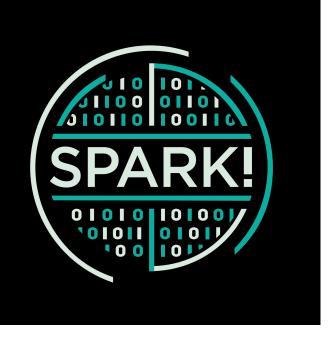# CONNECTED FINAL CLIENT MEETING

PROJECT IDEAL OUTPUT

- Final report with visualizations, insights and potential actions steps for each user story.
- Code and files organized with documentation for future groups

KEY TAKEAWAYS

Participation:
- Wide range of the population participated, but greater distribution could improve insights on connections

High & Low Belonging:
- Belonging barometer and network centrality metrics not always correlated with each other
- High variance across clubs with level of interconnectivity.
- Leadership and identity based clubs had the highest average clustering

KEY TAKEAWAYS

Networks:
- Involvement in clubs with most connections does not correlate with higher belonging barometer
- Niche clubs like Writing club or Environmental Club helps gain broader connections to other clubs

Mental Health:
- Negative correlation between belonging barometer and days missed due to mental health, but lots of variation.

KEY TAKEAWAYS

Obstacles to Belonging :
- **Diversity in student answers suggest that students need personalized support system groups to improve belonging.**

- **Top 3 Obstacles that prevented students from belonging:**
  - Uncertainty & Lack of Clarity
  - No issues or Nothing Specific
  - Peer Conflict & Social Interactions

KEY TAKEAWAYS

Obstacles to Belonging Based on Gender :
- **Most students left gender blank on survey, making it harder to analyze trends amongst obstacles & gender.**

Of the students that choose a gender (a smaller subset), we can conclude:
- Female students faced challenges in **bullying, mental health,** and **workload**.

- Male Students reported fewer issues than females; struggle most with **peer conflicts** and **interpersonal relationships**.

- Non-Binary/Non-Conforming Students: Experience notable challenges in **personal identity & discrimination** and **social exclusion**.

KEY TAKEAWAYS

Demographics:
- Average Belonging Scores are relatively **close** to each other (Race, Grade, Gender).
- White students were the dominant part of the dataset.
  - Students with low score tend to miss more days due to **mental health** impact → Same for Race.
- Explored students **time spent online**.
  - Used Z-score normalization to scale the distribution.
  - Students with most time online(7-9 hours) had the lowest scores.
- **Interests** varied between groups.
  - Less time spent : **Sports, Animals, Art, and Music.**
  - Most time spent : **Music, Online Gaming, and Art.**

RECOMMENDED NEXT STEPS

- Future work could focus on creating a student facing dashboard to allow survey participants to view their own networks and anonymized trends within their school

- Additionally, teams provide data analysis support to evaluate any interventions ConnectEd implements to evaluate its effectiveness.

FEEDBACK & QUESTIONS

Thank you!