

USTA H.I.T.S. 2016

Assessment of Program Outcomes



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OVERVIEW OF REPORT

23

Participating H.I.T.S. sites

529

parent surveys

747

participant surveys

34

program leader surveys

97%

of program leaders would
recommend H.I.T.S. to others

91%

of parents would recommend
H.I.T.S. to others

1 mission

...striving for excellence



ASSESSMENT BASICS

The NorCal section of the USTA, including Alison Vidal and the leadership as well as all of the program leaders who represent the 23 participating sites examined in this study should be commended for their dedication to youth and making their communities better places.

In this report, we have broken down the results to coincide with the tenets of the H.I.T.S. mission: character development (Honesty, Integrity, Teamwork, & Sportsmanship), bullying prevention, health, and education. The results were gleamed from a triangulation of data from participants, parents, and program leaders, which is the hallmark of quality program evaluation.

Across the board, the results are positive and indicate that the H.I.T.S. program is making a difference! This first iteration of program evaluation provides a baseline for targeted and continuous improvement in moving forward with the program.

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HIGHLIGHTS OF FINDINGS

CHARACTER DEVELOPMENT

Parents who indicated positive change in their child/ren being aware their actions can **INSPIRE** others:

83%

BULLYING PREVENTION

Participants who indicated they are better at knowing what to say or do about **BULLYING**:

60%

HEALTH

Parents who indicated their child/ren make **HEALTHIER** choices (i.e., they eat less sugar-sweetened foods):

69%

EDUCATION

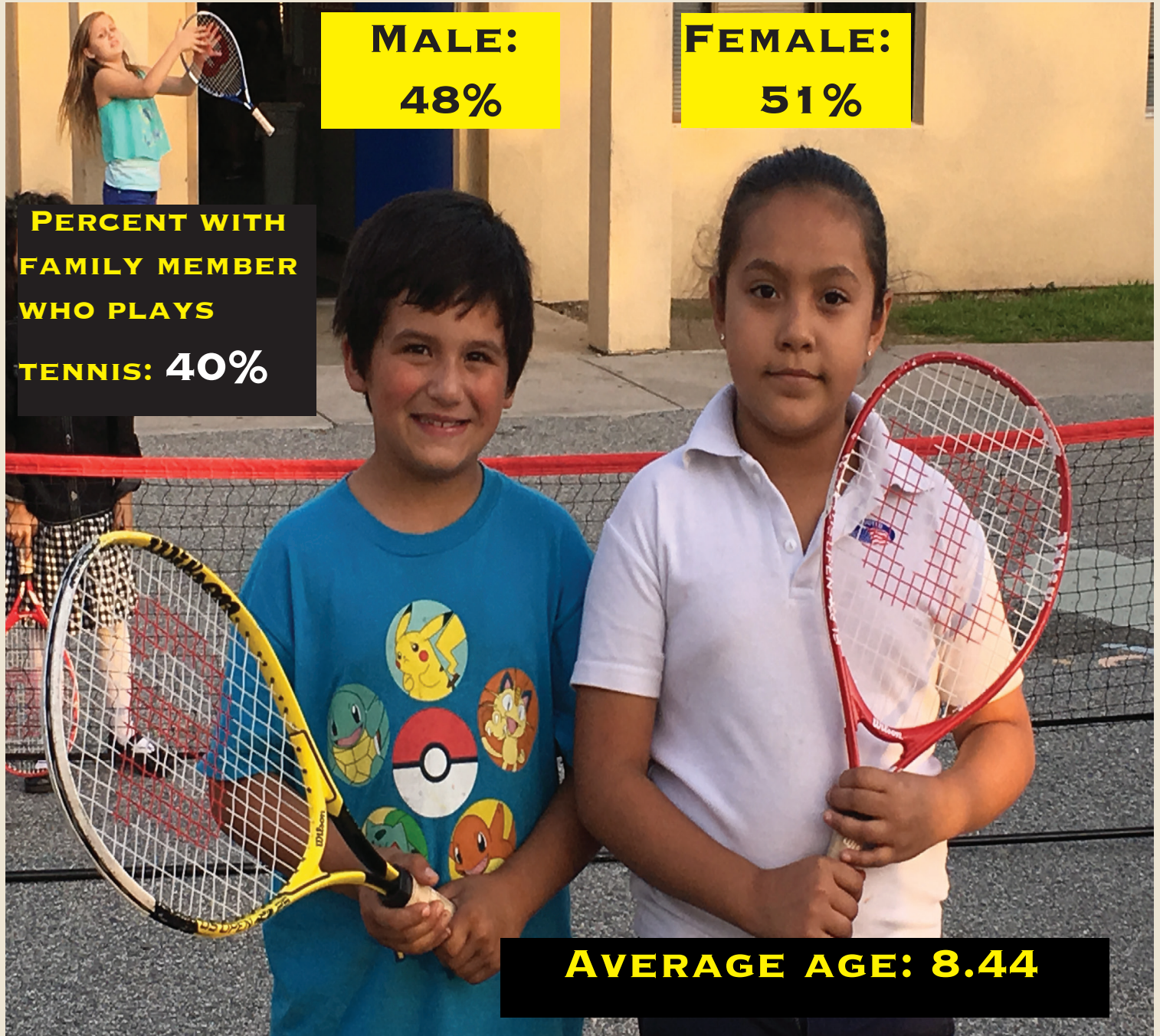
Participants who indicated they are trying to improve **GRADES** in school:

87%

BASIC PARTICIPANT DEMOGRAPHICS

Each of the 747 participants who completed surveys were asked to self report their age, gender, and whether or not any family members play tennis.

The results are detailed below:



“H” IS FOR HONESTY

The “H” for **HONESTY** in **H.I.T.S.** was measured by asking parents, program leaders, and participants to assess the following:

They tell the truth more often even when it is hard.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

70%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

72%

I tell the truth more often even when it is hard.

Positive change rate (*percent who responded positively*):

92%

PARTICIPANTS



“I” IS FOR INSPIRATION

The “I” for **INSPIRATION** in **H.I.T.S.** was measured by asking parents, program leaders, and participants to assess the following:

They are more aware that their actions can inspire others.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

83%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

90%



I am more aware that my actions can inspire others.

Positive change rate (*percent who responded positively*):

91%

PARTICIPANTS

“T” IS FOR TEAMWORK

The “T” for **TEAMWORK** in **H.I.T.S.** was measured by asking parents, program leaders, and participants to assess the following:

They work well with people on a team.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

89%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

90%

I work well with people on a team.

Positive change rate (*percent who responded positively*):

94%

PARTICIPANTS



“S” IS FOR SPORTSMANSHIP

The “S” for **SPORTSMANSHIP** in **H.I.T.S.** was measured by asking parents, program leaders, and participants to assess the following:

They care more about other people.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

80%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

90%



I care more about other people.

Positive change rate (*percent who responded positively*):

97%

PARTICIPANTS

BULLYING & VIOLENCE PREVENTION

Measuring strides in bullying and violence prevention can be a difficult endeavor, but results from this triangulation of data suggest that the H.I.T.S. program is making positive change across a number of anti-bullying related variables.

Below is a Summary of Bullying and Violence Prevention Results *(with percent positive change witnessed by parents and program leaders and percent Yes/Kind Of for participants)*

Variable	Participants	Parents	Program Leaders
Better at knowing what to say or do with bullying	87%	84%	N/A
More willing to stand up for other kids	96%	N/A	83%
Care more about the feelings of other people	94%	78%	77%
Better at knowing what to say or do when someone is being mistreated	N/A	84%	N/A
More likely to help others	N/A	N/A	90%
Better at taking care of problems without fighting	88%	75%	80%



HEALTH

HEALTHY CHOICES was measured by asking parents, program leaders, and participants to assess the following:

Their food choices are healthier. They eat less sugar-sweetened foods (e.g., ice cream, cookies, candy, etc).

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

69%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

65%

My food choices are healthier. I eat less sugar-sweetened foods

Positive change rate (*percent who responded positively*):

81%

PARTICIPANTS



HEALTH

FRUIT & VEGETABLES was measured by asking parents, program leaders, and participants to assess the following:

They eat more fruit and vegetables.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

67%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

74%



I eat more fruit and vegetables.

Positive change rate (*percent who responded positively*):

88%

PARTICIPANTS

EDUCATION

WORK ETHIC IN SCHOOL was measured by asking parents, program leaders, and participants to assess the following:

They try harder in school.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

77%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

85%

I try harder in school.

Positive change rate (*percent who responded positively*):

98%

PARTICIPANTS



EDUCATION

GRADES IN SCHOOL was measured by asking parents, program leaders, and participants to assess the following:

They are trying to improve their grades in school.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

79%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

89%



I am trying to improve my grades in school.

Positive change rate (*percent who responded positively*):

97%

PARTICIPANTS

LEADERSHIP

CONFIDENCE IN BEING A LEADER was measured by asking parents, program leaders, and participants to assess the following:

They are more confident in being a leader.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

80%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

87%



I am more confident in being a leader.

Positive change rate (*percent who responded positively*):

83%

PARTICIPANTS

LEADERSHIP

CONFIDENCE LEADING A GROUP was measured by asking parents, program leaders, and participants to assess the following:

They are more confident in leading a group in an activity.

PARENTS

Positive change rate (*percent who indicated positive or significant positive change*):

77%

PROGRAM LEADERS

Positive change rate (*percent who indicated positive or significant positive change*):

83%

I am more confident in leading a group in an activity.

Positive change rate (*percent who responded positively*):

86%

PARTICIPANTS



PARTICIPANT SATISFACTION

Participants ages 6 to 11 (99% fell within that range) were asked to complete a survey assessing satisfaction with targeted elements related to their participation in the H.I.T.S. program. A total of **747** participants completed the survey, and the results are broken down according to percentages and appear below.

Summary of Participant Satisfaction Results

Variable	No, not at all	Yes, sometimes	Yes, most of the time	Yes, all of the time
The activities in the HITS program are fun	3%	14%	24%	60%
I feel like the people who lead the HITS program are happy to see me here	5%	13%	23%	59%
I feel like the other kids in the HITS program are happy to see me here	8%	23%	23%	46%

Variable	Not Really	Kind Of	Yes
I tell my friends to come to the HITS program	36%	23%	41%
I learned a lot from the HITS program	7%	19%	73%
I would like to continue with the HITS program	8%	17%	75%

Note. Any discrepancies with rows adding under or over 100% are due to rounding error

PARENT SATISFACTION

Parents were asked to complete a survey assessing their satisfaction with targeted elements related to their child's participation in the H.I.T.S. program. A total of **529** parents completed the survey, and the results are broken down according to percentages and appear below.

Summary of Parent Satisfaction Results

(No column is collapsed to include No, definitely not and No, probably not)

Variable	No	Not sure	Yes, probably so	Yes, definitely
I will recommend the HITS program to others.	3%	6%	38%	53%
My children learned a lot from the HITS program.	4%	6%	39%	51%
I will encourage my child/ren to participate in the HITS program again.	4%	5%	32%	59%

Note. Any discrepancies with rows adding under or over 100% are due to rounding error



PROGRAM LEADER SATISFACTION

Program leaders were asked to complete a survey assessing their satisfaction with targeted elements related to their leadership and facilitation of the H.I.T.S. program. A total of **34** program leaders completed the survey, and the results are broken down according to percentages and appear below.

Summary of Program Leader Satisfaction Results

(No column is collapsed to include No, definitely not and No, probably not)

Variable	No	Not sure	Yes, probably so	Yes, definitely
The participants in the HITS program had fun.	0%	3%	21%	76%
I will recommend the HITS program to others.	3%	0%	24%	74%
The participants learned a lot from the HITS program.	0%	6%	44%	50%
I was provided adequate training to lead & facilitate the HITS program.	3%	0%	44%	53%
I was provided adequate support (e.g., equipment, curriculum packets, resources, staffing, etc.) to lead & facilitate the HITS program.	3%	6%	26%	65%
I am willing to lead and facilitate the HITS program again.	3%	3%	32%	62%

Note. Any discrepancies with rows adding under or over 100% are due to rounding error

INTERPRETATION OF RESULTS

For the program outcomes-centered variables (character development through leadership), we will focus much of the interpretation on responses and positive change expressed by participants, as parent and program leader data for program outcomes were not significantly different. For program satisfaction-related variables, we'll focus on all three elements of the triangulation of results. If any questions arise, please do not hesitate to reach out, as we are happy and interested in continuing to consult in helping this quality youth development program.

Character Development (H.I.T.S.). As the foundational component of the program's curriculum, the results speak loudly and clearly that H.I.T.S. is making a difference with participants (positive change percentage ranging from 91% to 97%). Similarly, parents and program leaders reported high levels of positive change as well.

Ironically, the one focal area for improvement, *Honesty*, showed a disconnect between participant ratings and parent/program leader ratings. Despite the popular adage, "If you want to know the truth, ask a child," anyone with children in this age range knows that telling the truth can sometimes be problematic, particularly when children fear getting in trouble or consequences. However, the differences in positive change could be a signal that participants are "getting it" and have just not shown it yet to parents.

Bullying & Violence Prevention. Parents by and large noted positive change in their child's ability to intervene when they see bullying, as did program leaders. This change was the second highest noted by parents. Among participants, there are slight differences in positive change between males and females. While the 3-point, youth scale did not allow for much nuance, females reported greater positive change than males, by 5% and 4%, respectively.

Health. This area had the lowest reported change among participants & parents. Questions about eating less sugary foods and eating more fruits and vegetables had the lowest percent change among all items for parents. Similarly, for participants, the question about making healthier food choices/eating less sugary foods was the lowest reported change. It should also be noted that when comparing responses by age group, percentages reporting positive change declined the most in this area as participants aged. These results are, however, not out of the ordinary when comparing to other similar programs.

Education. Educational outcomes had the highest positive change among all program outcomes for participants. Even more impressive, 87% and 86% of youth answered "Yes" they were trying to improve their grades in school and try harder in school. This higher level of positive change denotes that more so than some of the other program variables, the educational message is ringing true with participants.

Leadership. Participants reported positive change, 83% and 85% respectively, but compared to positive change rates for other variables reported by youth, this was one of the lower percentages. These lower results are not out of the ordinary. Leadership for ages 6-9 is a difficult concept, but it is important to introduce leadership to younger age groups in an effort to begin the mastery process for older age groups. There were, however, no significant differences between 6-9 and 10-11 age groups in terms of these results.

Program Satisfaction. Parent and program leader satisfaction was exceptionally high with most associated variables reaching the 90% mark, a key indicator exceeding the accepted threshold for program success (generally 80% or higher).

Likewise, participant satisfaction was mostly elevated as well, with key variables such as enjoyment, learning, and continuing with the program reaching the 90% positive response mark or higher. These elevated participant results are again a key indicator for program success.

However, socialization variables suggest an avenue for improvement with the program, as these scores were either lower or flatter (*i.e., more of a spread within positive responses*) than the other satisfaction scores.

Telling friends about the program (64%) and other kids being happy to see me (flatter results) were the two variables that lagged behind the other variables.

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