We'll begin soon



ANNUAL CADET SURVEY 2020

What did we learn?

June 2021

Presentation Outline

- What were the survey's aims? Youth Experiences Survey 2.0 CAP's desired outcomes Methodology & caveats
- 2. Summary of results with benchmark comparisons
- 3. CAP-specific results Demographics, CPP, internal communications, negatives & overall satisfaction
- 4. Looking back, looking ahead

Lead presenter



Key Purposes

We assess our program's performance to *learn how to do it better* We survey stakeholders to give them a voice in the program's future

Instrument: Youth Experiences Survey 2.0 (Hansen & Larson, 2005) Peer-reviewed, formally validated tool with benchmarking opportunities



Key Question

Is CAP effective in achieving the short- and mid-range outcomes of its cadet mission?

- Commitment to a personal code of honor
- Leadership skills for a diverse democratic society
- Habit of regular exercise (not measured here)
- Readiness for STEM, aviation, or military careers

Benchmarks

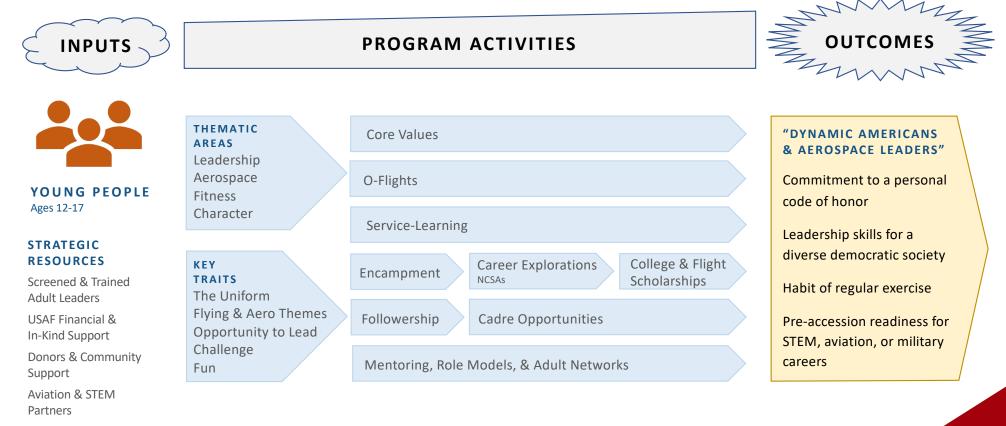
- Denault, A. S. & Poulin, F. (2016). What adolescents experience in organized activities: Profiles of individual and social experiences. *Journal of Applied Developmental Psychology, 42* (40-48).
- Jones, M. I. & Parker, J. K. (2013). What is the size of the relationship between global mental toughness and youth experiences? *Personality and Individual Differences*, *54*(4).

🙏 CAP CADET PROGRAM LOGIC MODEL

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APVA 60-109 May 2020





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Caveats

Type of Instrument: Survey for internal effectiveness or performance evaluation Non-response error, measurement error, self-selection bias Evaluations must compete for resources Quantitative analysis limited to basic statistics

Maybe next time . . .

Correlation opportunities: age, gender, cadet grade, longevity, location, etc. Ecological analysis (passing the baton to USAFA, ERAU, ROTC, etc.) Youth participatory evaluation Quasi-experimental design with control groups Testing the counterfactual Correct benchmarks? Anglo-American cadet orgs as a networked improvement community?

Total Respondents

| Cadets | 1,976 |
|---------------|-------|
| Parents | 1,635 |
| Adult leaders | 344 |

Snapshot of Cadet Respondents

| Item | Respondents | Population | Notes |
|-------------|-------------|------------|---|
| Male | 67% | 75% | Females responded |
| Female | 31% | 25% | better than expected |
| Age 13 - 15 | 53% | 46% | Younger cadets |
| Age 16 - 17 | 43% | 40% | were slightly better represented than |
| Age 19+ | 5% | 6% | expected |
| Phase I | 45% | 57% | |
| Phase II | 33% | 29% | NCOs & cadet officers were slightly better |
| Phase III | 13% | 9% | represented than expected |
| Phase IV | 9% | 5% | |

Cadets under 13 were excluded from the survey due to federal COPPA rules

Results

| CATEGORY | CADETS | PARENTS | LEADERS | Denault - Poulin BENCHMARK | Jones-Parker BENCHMARK |
|--|--------|---------|---------|-------------------------------|---------------------------|
| Identity Work Thinking about who I am, my future | 3.28 | 3.42 | 3.44 | 2.71 | 2.65 |
| Initiative experiences Setting goals, pushing myself, developing self-discipline | 3.26 | 3.08 | 3.39 | 2.91 | 3.07 |
| Basic Skills Controlling my temper, handling stress | 3.03 | 2.76 | 3.14 | 2.67 | 2.28 |
| Interpersonal Relationships Making friends, helping others, standing up for what's right | 3.19 | 3.13 | 3.25 | | 2.78 |
| Teamwork & Social Skills Being patient, giving and receiving feedback, taking charge | 3.34 | 3.08 | 3.23 | 2.90 | 3.12 |
| Negative Experiences Cliques, discrimination, inappropriate jokes | 1.38 | 1.22 | 1.25 | | |

1.0 Minimum score, greatest disagreement

4.0 Maximum score, greatest agreement

Results

Analysis



Elizabeth Hornbach Program Manager Youth Development Training

| CATEGORY | CADETS | PARENTS LE | EADERS | Denault - Poulin BENCHMARK B | Jones-Parker ENCHMARK |
|---|----------------------|------------|--------|---------------------------------|--------------------------|
| Identity Work Thinking about who I am, my future | 3.28 | 3.42 | 3.44 | 2.71 | 2.65 |
| Initiative experiences Setting goals, pushing myself, developing self-dise | 3.26 cipline | 3.08 | 3.39 | 2.91 | 3.07 |
| Basic Skills Controlling my temper, handling stress | 3.03 | 2.76 | 3.14 | 2.67 | 2.28 |
| Interpersonal Relationships Making friends, helping others, standing up for w | 3.19 /hat's right | 3.13 | 3.25 | | 2.78 |
| Teamwork & Social Skills Being patient, giving and receiving feedback, taki | 3.34 ng charge | 3.08 | 3.23 | 2.90 | 3.12 |
| Negative Experiences Cliques, discrimination, inappropriate jokes | 1.38 | 1.22 | 1.25 | | |

1.0 Minimum score, greatest disagreement

4.0 Maximum score, greatest agreement



Demographics

Analysis



Curt LaFond Director of Cadet Programs

| ltem | Cadets | Parents |
|---|------------|-----------|
| | | |
| Has your cadet, or at least one of your cadets, | been diagn | osed with |
| a disability? Please check all that apply. | | |
| No | | 88% |
| Yes, a physical or mobility disability | | 1% |
| Yes, a visual or hearing disability | | 1% |
| | | |
| Yes, a learning or intellectual disability | | 8% |
| Yes, a mental health disability | | 2% |
| | | |

Does your cadet(s) qualify for Free or Reduced lunch at school?

| Yes | 10% |
|-------------------------------------|-----|
| No | 84% |
| I'm not sure or I prefer not to say | 6% |

| School GPA | |
|--|-----|
| 3.4 or higher - basically straight A's | 54% |
| 3.0 to 3.39 mostly As & Bs | 28% |
| 2.7 to 2.99 mostly Bs & Cs | 5% |
| 1.7 to 2.69 mostly Cs | 1% |
| Under 1.7 sometimes less than Cs | 0% |
| I don't know or I prefer not to say | 12% |

Interests

Analysis



Wendy Hamilton Career Explorations Program Manager

| Interests (hugely important + pretty important) | | |
|--|--------------|---------|
| < Adult leaders: how would a typical cadet rate > | Cadets | Leaders |
| Wearing the uniform | 90% | 93% |
| Earning promotions, ribbons, and awards | 79% | 91% |
| Developing leadership skills | 95% | 84% |
| Flying | 69% | 83% |
| Cyber security activities | 38% | 37% |
| Hands-on STEM activities | 62% | 75% |
| High adventure activities (rappelling, marksmanship) | 74% | 64% |
| Being with cadet friends / making new friends | 83% | 92% |
| To what extent are you interested in the following career opportunities? (very + som | newhat inter | ested) |
| Aviation career - military or civilian | 76% | |
| Military service | 81% | |
| Cyber security | 34% | |
| STEM career - enginnering, computer science, mechanics, technology, etc. | 65% | |



CPP

Analysis



Ned Lee Colonel, CAP Senior Policy Advisor

| ltem | Cadets | Parents | Leaders |
|---|--------|---------|---------|
| | | | |
| At CAP activities, at least two adults (seniors) are present. | 4.67 | 4.68 | |
| CAP leaders who are senior to me take the Cadet Protection Policy seriously | | | 4.75 |
| I have a wingman, a fellow cadet who supports me | 4.01 | | |
| l serve as a wingman who supports a fellow cadet | 4.16 | | |

1.0 Minimum score, greatest disagreement

5.0 Maximum score, greatest agreement Note: Scale on earlier slides ended at 4.0.



Internal Communication

Analysis



Tammy Hallihan Program Manager Cadet Support Services

Analysis



Joanna Lee Youth Development Program Specialist

Analysis



Margarita Mesones Aviation Careers Manager Habla español

| I know what it is and how to get involved | Cadets | Parents Le | aders |
|--|--------|------------|-------|
| Curry Blues Voucher (\$100 to buy uniforms) | 87% | 5 76% | 88% |
| Orientation Flights | 85% | 5 77% | 96% |
| Encampment | 79% | 5 75% | 94% |
| CEAP - Cadet Encampment Assistance Program | 43% | 46% | 78% |
| National Cadet Special Activities | 48% | 37% | 78% |
| Cadet Wings - Flight Training Scholarships | 28% | 28% | 49% |
| College Scholarships | | 18% | 43% |
| Special benefits: Service Academy, ROTC, military enlistment | | 27% | 67% |



Negatives





Joanna Lee Youth Development Program Specialist

Analysis



Tammy Hallihan Program Manager Cadet Support Services

| | CATEGORY | CADETS | PARENTS | LEADERS | BM |
|----|---|--------|---------|---------|---------|
| 1 | CAP has stressed me out | 2.06 | | | |
| 2 | There were cliques at CAP | 1.78 | | | |
| 3 | Demands were so great that I didn't get homework done | 1.49 | | | |
| 4 | I felt left out at CAP | 1.39 | 1.36 | | |
| 5 | Fellow cadets made inappropriate sexual comments, jokes, or gestures | 1.38 | 1.13 | 1.31 | |
| 6 | Felt pressured by fellow cadets to do something I didn't want to do | 1.32 | 1.20 | | |
| 7 | Adult leaders in CAP are controlling and manipulative | 1.30 | | | |
| 8 | Was discriminated against | 1.17 | 1.08 | 1.19 | |
| 9 | I did something in CAP that was morally wrong | 1.11 | | | |
| 10 | CAP adult leaders made inappropriate sexual comments or jokes | 1.07 | | | |
| 11 | CAP adult leaders "hit" on me (made sexual advances) | 1.03 | | | |
| 12 | Fellow cadets got me into drinking alcohol or using drugs | 1.02 | | | |
| | Averages | 1.34 | 1.22 | 1.25 | 1.88 |
| | Lower score is "better" | | | | |
| | Minimum score, greatest disagreement Maximum score, greatest agreement | | | | 13 of 2 |

| Overall | Item | Cadets | Parents | Leaders | | |
|---|---|--------|---------|---------|--|--|
| Satisfaction | Would you recommend CAP to (a young person / another parent) | caucio | | | | |
| Sutistaction | Yes | 94% | 92% | 96% | | |
| | No | 2% | 1% | 1% | | |
| | I'm not sure. | 4% | 7% | 4% | | |
| | Do you enjoy the time you spend interacting with CAP cadets? (definitely + quite a bit) | | | 96% | | |
| | To what extent do you agree or disagree with the following statements? (strongly agree + agree) | | | | | |
| | Weekly squadron meetings are fun and worth my time | 84% | | 80% | | |
| | Weekly squadron meetings include hands-on activities | 72% | | 75% | | |
| | Weekly squadron meetings are TOO MUCH like school | 15% | | | | |
| | Weekly squadron meetings contain TOO MUCH drill or marching | 7% | | 9% | | |
| | What's the biggest reason why you're not very active or no longer participating in CAP? (branched question) | | | | | |
| Analysis | COVID-19 | 45% | 53% | | | |
| | I like CAP but I'm too busy with school / sports / clubs / work or something else | 26% | 13% | | | |
| | I can't find a ride to CAP or I can't participate due to money | 1% | 0% | | | |
| | My squadron isn't fun or challenging. CAP is boring. | 9% | 9% | | | |
| * | I liked being a cadet for a while, but my interests have changed. | 9% | 9% | | | |
| | Other | 10% | 17% | | | |
| Tammy Hallihan Program Manager Cadet Support Services | Suppose that during 2021 you could be as active as you wanted. How active would you be in CAP? | | | | | |
| | Extremely Active. Nearly every week & one "Saturday" per month | 77% | | | | |
| | Very Active. I'd attend about three times per month. | 15% | | | | |
| | Somewhat Active. Absent for part of the year due to school, sports, work, etc. | 6% | | | | |
| | Not Very Active. I'd attend a few events but I wouldn't be an active participant | 1% | | | | |
| | I'd Quit CAP. I don't want to participate in CAP any longer. | 2% | | | | |

Looking Back

Responses from 2006

| Satisfaction with training | Former Cadet | Current Cadet |
|----------------------------|-----------------|------------------|
| Aerospace | 2.09 | 2.10 |
| Leadership | 2.04 | 2.06 |
| Moral development | 2.13 | 2.08 |
| Flying | 2.12 | 2.12 |
| Physical fitness | 2.01 | 2.07 |

| Reasons for leaving | % |
|--------------------------|----|
| Ineffective leadership | 40 |
| Went to college | 15 |
| Insufficient training | 13 |
| Not enough time | 5 |
| Turned 21 years old | 3 |
| Moved to different state | 3 |

Source: Montgomery, J. D. (2006). The relationship between training and retention in a volunteer organization. Doctoral dissertation. Auburn University.

Since 2006

Adult Training Enhancements Training Leaders of Cadets Parents' Guide RST & CPP Implementation Guide CP Officer Specialty Track Guide Youth Development Conference Volunteer U

Cadet Training Enhancements

Learn to Lead O-flight funding AEX New Cadet Guide Stem Kits Cyber programs

Cadet Activity Enhancements

Encampment curriculum CEAP NCSAs, CSAs Cadet Lift Cadet Take Off Program Cadet Wings

Possible Causes of Positive Change

Governance redesign fostered a more positive culture, reduced political noise, strengthened USAF relationship

USAF made more funding available to cadets

CAP added national-level curriculum & supports for local leaders

Dedicated volunteers implemented new resources well, plus added their own positive X factor.

15 of 17

Analysis



Curt LaFond Director of Cadet Programs

Looking Ahead

LEARNING FROM THE SURVEY Opportunities to Enhance the Cadet Program

- Drive the learning home Be more explicit in what we teach & why Promote reflective learning Action: TLC, Specialty Track, C/Staff Handbook
- 2. Meet the pent-up desire for hands-on challenges Identify & help units needing more hands-on Enable more "challenge" & "high adventure" *Action:* DCPs, CAPR 60-2, Girl Scout resource
- Improve internal communications
 Continue monthly DCP Webinar & use of Props
 Do more social media
 Action: Cadet Welcome Course, Curry webinars
- Understand our role in the aerospace ecosystem "Pass the baton" measures Action: Cadet Board of Visitors



Analysis



Curt LaFond Director of Cadet Programs

Conclusion

CAP'S DESIRED OUTCOMES FOR CADETS



Commitment to a personal code of honor



Leadership skills for a diverse democratic society



Readiness for STEM, aviation, or military careers

METHOD

CAP used the YES 2.0 tool to evaluate the Cadet Program's short- & mid-range outcomes

Cadets, parents, & adult leaders provided a near-360^o assessment of the Cadet Program

CONCLUSION

Survey data indicates that cadet learning is richer & deeper than what researchers in two benchmark studies found when studying several other youth programs.

With fair confidence, CAP can claim success in fulfilling its cadet mission.

Discussion

