

Outdoor School Participant Summary

Nanette Cowardin-Lee, a PhD candidate at Alliant International University in San Francisco, worked with Mosaic in 2007-8 to redesign our evaluations to make them more consistent and quantitative. She also performed an initial analysis of our fall 2007 pre and post program surveys and compared them to data from the 2007 California Healthy Kids Survey (CHKS). Some very interesting trends emerge from Nan's analysis. These results are based on paired surveys taken by 326 children from various schools representing different socio-economic strata. This sample population has enough power to be able to extrapolate findings to a large population of approximately 300,000 children under similar demographics with a confidence level of 95% and a confidence interval of 4 – 5%.

As in the past, the vast majority of our students rate the program highly.

78.2% responded that they would highly recommend the program to other children

81.0% responded with high marks for the program

According to a paired samples correlation and Student's t-test ($p < 0.05$), the following questions showed a statistically significant change in reported emotions and/or judgments during, and likely due to, our program:

Do you feel close to people at school?

Are you happy to be at school?

I try to make sure other kids feel included.

Do you like yourself?

Differences between people are interesting

Do you like to get to know people who are different from you?

Do you try to understand how other people feel?

Do you feel bad when someone else gets their feelings hurt?

Do other kids hit or push you at school when they are not just playing around?

Do you hit or push other kids at school when they are not just playing around?

Do you have goals and plans for the future?

List some things you can do when trying to resolve a conflict (problem.)

List some helpful things you can do when you are angry or upset.

List some reasons why you are an important person.

Define empathy

Define stereotype

Define prejudice

Define discrimination

An ANOVA ($p < 0.05$) comparing answers to the CHKS by randomly selected, similarly aged students in Alameda County as a control to students in our program was performed. The following questions had similar answers for the pre-program and control surveys, but had different answers post-program, showing a statistically significant change in reported emotions and/or judgments, likely due to our program:

Do you feel close to people at school?

Do you feel bad when someone else gets their feelings hurt?

Do you try to work out your problems by talking or writing about them?

These results imply that our program increases the abilities in our students in the areas of empathy, conflict resolution, anger management, and identification of discrimination, as well as increases students' self-esteem, contentment with school, appreciation of difference, and visioning of the future.