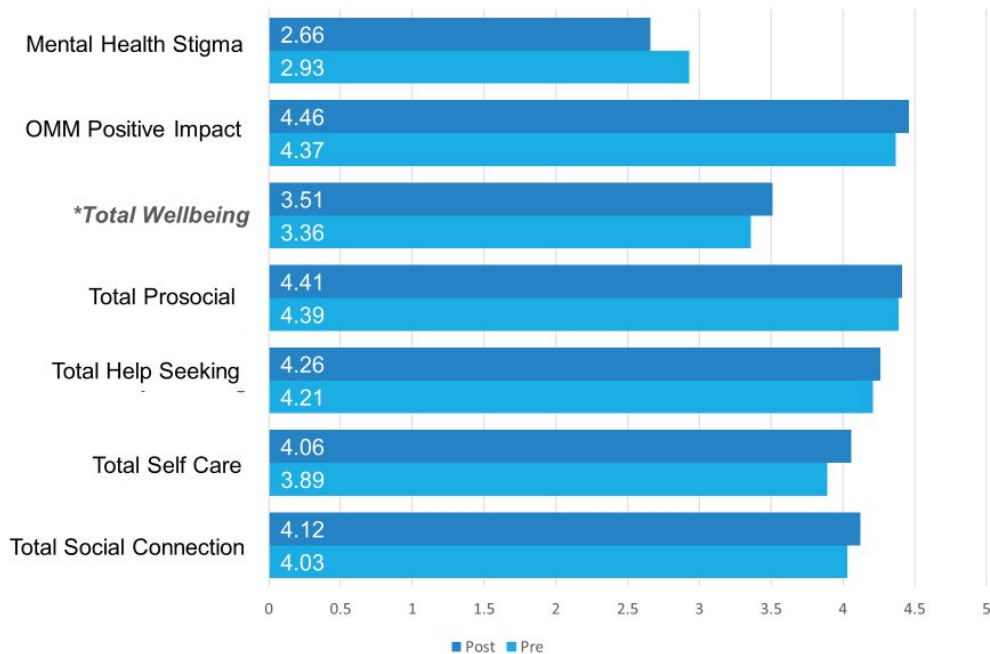
Note:
Middle School survey was administered during a testing window

Change Within Students

Comparing *the same students* who took the pre- & post-survey

Comparing the Same Students Pre/Post (HS) N=86

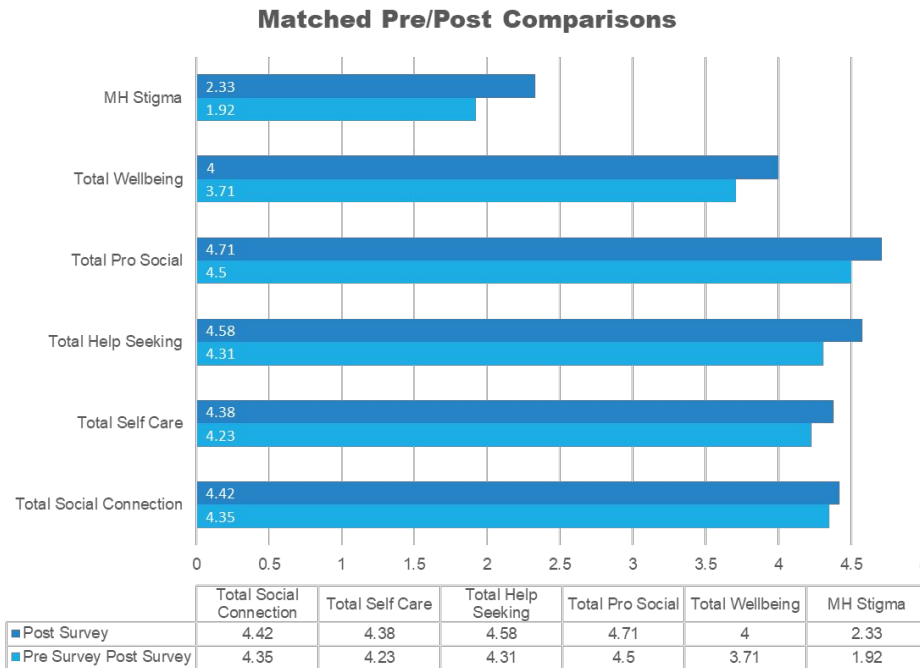
Matched Pre/Post Comparisons



Things trended in the right direction

Students made statistically significant growth on overall wellbeing scores

Comparing the Same Students Pre/Post (MS) N=13



Things went in the right direction

No significant differences, this is expected due to small sample size (N=13)

Regression Results

Narrowing in...

Regression Overview

Regression analysis helps us tease apart the variation we see in the outcome that can be attributed to these different factors

Important to remember though, we can't observe all the factors that may impact our outcomes, so this ***doesn't imply a causal relationship*** . It just helps us more precisely understand a general relationship between variables

Things accounted for in our models:

- Time spent with OMM/attendance
- Student race
- Club leader status
- Student gender
- The district the student is in

Regression Findings (HS)

Significant Relationships Between:

- Time spent in OMM and ***overall feelings of social connection (+.15 points for each additional year in OMM; $p < 0.05$)***
- Time spent in OMM and ***average self care scores (+0.13 points for each additional year in OMM; $p < 0.05$)***

By item:

- ***Higher social connection (+.16 for connection to peers, +.14 for social connection in OMM specifically; $p < 0.05$)***,
- ***Closeness to others (+.15; $p < 0.05$)***
- ***Healthy coping skills (+.14; $p < 0.05$)***

Regression Findings (HS)

In a model that compares high attendance students (4+ meetings during the 23-24 SY) to low attendance students, we see positive, significant relationships between attendance status and several outcomes. Specifically..

- *High attendance students report overall social connection scores nearly half a point higher than their lower attendance peers ($p < 0.001$)*
- *High attendance students also report higher self care scores (+0.52 for healthy habits; $p < 0.001$, and +0.31 for coping skills; $p < 0.05$)*
- *Improvements in feelings of confidence with supporting others with their mental health (+0.30; $p < 0.05$)*
- *Feeling useful (+0.35; $p < 0.05$)*
- *Thinking clearly (+0.38; $p < 0.05$)*
- *Problem solving (+0.32; $p < 0.05$)*

Regression Findings (MS)

Smaller sample size made it harder to detect relationships. However...

- *Time spent with OMM is associated with an increase in overall well-being scores of 0.42 points on a 5-point scale ($p < 0.05$).*

In Closing

We find evidence that regular attendance at OMM meetings over longer periods of time is positively associated with several outcomes related to student wellbeing.

During a time where practitioners and researchers alike are interested in exploring ways to help students recover from pandemic-era losses, mental health should remain an emphasis.

Additional questions?

