IMPROVING POINT-OF-SERVICE QUALITY OF YOUTH PROGRAMS

THROUGH STRUCTURING THE IMMEDIATE EXPERIENCE

A Thesis

by

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ABSTRACT

The effects of four strategies for structuring point-of-service encounters on quality of youth experiences were evaluated. Structuring strategies evaluated include: (1) use of theme; (2) appealing to multiple senses; (3) adding unanticipated, value-added take-away gifts; and (4) personalizing experiences. A questionnaire was used to measure five facets of youth experience quality: perceived value, engagement, prevalence of deep structured experience, delight, and meaningfulness. Thirty members of a Texas 4-H Special Interest (SPIN) club participated in the study. Club members participated in a series of eight meetings of up to three hours each. Each meeting was staged with a unique combination of the four strategies, based on an orthogonal (Taguchi) design. The hypothesis tested was that each of the four structuring strategies increases youth experience quality. Results reveal structuring strategies that can be used to increase youth program quality and thereby reduce attrition in youth programs. Conclusions suggest these structuring strategies can engage more youth within a Positive Youth Development framework.

DEDICATION

I would like to dedicate this thesis to my beautiful, intelligent wife and best friend, Maria Taggart. She stood by me through the highs and lows of graduate school and I am so grateful for her positive, loving support. She is an all-star mother and an amazing scholar who I continue to learn so much from. I am also so grateful for the opportunity we have had to complete our Master's degrees together in the Recreation, Park, and Tourism Sciences department here at Texas A&M University. It is a rare opportunity that we have been blessed to do this, and I am grateful that we experienced graduate school together. She inspires me to get outside, to dream big, and to become better. She is amazing, funny, witty, sharp as a tack, and I love her very much. Together we will do great things.

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CONTRIBUTORS AND FUNDING SOURCES

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

INTRODUCTION TO THE STUDY

The quality of immediate experiences of participants is a key to the overall success of youth programs. Quality meetings, events, performances, and competitions yield value. If participants' value meeting experiences more than other options for using their time, they will choose to sustain participation. The absence of quality experiences, on the other hand, yields dissatisfaction, low perception of value, disengagement, and, ultimately, membership attrition (Hirsch, Mekinda, & Stawicki, 2010; Harder, Lamm, Lamm, Rose, & Rask, 2005; Bowers E. P., et al., 2015; Chilek, 2012; Evans & Lindsay, 2005, p. 50). Membership attrition is a significant problem that plagues 4-H and many other youth programs (Chilek, 2012; Harder, Lamm, Lamm, Rose, & Rask, 2005; Harrington, Sheehan, & Blyth, 2011; Albright & Ferrari, 2010; Merkel, 2013; Leos-Urbel, 2015). Almost half of newly enrolled 4-H members drop out of the program after only one year (Hamilton, Northern, & Neff, 2014; Hartley, 1983). Low retention rates are particularly troubling because sustained participation in 4-H programs yields key positive youth development (PYD) outcomes: 4-H programs build protective factors and decrease risk factors (Bowers, et al., 2015).

The overall success of 4-H programs in achieving these PYD outcomes thus depends on membership retention. PYD outcomes occur when youth are exposed to developmental experiences afforded by structured (Ellis, Taggart, Martz, Lepley, & Jamal, 2016; Ellis, Freeman, Jamal, & Jiang, 2017), point-of-service encounters during club meetings (Granger & Kane, 2004). To retain members, it is necessary to ensure

point-of-service youth experience quality (Herman & Grant, 2015; Grossman, Goldsmith, Sheldon, & Arbreton, 2009; Smith C. , Devaney, Akiva, & Sugar, 2009). An expansive body of literature related to Pine and Gilmore's (2011) concept of an "experience industry" points to four features of point-of-service encounters that many successful "experience industry" organizations use to engage visitors: theme, multi-sensory appeal, personalization, and memorabilia (Bulencea & Egger, 2015). Social science knowledge about the applicability and efficacy of these strategies in youth programs is, however, lacking. This study thus examined the effect of these four point-of-service features on quality of experience of youth in structured program experiences.

Quality of Experience in Positive Youth Development Programs

The quality of immediate experiences of youth is an important element of positive youth development (Ellis, Taggart, Martz, Lepley, & Jamal, 2016). The positive youth development (PYD) movement has brought many key research topics to the forefront in regard to the supports, opportunities, services and programs available to youth today (Bowers E. P., et al., 2015; Witt & Caldwell, 2005). Prominent among these is the challenge of identifying the most important elements of youth programs (Eccles & Gootman, 2002). Research is uncovering strategies youth program leaders may use to facilitate attainment of such long-term outcomes as social, emotional, and behavioral competence and to accurately measure those outcomes (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). This focus on outcomes changes the way researchers and practitioners view interactions with youth during programs and how programs should be designed and implemented. Rigorous and informed program design and implementation

is essential to achieving program quality, and program quality is widely regarded as the best predictor of risk prevention and positive developmental outcomes (Silliman & Schumm, 2013; Schlatter & Rossman, 2003). A priority for PYD research, then, is to identify elements and processes that can be used to inform design and implementation of quality programs for youth.

PYD focuses on promoting positive experiences for youth to induce change, rather than an approach that solely focuses on reducing problems. (Witt & Caldwell, 2005) The PYD movement has likewise influenced many out-of-school youth programs to provide a vast array of opportunities for youth to develop physically, emotionally, socially, and spiritually (Roth & Brooks-Gunn, 2003). While every youth will be shaped and developed by various factors surrounding them, it is crucial that youth practitioners realize how their programs can make a long-lasting difference (Eccles & Gootman, 2002). However, this assumes that a youth participates in a program long enough to glean any positive benefits or develop PYD assets (Marsh & Kleitman, 2002). As Granger and Kane (2004) eloquently stated: "No program can make a difference if it does not change the daily experiences of youth and it cannot do that if attendance is poor" (p. 52). Practitioners must design their programs to be both interesting and engaging enough to increase the chances of a youth staying in a program long enough to make a difference (Strobel, Kirshner, O'Donoghue, & McLaughlin, 2008). With this focus, researchers have identified features that youth development organizations can use to increase the quality of their programs. The National Research Council and Institute of Medicine (Eccles & Gootman, 2002) published that youth programs should be

characterized by safety, structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, community and school. These principles are seen as "active ingredients" that practitioners could use in designing PYD programs. (Eccles & Gootman, 2002)

While youth development scholars have identified elements to youth program quality, these elements must be structured. The HighScope Educational Research Foundation (2005) structured key youth development quality principles in its "Pyramid of Program Quality" in the following areas: professional learning community, youth voice and governance, safe environment, supportive environment, interaction, and engagement. Mirroring Maslow's hierarchy of needs (1943), it is reasonable that programs ensure physical and psychological safety of youth before practitioners try to initiate interactions between staff and program participants. Additionally, Ellis et. al. (2016) pointed out that having the appropriate climate is necessary in order to design engaging experiences effectively. Once programs have a strong, positive climate, they are able to effectively structure experiences that will lead to youth development outcomes (Fraser-Thomas, Côté, & Deakin, 2005). Specific to 4-H, some of these outcomes include; a habit of positive choices; a habit of effective and constructive communication; a habit of building and maintaining strong and healthy connections with others; and a habit of making contributions to other people. (Lewis, Horrillo, Widaman, Worker, & Trzesniewski, 2015)

Focusing on improving overall youth program quality, through designing and implementing youth programs in line with PYD principles, will assist in reducing attrition in membership. While focusing on overall program quality in applying PYD principles, it is important to remember that the heart of the program happens during the immediate, everyday experiences with a given youth program.

The following sections summarize key bodies of literature on which this research is based, including: point-of-service quality; current measurement of quality of immediate experiences; techniques currently used to increase quality; and how structuring strategies are related to youth program quality.

Point-of-service Quality

Youth-serving organizations today face demands from stakeholders to document their efficacy as they make positive differences in the lives of youth (Akiva & Yohalem, 2006). It is therefore important to identify what to measure in youth-serving organizations that demonstrates organizational efficacy and how to measure it. In response to this need, both researchers and practitioners have been searching for ways to measure overall program quality. Recently, there has been a gravitation towards measuring quality of interactions at the point of service (Yohalem, Granger, & Pittman 2009; Smith, Peck, Denault, Blazevski, & Akiva, 2010; Baldwin, Stromwall, & Wilder, 2015) Point-of-service is defined as the place where the program and youth intersect, whether that is through interactions with staff or other youth (Smith, Akiva, Arrieux, & Jones, 2006). A youth's immediate, interactive experience within the program is considered the "point-of-service". However, there seems to be a lack of literature

focusing on what practitioners can do to improve this part of their program (Vandell, Shumow, & Posner, 2005). While there are many elements that go into making a PYD program (Eccles & Gootman, 2002), it is important to focus on the point that youth interact with the program to ensure more long-term PYD outcomes.

These immediate experiences are really where the heart of the program is, where youth are interacting within the program with leaders and peers. Academia has called for more attention and support for research relating to point-of-service quality, as it is a vital part of any program. Smith et. al. (2009) stated: "Point of service performances cannot be sustainably improved without explicit attention to and support from the organizations and systems in which point-of-service interactions are embedded" (p.116). More research on this specific topic is needed for researchers and practitioners to know more about designing immediate experiences in youth programs.

Indicators of Quality of Immediate Experience

Several lines of inquiry have addressed the quality of immediate experience. The experience industry literature in particular has been invested in the immediate experience and structuring it (Ellis, Freeman, Jamal, & Jiang, 2017; Duerden, Ward, & Freeman, 2015; Ellis & Rossman, 2008). One of the first researchers to study immediate experience was Abraham Maslow, who constructed the notion of "peak experience" (1964). These peak experiences were defined as rare moments that were profoundly emotional and characterized by exhilaration, immersion and excitement. He stated that for people who obtained self-actualization, people who engaged in activities that were creative, immersive, introspective, or otherwise might yield more peak experiences.

Mihalyi Csikszentmihalyi continued to advance scholarly and professional interest in the concept of experiences through his study of what he termed "flow" (1975). Through interviewing various people, he discovered consistent descriptions of a state in which a person was highly focused and seemed to automatically perform tasks in a transcendent way. These flow experiences are most likely to occur when the challenge of the activity matches with the skill of the participant. Since Csikszentmihalyi's seminal work was published, several researchers from various fields have advanced his theory. Among these, Privette (1983) produced an insightful documentation on the similarities and differences between flow and peak experiences.

Over the past two decades, research has continued evolve on what outcomes result come from well-designed experiences. Researchers have proposed frameworks that provide ways to "design, plan, and create…moments that present [participants] with deeply valued and memorable experiences." (Berridge, 2012, p. 8) While each individual will have her or his own unique experience within a given context, these models can be utilized to intentionally design the quality of these experiences (Berridge, 2007; Berridge, 2012). It has been found that successful organizations employ a variety of strategies to add value (Petrick, 2002; Zeithaml, 1988), provide positive subjective experiences (Stricklin & Ellis, 2017), and engage participants. "Artistic performance" techniques such as implementing a clear and pervasive theme, customization or personalization of experiences to the level of the individual, and multisensory appeal have been found to delight customers and increase value (Ellis & Rossman, 2008; Pine II & Gilmore, 2011).

Most recently, researchers have built upon this notion of a high-quality experience with the "Theory of Structured Experience" (Ellis, Freeman, Jamal, & Jiang, 2017). Here, a structured experience is defined as a "planned invitation extended by an experience provider for a heightened state of motivation, attention and emotion to occur" (Ellis, Freeman, Jamal, & Jiang, 2017, p. 3). Adult youth leaders, for example, often provide *structured* (designed and staged) experiences that yield these outcomes. However, according to the theory, structured experiences have the following characteristics:

> "• Structured experiences have definable beginning and ending points.
>
> • Structured experiences have durations ranging from a few seconds to a few hours.
>
> • Structured experiences proceed uninterrupted by other activities.
>
> • Structured experiences are deployed (structured) through planned encounters."
>
> (Ellis, Freeman, Jamal, & Jiang, 2017, p. 4)

From this it is important to note the departure from previous theories of experience in that a structured experience is a "planned invitation for targeted outcomes to occur" rather than happening of its own accord (Ellis, Freeman, Jamal, & Jiang, 2017, p. 16).

In the experience industry literature, the following ways to measure the quality of a structured experience have been highlighted: engagement, perceived value, deep-structured experience, meaningfulness, and delight. The following measures have been identified as indicators of youth program quality:

Engagement

  In the context of youth development, the term engagement can be quite broad. For the purposes of this study, the following definition was used: "Engagement refers to the extent to which young people are focused on and excited about the activities they are participating in at a particular point in time and space" (Walker, Marczak, Blyth, & Bordern, 2005). Research has demonstrated that this is an effective measure of point-of-service quality (Ellis, Taggart, Martz, Lepley, & Jamal, 2016).

Perceived Value

  A structured experience within a youth program has the potential of being enjoyable and memorable. It is thus reasonable to assume that activities in a given youth programs would be valued by participants (Ellis, Taggart, Martz, Lepley, & Jamal, 2016). Thus, this measure was included as an indicator of youth program quality. Not only is it important for youth to value their participation on a program to gain positive outcomes, it also helps practitioners know how they should use their resources.

Deep Structured Experience

  Within the contexts of youth programs and service settings, heightened states of experience occur at the point-of-service. Consistent with the previous descriptions of peak experience and flow, a "deep structured experience" is defined as a "state of effortless concentration so deep that the individual loses her or his sense of time, her or his thoughts about self, and thoughts about problems. A strong desire exists to persist in the activity or endeavor" (Stricklin & Ellis, 2017; Ellis, Freeman, Jamal, & Jiang, 2017). Deep structured experiences can be facilitated through techniques such as multisensory

appeal, a pervasive theme, personalizing the experience, and having a clear narrative (Ellis, Freeman, Jamal, & Jiang, 2017). It is therefore important for practitioners to identify and implement strategies that can successfully stage these immediate experiences in order to achieve PYD.

Meaningfulness

Used in previous research, meaningfulness has been defined "as the extent to which the structured experience yielded active thought about something learned during that experience" (Ellis, Taggart, Martz, Lepley, & Jamal, 2016, p. 7). This measure can be very helpful for practitioners to understand the impact of program activities on youth participants. By understanding where youth find meaning in programs, practitioners will be able to adjust activities to ensure that youth are retaining positive outcomes.

Delight

The construct of delight has been defined in previous research as "an extreme form of satisfaction" (Ellis, Freeman, Jamal, & Jiang, 2017, p. 10). It is well known that causes for delight are different between individuals, and it has been found that a positive surprise can result in high levels of delight (Crotts & Magnini, 2011) This affinity for an activity could be easily measured by items that determine how much an individual liked an activity. Yet, while a measure of high satisfaction is helpful, it definitely doesn't tell the whole picture. Many youth may participate in high quality, positive developmental experiences that they didn't necessarily like while in the midst of it. It would therefore not be prudent for youth programs to focus solely on achieving high rates of delight. It is, however, still very important for practitioners to understand how their programs are

being received (with a measure such as delight) in order to promote PYD outcomes and prevent membership attrition. Delight is shown to be an excellent indicator of customer loyalty and willingness to recommend (Crotts & Magnini, 2011).

Other Indicators of Program Quality

There have been many concepts and measures that have been developed in measuring program quality, including the Pyramid of Program Quality and the Youth Program Quality assessment measure. However, in many of the reports of program quality, positive youth development outcomes have been measured by adults rather than the youth directly. (Yohalem & Wilson-Ahlstrom, 2010) Although the results collected from adults and youth usually align, it would be much more empowering to give the youth voice with the added benefit of understanding the youth's perceptions of program quality. Youth leaders who know this "can be more effective in planning, monitoring, and improving programming, thus aiding the achievement of targeted outcomes". (Silliman and Schumm, 2013)

It is easy to assume that youth-serving organizations provide high quality programming, and therefore high levels of engagement with youth, but this is not the reality. Many organizations offer poor or mediocre programming and simply ineffective methods of engaging youth. (Fraser-Thomas, Côté, & Deakin, 2005). With youth having so many varying needs, it is necessary for practitioners in youth-serving organizations to know strategies in which to help youth experience positive, quality programming (Fraser-Thomas, Côté, & Deakin, 2005). Researchers have often focused on long-term

outcomes for the PYD movement, but the short-term outcomes are what make PYD possible.

Techniques for Structuring Experiences for Youth

Extensive evidence from the tourism and experience literature indicates that experiences can be structured in ways that engage visitors and guests to bring value to their investment of time and money during travel experiences. Pine and Gilmore (1999) identified a number of such strategies and these have been the subject of research for almost two decades. (Ellis & Rossman, 2008; Bulencea & Egger, 2015; Stricklin & Ellis, 2017; Bitner, 1992; Berridge, 2012) Through these strategies, businesses and professionals have identified ways to engage and retain customers. Strategies that influence the quality of immediate experiences of youth include using pervasive themes, engaging multiple senses, providing memorabilia, personalizing activities, and providing unexpected value-added elements (Pine II & Gilmore, 2011; Chandler, 1989) Some of these strategies have been mentioned in the youth development literature (Ellis, Taggart, Martz, Lepley, & Jamal, 2016; Rossman & Schlatter, 2015), but objective research on the overall efficacy of structuring experiences and relative efficacy of different structuring strategies is lacking. Through structuring for the immediate experience, practitioners may be able to positively impact the quality of youth experiences in programs.

Another area that has shown promise in structuring meaningful and engaging experiences for youth is the area of edutainment, gaming strategies and playful learning (Hassinger-Das, et al., 2017) In these areas of industry, companies and educational

organizations have created technologies and games with the goal of helping youth

participants achieve educational goals while playing a game, usually via computer

software (Okan, 2003). It has been noted that limitations may exist when managers

attempt to apply these kinds of techniques usually used to promote hedonic (i.e. "just for

the fun of it") experiences in contexts of learning, growth, and development for youth

(Charsky, 2010). However, it has also been suggested that with the current trend of

technology, and youth utilizing said technology, gaming and edutainment principles can

be effective in influencing motivation and facilitating learning when properly understood

and implemented (Charsky, 2010). PYD principles of building protective factors and

reducing risk factors could potentially be implemented through the use of gaming

strategies used in the edutainment industry.

In regard to the effectiveness of implementing structuring strategies in the

context of youth programming, the strategies evident in the tourism literature may not be

effective in the context of youth programming. External factors such as the style and

charisma of the leader, the dynamics of the group, and the novelty of the environment

may be found to play more dominant roles in impacting youth experiences within

programs (Hirsch, Mekinda, & Stawicki, 2010). Although the literature in tourism and

the experience industry does point to theme, personalization, memorabilia, and appealing

to multiple senses as being important in producing experiences, that literature also

emphasizes the experiences are co-produced between providers and participants (Ellis &

Rossman, 2008). The youth program context provides extensive opportunities for youth

to co-produce experiences through shared interactions. Co-participants in youth

programs share key needs, perspectives, interests, and experiences (Albright & Ferrari, 2010). Participants in youth programs are ordinarily of similar age. They may have strong interpersonal attractions associated with their maturation, and they certainly share a common interest in the purpose and mission of the organization that brought them to the program (Walker J. A., 2006). They may be close friends from a neighborhood, church, or school. These connections provide rich opportunity for co-production of experiences, apart from any structuring strategies an adult leader may provide.

Thus, evidence from the literature on tourism and the experience industry suggests that theme, multi-sensory appeal, personalization, and memorabilia serve to enhance the quality of youth experience in organized programs (Petrick, 2002). Other evidence suggests that resources invested in such structuring might yield little, if any, return on quality of experience of participants. The purpose of this study, then, will be to examine the effect of theme, multi-sensory appeal, personalization, and memorabilia on quality of experience of youth in structured program experiences.

Structuring

Research in tourism and related disciplines has identified four strategies that can be used to elevate experience quality and create value for participants: theme, multisensory appeal, unanticipated value-added take-aways, and personalization to the individual instead of to the market or user group (Pine II & Gilmore, 2011; Ellis & Rossman, 2008; Duerden, Ward, & Freeman, 2015; Stricklin & Ellis, 2017). While anecdotal evidence of the potency of these techniques is widespread through theme parks, hotels, events, and restaurants, and other settings, these techniques have not

14

previously been applied to structuring point-of-service encounters of youth

organizations. Little is known of the relative efficacy of these strategies in youth

program settings. The following strategies are used in the study, and formal definitions

of each are in Table 1.

Table 1: Formal Definitions of Experience Structuring Strategies

Theme	A strategy in which a set of visual, auditory, tactile, olfactory, and taste cues are used to communicate an imaginary setting, story, or set of circumstances.
Multi-sensory Appeal	A strategy in which sensory cues that are not inherent to the essential behavioral elements of an activity are introduced to the activity context and brought to the attention of the participant.
Value-added take-aways (memorabilia)	A tangible object unexpectedly presented to a participant as a gift at or near the conclusion of behavioral engagement in the experience.
Personalization	A strategy in which visual or verbal cues are provided to highlight the identity and/or other unique characteristics of a participant.

Theme

      Having a pervasive theme is one of the most frequently cited examples of

structuring an experience (Bulencea & Egger, 2015; Pine II & Gilmore, 2011). For the

purpose of this research, we defined theme as: a strategy in which a set of pervasive visual, auditory, tactile, olfactory, and taste cues are used to communicate an imaginary setting, story, or set of circumstances. Essentially, the theme is used throughout the experience to help the participants experience their surroundings in a different way. The main focus is to ensure the pervasiveness of the theme, as it needs to be integrated "at all the customer touch-points throughout all stages of the experience: promotional materials and communication, the physical environment where the experience takes place, the way that [leaders] interact with [participants] and even within the organizational culture that is providing the experience." (Bulencea & Egger, 2015) Anything that distracts from the theme should be replaced with theme-specific contexts. (Pine II & Gilmore, 2011)

Oftentimes, the pervasive theme is used by manipulating the space or venue through use of decorations or other cues that evoke imaginary relocation to a different place, a "fantasy" (Holbrook & Hirschman, 1982), or a time and/or set of circumstances different than those of the actual immediate environment (Berridge, 2012). While practitioners will have no control over how participants interact with these cues, they can ensure the prevalence and pervasiveness of the theme through things such as decorations, role-play, storytelling, and other strategies. It is important to note that it takes skill and practice on the part of the leader to implement the theme.

Multisensory appeal

Appealing to multiple senses is also a key factor in the structured experience literature (Stricklin & Ellis, 2017; Ellis & Rossman, 2008; Pine II & Gilmore, 2011). We defined multisensory appeal as a strategy in which sensory cues that are not inherent to

the essential behavioral elements of an activity are introduced to the activity context and brought to the attention of the participant. By engaging many senses at once through use of things like music, food, and aromas, practitioners are able to engage participants within the staged experience. These added stimuli provide a way to fully immerse the individual in the experience, and thereby increase the chance of the individual having a more flow-like, positive experience. Ellis & Rossman (2008) describe how Disneyland stimulates the senses of smell as soon as the park opens by having fresh popcorn being made, although people rarely consume popcorn as soon as the park opens. The purpose is to engage people's senses as soon as they walk into the park (Disney Institute 2001). Engaging multiple senses with various elements that may not have been present otherwise may increase the quality of the experience.

Value-added take-away

A value-added take-away or memorabilia is defined as a tangible object unexpectedly presented to a participant as a gift at or near the conclusion of behavioral engagement in the experience. These tangible memorabilia provided to participants within a structured experience that they did not expect to receive at the outset can provide added perceived value (Ellis & Rossman, 2008). Take-aways are not usually things like refreshments at the end of an activity, but a tangible token that participants can remember the experience by. Memorabilia can be "a powerful agent in enhancing experience quality when it is presented as an unexpected, value-added item" (Ellis & Rossman, 2008; Matzler, Hinterhuber, Bailom, & Sauerwein, 1996). By introducing

unexpected memorabilia after a positive, memorable experience, the chances are higher that the participant will remember, and value, the experience.

Personalization

The next structuring strategy used in this study was personalization. We defined personalization as a strategy in which visual or verbal cues are provided to highlight the identity and/or other unique characteristics of a participant. Involving each participant personally and by name in the activity may increase perceived value within the group. Whether that is an interpersonal action or physical object that reflects and celebrates a valued skill, ability, characteristic or accomplishment, personalization may increase the ability of the participants to feel engaged and valued in the structured experience. Researchers have consistently emphasized the need to "customize to the individual" in order to have the highest level of success in providing high quality experiences (Ellis & Rossman, 2008; Pine II & Gilmore, 2011).

From these identified structuring strategies, there has been research recently conducted on the subject. An example of such research previously done on the effects of structuring techniques on immediate outcomes was completed by Stricklin and Ellis (2017). They found that these techniques were effective in structuring a virtual tailgating experience. However, there were limitations in this study that perhaps prevent it from being applied in other ways. The first limitation being the techniques were "bundled" in this study, so we do not know the efficacy of individual elements such as theme, personalization and multi-sensory appeal on measures of engagement and perceived value. We also do not know of the efficacy of the techniques with youth, as Stricklin

studied university students. Thus, the purpose of this study was to determine which structuring strategies improve the quality of structured experiences for youth.

Hypotheses

H_0: Structuring strategies (theme, multisensory appeal, value-added take-aways, and/or personalization) have no effect on the prevalence of deep structured experience, perceived value, delight, meaningfulness and engagement in outdoor recreation activities among youth.

H_1: A pervasive theme increases prevalence of deep structured experience, perceived value, delight, meaningfulness and engagement in outdoor recreation activities among youth.

H_2: Multisensory appeal increases prevalence of deep structured experience, perceived value, delight, meaningfulness and engagement in outdoor recreation activities among youth.

H_3: Value-added take-aways increase prevalence of perceived value, delight, and meaningfulness in outdoor recreation activities among youth.

H_4. Personalization increases prevalence of deep structured experience, perceived value, delight, meaningfulness and engagement in outdoor recreation activities among youth.

CHAPTER II

METHOD[*]

The purpose of this study was to identify club meeting structuring strategies that improve the quality of structured experiences for youth. The elements of "experience structuring" manipulated were theme, appeal to multiple senses, personalization, and provision of unanticipated value-added items and memorabilia to take away from meetings. Specific procedures for conducting the investigation follow.

Setting

This study was conducted within the Texas 4-H program in Brazos County. Brazos County is located in Southeast Texas, within a three hour's drive of four major metropolitan areas: Houston, Dallas, Austin, and San Antonio. The twin cities of Bryan and College Station are the largest cities in Brazos County. Major attractions include Texas A&M University and the George Bush Library and Museum. The population of Brazos County was estimated at 220,371 as of January 1, 2016 (Texas Demographic Center, 2016).

Within Brazos County 4-H, a Special Interest (SPIN) club was created, named the Brazos County Outdoor Adventures Club. The study was held for eight meetings held on Saturdays at 9am. The location of the clubs varied depending on the activity, but all took place within the county (see Table 2). The activities included high ropes course, survival skills, conservation, outdoor cooking, rock climbing, plant and insect

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[*]Part of the questionnaire measure used in this chapter is reprinted with permission from "Monitoring Structured Experiences during Youth Programs: Development of Brief Measures of Perceived Value and Engagement". Ellis, G. D., Taggart, A.S., Martz, J., Lepley, T., & Jamal, T., *Journal of Youth Development*, 11 (3), 1-16, © Gary D. Ellis, Allen S. Taggart, Jill Martz, Toby Lepley, Tazim Jamal

identification, archery, water activities (i.e. canoe and kayaking), and a service project. The locations of the activities were at local parks, Texas A&M recreation facilities, 4-H locations, and a local nature reserve. Meetings were typically 90 minutes, and all meetings began with the traditional 4-H opening pledges.

Population and Sample

A total of 30 participants between the ages of 8 and 17 years were recruited through existing 4-H Brazos County clubs, word of mouth promotion, and social media posts on the Brazos County 4-H Facebook page. A sample flyer is included in Appendix A, and a sample of text that was posted on social media. Both girls and boys were recruited. The number of adult leaders present followed the required 1:8 ratio of Texas 4-H's rule of one leader for every eight youth.

Measurement

Questionnaires developed in a previous study were used in this investigation.* The purpose of that study was to develop minimally invasive measures with acceptable psychometric properties that could be routinely used to monitor the quality of participants' experiences in individual club meetings. Data concerning reliability and validity of inferences that can be made from scores on the instrument have been published (Ellis, Taggart, Martz, Lepley, & Jamal 2017). Included are measures of engagement in the meeting, perceived value of the meeting, prevalence of deep structured experience during the meeting, delight, and meaningfulness.

Engagement

Engagement is often a broad, complex term that is used in various contexts in youth development (Walker, Marczak, Blyth, & Bordern, 2005). Towards students, engagement has been referred to as "…the glue, or mediator, that links important contexts-home, school, peers, and community-to students and, in turn, to outcomes of interest" (Reschly & Christenson, 2012, p. 3). While this can be helpful in illustrating how youth benefit from quality youth programming and collaboration, there is a much more specific definition that informs point-of-service quality. While engagement can be defined and measured in a broad sense, it can "also be applied to immediate, task-specific, structured experiences" (Ellis et al., 2017, p. 6). Reeve (2012) defined task-specific engagement as "a student's active involvement in a learning process" (p. 150). This task-specific, structured experience is defined as "the amount of time children spend interacting with the environment (with adults, peers, or materials) in a developmentally and contextually appropriate manner" (Ridley, McWilliam, & Oates, 2000, p. 134). The situational engagement measured within point-of-service quality in this study follows the task-specific definitions. That is, situational engagement is "the extent to which participants report active motivational involvement in a structured experience" (Ellis et. al. 2017, p. 6).

The instrument used included four items, each following the stem, "During this meeting…":

- I felt excited about things we were doing.
- I felt curious about something.

- I felt I was being useful.

- I felt important.

The response format was a slider scale. Participants placed a mark on a line between two anchor points to represent their status relative to each item. The anchor points were "none of the time" and "all of the time." Scores were calculated by measuring the distance between the participant's mark and the "none of the time" response. That distance was divided by the total length of the line, giving an estimate of the percentage of time during the meeting that the participant felt engaged (Ellis, Freeman, Jiang, & Lacanienta, in press). Ellis et al. (in press) report an alpha reliability coefficient of .71 for this scale. Evidence of validity is also present. Ellis et. al. (in press) report correlations of .61, and .48 between engagement and perceived value and engagement and meaningfulness, respectively. The alpha reliability estimate for the current study was .78.

Perceived Value

In a seminal paper, Zeithaml's (1988) defined perceived value as "the consumer's judgment about the superiority or excellence of a product." Within the measure developed by Ellis et. al. (2017), perceived value is defined as "the individuals' degree of contentment with her or his decision to participate in the structured experience." High scores indicate that youth consider their participation in the structured experience an excellent choice for the use of their time. Five items were included on the questionnaire:

- This was an excellent use of my time.

- I am glad I chose to do this.

- I made a good choice when I decided to do this.

- I wish I had spent my time doing something else.

- This meeting was worth the time I put into it.

For this scale, Ellis et. al. (in press) report an alpha reliability coefficient of .82. Evidence of validity is also present. The measure of perceived value has produced positive correlations with perceptions of safety and support of the club environment, as well as three indicators of the quality of the meeting experience: engagement, meaningfulness, and satisfaction (Ellis, Taggart, Martz, Lepley, & Jamal, 2016). The alpha reliability estimate for the current study was .93.

Deep Structured Experience

Deep structured experience is defined as a state of effortless concentration during which individuals lose (a) their sense of time, (b) their thoughts about themselves, and (c) awareness of their problems. Participants have a genuine interest in the activity in which they are involved and a strong desire to continue doing that activity. Consistent with previous research (Ellis, Freeman, Jamal, & Jiang, 2017; Stricklin & Ellis, 2017), deep structured experience is measured by presenting research participants with a rectangle. The left side of the rectangle represents the beginning of an activity and the right side represents the termination of the activity. Participants are presented with the definition of deep structured experience and asked to draw lines between the two ends to represent the occasions that they were "in" deep structured experience. The sum of the length of all lines drawn divided by the length of the base of the rectangle serves as a

measure of prevalence of deep structured experience. A measure of frequency is obtained by counting the number of lines drawn inside the rectangle. Correlations between deep structured experience prevalence and measures of quality of immediate experience (engagement, immersion, absorption, delight) ranging from .45 to .72 have been reported. Correlations between frequency of deep structured experience and measures of the quality of experience tend to be negative and weak-to-moderate (Ellis et. al. in press)

Meaningfulness

The 4-H SPIN club was directed at helping participants learn new knowledge and skill about outdoor recreation activities. If learning occurs, it is reasonable to assume that participants will think about their actual, on-site experiences after the meeting has concluded. Meaningfulness was thus defined as the extent to which each club meeting yielded active thought about something learned during that meeting. A single item was used: "I am still thinking about something I learned." A five-point response format was used "True," "Mostly true," "Neither True or False," "Mostly False," and "False" (Ellis, Taggart, Martz, Lepley, & Jamal, 2016)

Delight

Degree of delight yielded by the meeting was based on the perspective that delight is an extreme form of satisfaction (Oliver, 2010; Schneider & Bowen, 1999; Torres & Kline, 2006; Torres & Kline, 2013). This affinity for the activity was described in a way that youth could identify how the felt about the activity, and express affinity and satisfaction in degrees. The single-item scale asked participants "How did you like

the meeting?" Response options included "the worst" (scored 1), "not so good" (scored 2), "OK" (scored 3), "Good" (scored 4), and "awesome" (scored 5).

This operationalization is very different from approaches used by previous researchers who have studied delight. Typically, a single item is used, with "delight" at the high end of the scale and "failure", "disgust", or a similar adjective at the opposite end of the scale (Spitzer, 2007, p. 217; Lee, Ralston, Ellis, & Park, 2011; Oliver, 2010). In the current study, descriptors closely related to delight that are more commonly used by youth in day to day conversation were used. Thus, for the current study, the delight measure might be more appropriately considered an "index" than a scale (Diamantopoulos & Winklhofer, 2001). In other words, the delight measure can be thought of as a proxy variable; the measure used is a "cause" indicator rather than an "effects" indicator of delight.

Procedure

An informational meeting was held during the first week to give more information about the club, the study, and to secure parental consent and participant assent, according to Institutional Review Board requirements. This informational meeting was conducted using all four of the structuring strategies, i.e., theme, multi-sensory appeal, value-added take-away, and personalization. Following the informational meeting, the SPIN club agenda proceeded according to the agenda presented in Table 2.

As Table 2 demonstrates, each subsequent meeting was conducted according to a unique combination of the four structuring strategies: theme, multi-sensory appeal,

value-added element, and personalization. Formal definitions of the four strategies are

presented in Table 2, and operationalization of each for each club meeting is detailed in

Appendix A. The combinations are based on an orthogonal array (Taguchi method).

Using an orthogonal array eliminates ambiguity with respect to causes of any effects that

Table 2: Meeting Dates, Topics, Activities, and Locations

Meeting # and Date	Topic	Activity	Location	Theme	Multi-Sensory	Value-Added	Personalized
#1 Mar 11	Ropes Course	Team building activities at Texas A&M Low Ropes Course	A&M ChallengeWorks course	Yes	No	Yes	No
#2 Mar 25	Outdoor Cooking	Open fire outdoor cooking, foil dinners, Dutch oven cooking	Brazos County 4-H Office	Yes	No	No	Yes
#3 Apr 1	Rock Climbing	Texas A&M Rec Center Rock Climbing wall	Texas A&M Rec Center	Yes	Yes	No	No
#4 Apr 8	Map & Compass	Using maps and compasses to navigate	Millican Reserve	Yes	Yes	Yes	Yes
#5 Apr 22	Biodiversity	Identifying trees and plants; capturing and observing insects	Lick Creek Park	No	Yes	Yes	No
#6 Apr 29	Archery	Archery at Brazos County Archery Club	Brazos County Archery Club	No	No	No	No
#7 May 6	Water activities	Water safety, kayaking, and canoeing	Millican Reserve	No	Yes	No	Yes
#8 May 13	Service Project	Local park cleanup	Stephen C. Beachy Central Park	No	No	Yes	Yes

are observed on the measures of point-of-service quality (i.e., perceived value, engagement, and deep structured experience). An effect we might observe for theme, for example, is not confounded by the presence of any of the remaining structuring strategies. Each profile of structuring strategies was randomly assigned to one of the eight meetings.

Complete control over the quality of implementation of the theme was not possible, because guest activity specialists, external to the research project, led club members through each of the activities. These individuals were informed of the theme of their respective activity, and the researchers discussed implementation of the theme with the specialists. As the study progressed, however, it was very evident that some specialists were much more adept and committed than others to implementing their assigned themes. Substantial variation was evident in the quality of implementation, across the four activity sessions that were themed. To account for this uneven quality, we developed a rubric for evaluating the quality of implementation of the theme for the relevant club meetings.

The rubric was based on "magnitude scaling" (Lodge, 1981). Lodge and his colleagues (Lodge, 1981; Lodge, Cross, Tursky, & Tanenhaus, 1975) used a

psychophysiological approach to calibrate a series of adjectives according to their respective intensity levels. The approach involved research participants equating different intensities of light and sound to specific adjectives and descriptors. Through that process, an intensity value based on a geometric mean was estimated for each adjective. As an example, "Absolutely perfect" was equated to a score of 332, "very good" was 141, and "terrible" was equated to a value of 6. For the purposes of this study, we used the rubric to identify the most appropriate description of the effectiveness of implementation of the theme. Instead of using the ratio-scaled geometric means, though, we simply treated the theme evaluation as a categorical variable, measured at the ordinal level.

Table 3: Levels of Theme

Descriptor	Geometric Mean	Rubric
Level 5: Absolutely Perfect	332	A story is told throughout the entire activity, decorations evoke a different place and time, participants fully immersed in the theme.
Level 4: Very Good	141	A story is told through parts of the activity, decorations evoke a different place and time, participants are aware that there is a theme and most participate in it.
Level 3: Good	107	A story is told through parts of the activity, little to no decorations, and participants may or may not participate in the theme.
Level 2: No Theme	--	No presence of story, decorations, or reference to a different place and time.
Level 1: Terrible	6	The theme is considered a negative cue. Leaders and participants are not invested in a story which is barely referenced throughout the activity, few decorations, participants not immersed in the theme.

Method of Data Analysis

Data were analyzed in two phases. First, distributions were examined through descriptive statistics and through inspection of visual displays of the data. Means, standard deviations, skewness, and kurtosis were calculated overall, per each of the eight meetings, and for each structuring condition. Histograms were used to visually examine the distributions of each of the five outcome variables.

Hypothesis tests were conducted during the second phase of the analysis. Mixed modeling (hierarchical linear modeling) was used to calculate the test statistics (F-ratios). Mixed modeling was needed to account for the lack of independence among observations. Lack of independence was inherent in the design: repeated measures of experiences of the same 30 participants were taken across the eight meetings. The effects of theme quality, multisensory appeal, personalization, and memorabilia on the five indicators of experience quality (i.e., engagement, prevalence of deep structured experience, perceived value, delight, and meaningfulness) were tested.

CHAPTER III

RESULTS

Introduction

The results from the study are presented in this chapter, showing what areas of quality of the immediate experience were affected by the structuring strategies. Specifically, this chapter reports the descriptive statistics and hypothesis tests from the study.

Descriptive Statistics

Distributions of Dependent Variables

Descriptive statistics for the measures of quality of experience are reported in Table 4. Means were high (toward the upper end of their possible range) for all of the measurements of quality. Distributions of each tended to be negatively skewed and leptokurtic (more peaked than the normal curve). The majority of participants tended to rate their club experiences high, and, as a result variation was limited, especially on measuring deep structured experience prevalence, delight, perceived value, and engagement. However, meaningfulness was rated less positively and, relative to others, had a distribution that more closely resembled a normal curve. Histograms showing the skewness and kurtosis are shown in the Appendix.

Attendance of club members

Attendance data are reported in Figure 1. That figure includes two series. One of these is from the SPIN club and the other is the average of six clubs selected as benchmarks with the assistance of Texas 4-H. The SPIN club attendance was higher than

T*able 4: Descriptive Statistics*

Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Deep St. Exp. Prevalence	154	.00	1.00	.80	.27	-1.50	.20	1.32	.39
Delight Index	156	1.00	5.00	4.37	.89	-1.61	.19	2.47	.39
Per. Value	161	1.00	5.00	4.43	.84	-1.84	.19	3.37	.38
Meaningfulness	160	1.00	5.00	3.67	1.24	-.76	.19	-.34	.38
Engagement	160	.01	1.00	.66	.24	-.57	.19	-.24	.38
Valid N (listwise)	148								

average for all sessions, with the most common attendance percentage being above 80%. The average attendance for the benchmark clubs was 32.5%..

A deliberate effort was made to ensure high SPIN club attendance. Over the course of the club, the club manager was consistent and vigilant in notifying club members and their parents of the upcoming club meetings. From talking with the parents, the main reasons for not attending were conflicts with other youth activity commitments, including other 4-H activities. The last club meeting was in competition with another major 4-H event, which prevented a majority of participants from attending.
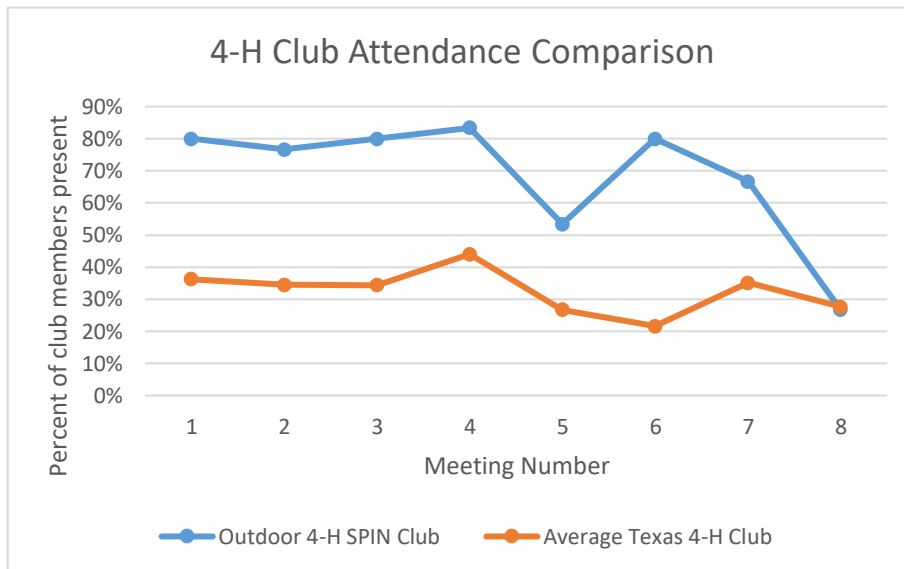

Figure 1: Attendance Data of 4-H Outdoor Adventure SPIN Club

Quality of Experience per Session and Activity Type

Quality of experience varied per session and activity type. This variation is shown graphically in Figures 2 and 3. Figure 2 is a plot of percentage of time club members reported being engaged and in a state of deep structured experience. Overall, deep structured experience was present for a larger percentage of the time than engagement, and it also had greater variation from session to session.
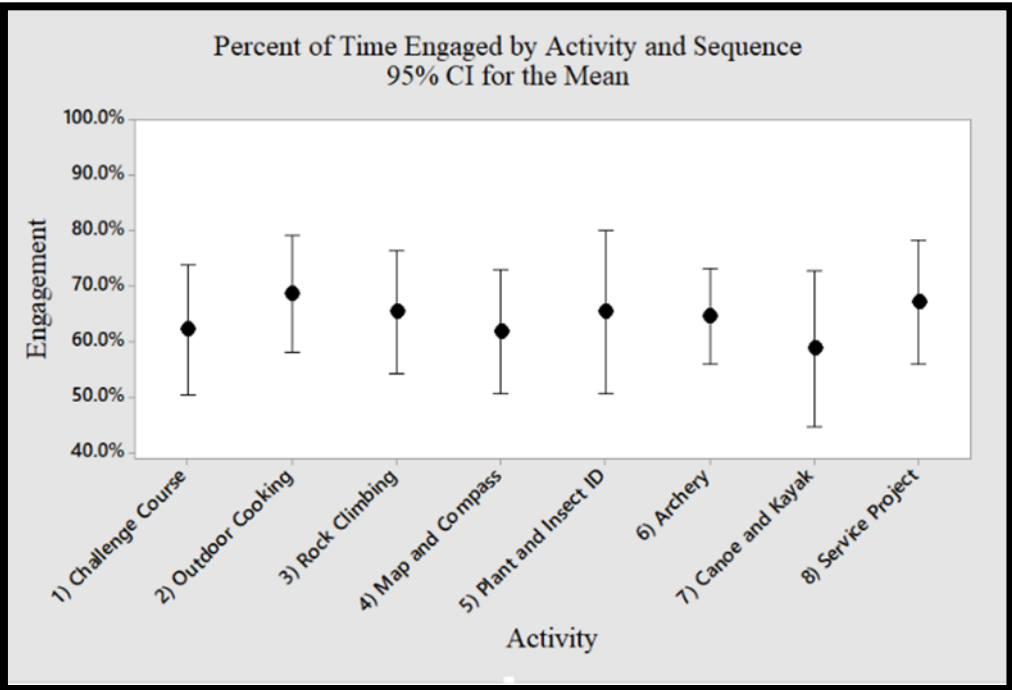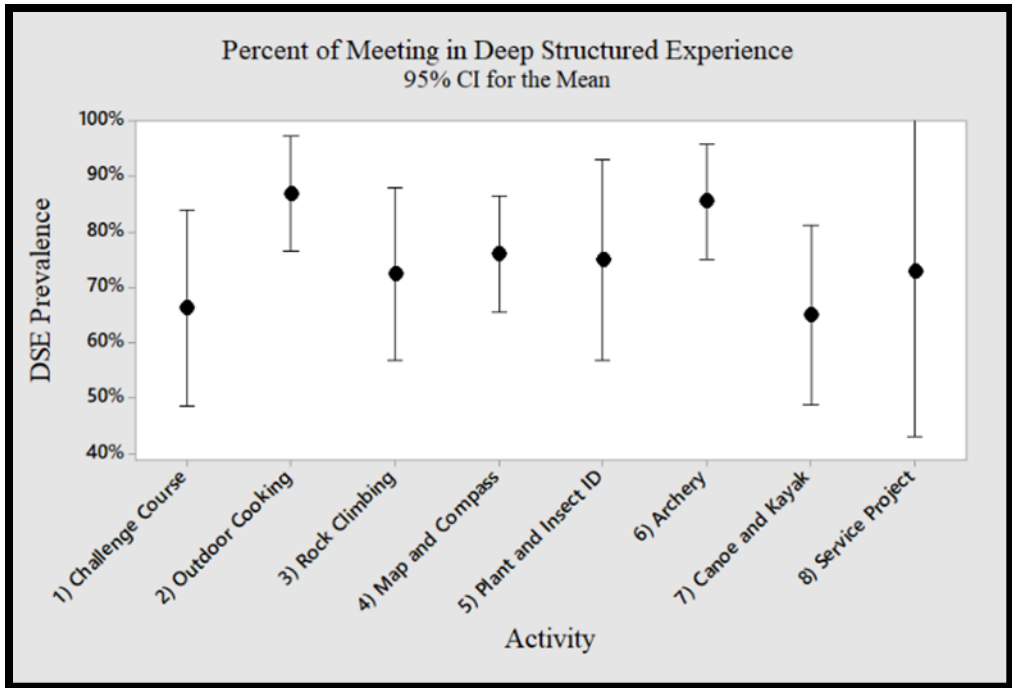
Figure 2: Percentage of Meetings in which Youth Participants were Engaged
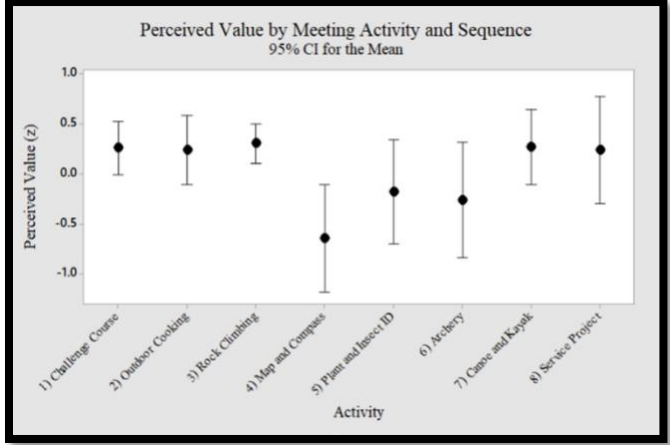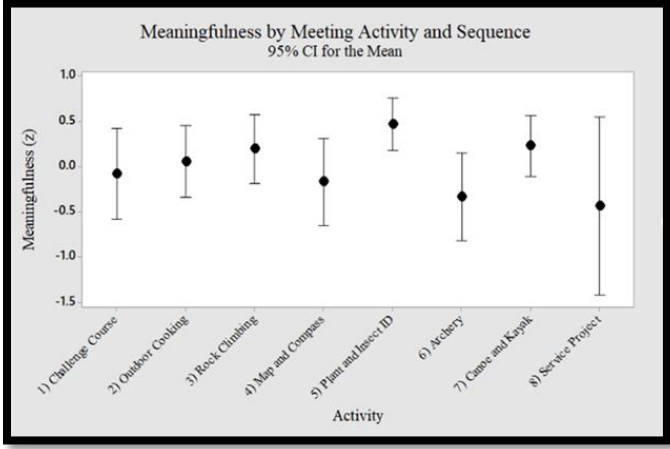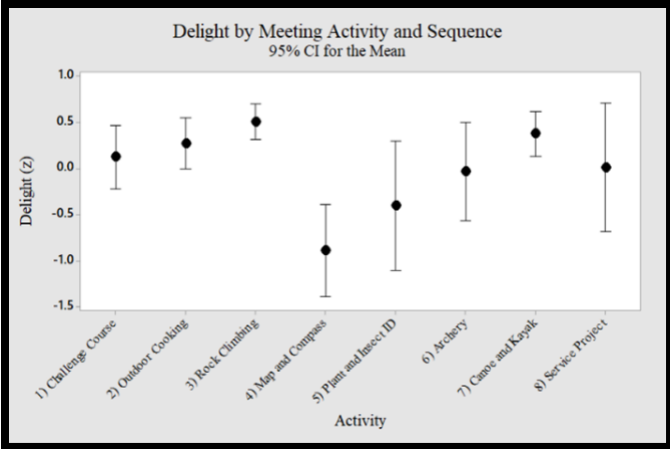
Figure 3: Delight, Meaningfulness, and Perceived Value per session

Figure 3 shows means and variation of the three measures of quality that were post-hoc evaluations by club members' regarding their overall experiences for each session. Rock climbing (Session 3) yielded the highest delight and perceived value. Plant and insect identification (Session 5) produced the highest meaningfulness score. The lowest score for both delight and perceived value was map and compass. For meaningfulness, the lowest score resulted from the service project.

Hypothesis Tests

Results of hypothesis tests are presented in Table 5. Theme quality had a significant effect on four of the five indicators of program quality: engagement, prevalence of deep structured experience, perceived value, and delight. Multi-sensory appeal had a significant effect on the meaningfulness of the program. Memorabilia had a significant effect on perceived value and delight. Personalization had no significant effect on any of the measures of quality. None of the other effects were significant. It is important to note that the effect of memorabilia on engagement or prevalence of deep structured experience was not calculated because memorabilia was not provided until the end of the activity sessions. Causes must precede effects.

Means of the treatment conditions for the significant effects are presented in Figure 4. In the first histogram, it is notable that in all instances that theme was poorly executed, the measures of program quality were low. It also may be notable that the highest quality execution of theme did not yield the highest scores of quality of experience. In the second histogram, multisensory appeal alone had a significant effect on meaningfulness. Scores on meaningfulness were significantly higher when

multisensory appeal was in place. As the third histogram shows, providing an unanticipated value-added take-away had a significant effect on perceived value and delight. Both perceived value and delight were higher when value-added take-away items were present.

Summary

From the immediate experiences that participants had in this club, it was found that only three of the four structuring strategies had any significant effect on any of the indicators of point-of-service quality. When theme was implemented well, including multisensory appeal and a value-added takeaway, it had a significant effect on quality measures of the program.

Table 5: Hypothesis Test Results (F-ratios)

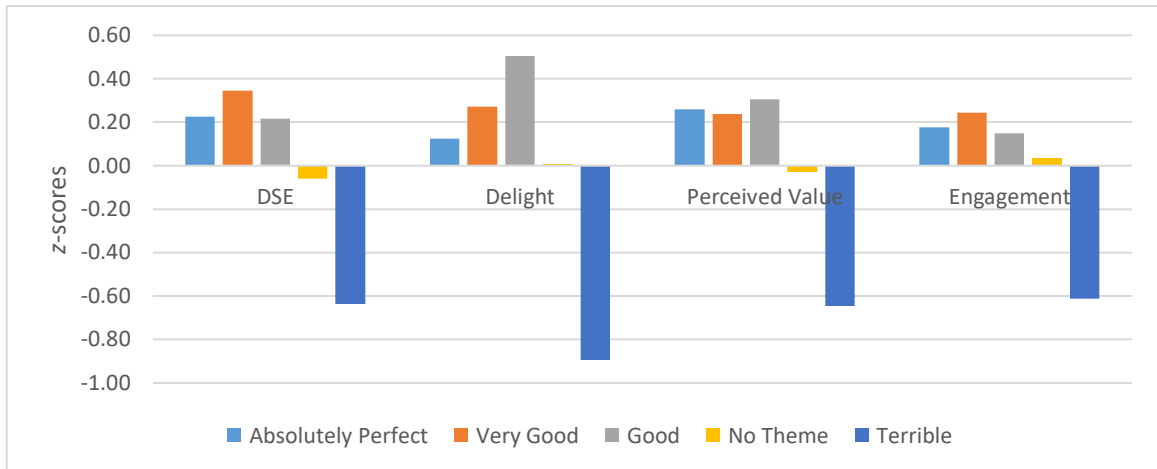| Source	Engagement	Prevalence of Deep Structured Experience	Perceived Value	Delight	Meaningfulness
Theme Quality	5.44**	5.02**	5.01**	8.59**	.94
Multi-Sensory Appeal	1.38	.23	1.96	1.80	5.35*
Personalization	.07	0.01	.03	.94	.12
Memorabilia	--	--	7.02**	23.16**	.83

*p<.05
**p<.01

Figure 4: Histogram of Theme Performance Effects (Means) for Deep Structured Experience Prevalence, Delight, Perceived Value, and Engagement
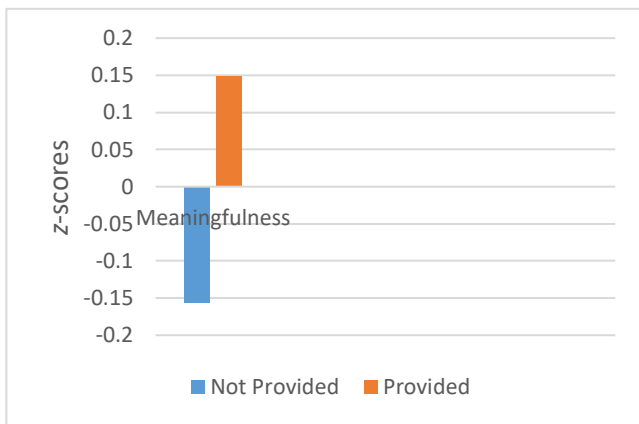

Figure 5: Histogram of Multisensory Appeal Effect (Means) on Meaningfulness

Figure 6: Histogram of Value-Added Take-Away Effects (Means) on Perceived Value and Delight

CHAPTER IV

DISCUSSION AND CONCLUSIONS

The purpose of this study was to examine the effect of four point-of-service features (i.e. theme, multi-sensory appeal, personalization, and memorabilia) on the quality of experience of youth in structured program experiences. Thirty youths participated in a special interest club on outdoor recreation. Each week for eight weeks, they participated in a series of meetings serving to introduce them to a different outdoor recreation activity. Use of theme, multisensory appeal, personalization, and memorabilia was systematically varied across the meetings. Theme quality was found to increase engagement, prevalence of deep experience, perceived value, and delight. Multi-sensory appeal increased meaningfulness, and memorabilia increased perceived value and delight.

Limitations of the Study

Threats to internal and external validity

Several threats to validity must be noted. Two dimensions of validity are relevant: internal validity and external validity. Internal validity is the extent to which an effect observed in an experiment can be attributed to the independent variable, as opposed to some other extraneous cause. External validity is the extent to which observed effects may generalize beyond the participants in the study.

Building on Campbell and Stanley's (1963) seminal work on internal and external validity, Borg and Gall (1983) list eight threats to internal validity: history, maturation, testing, instrumentation, statistical regression, differential selection,

experimental mortality, and selection by maturation interaction, the John Henry effect, and experimental treatment diffusion. The repeated measures design of this study provided good control of these threats to internal validity. Perhaps the threat that presents some degree of concern is experimental treatment diffusion. The repeated measures, orthogonal design resulted in participants being exposed to different patterns of presence or absence of all of the independent variables: theme, multisensory appeal, unanticipated value-added, and personalization of experience. Thus, an effect received during a previous club meeting may have been remembered and carried forward to a subsequent meeting or meetings.

Borg and Gall (1983) classify threats to external validity into two categories: threats to population validity and threats to ecological validity. The threat to population validity is perhaps most notable. The lack of random sampling from a defined population makes generalization to any specific population questionable, in a scientific sense. From an inductive reasoning perspective, however, the techniques used in this investigation have been suggested to be applied broadly throughout the experience industries (Pine & Gilmore, 2011). It would be challenging to argue that marketers of experience products would not use these techniques to appeal to markets of youth recruited through the methods employed in this study.

Another external validity threat that is notable is "explicit description of the experimental treatment." Although formal definitions were prepared for each of the four independent variables, operationalization of those variables depended on the nature of the activity. The value-added take-away from the map and compass experience, for

example, was a small compass and carabiner. For the plants and insects event, participants took home a small viewing box. These operationalizations were fully consistent with the definition of the variable, but they were very different in actual substance. The experimenter effect may also be an issue. The club manager and principal investigator of this study was present for all of the activities and played key leadership roles in the experience.

Qualitative observations of limitations

Other limitations related to population validity should be noted. One of these is the novelty of the environment and the 4-H SPIN Club. This kind of outdoor activity program has never been offered in this county before, and many of participants had never done some of the activities offered before. Therefore, novelty may have influenced the responses.

There were also several areas in which the study implemented that may have affected responses. Some of the structuring strategies, such as taking on pirate names as part of the theme at the first club session, prevented the youth from getting to know each other's real names. This may have negatively affected the club culture. However, this may not have had additional negative impacts on club culture because half of the club participants were new 4-H club members, and the club only met once a week.

Additionally, it was sometimes difficult to implement a pervasive theme throughout a club meeting in the outdoors. Positive cues such as decorations were difficult to use in an outdoor setting. Additionally, when working with guest experts in activities such as rock climbing or orienteering, it requires buy-in from more than just

the club manager to ensure the pervasiveness of the theme. To ensure that the theme is pervasive and not just tacked on haphazardly, it requires extensive coordination and planning to get all those interacting with the youth to theme the activity. For example, with the theme being "pirates" for the ropes course, every challenge that the participants faced related to the story of working together as a "pirate crew" to overcome the challenge. Every activity must have a story that is enthusiastically told to the participants. The implementation of a structuring strategy such as theme is something that must be tastefully done in a way that is appealing to the participants (Berridge, 2012). Otherwise, it can become a negative cue within itself.

As mentioned in previous sections, it would have been preferable to have consistency in instruction and possibly activity. While this club was a general outdoors club, activities outdoors very widely. Historically, 4-H clubs are focused on specific "projects" like raising sheep, archery, or food preservation. Parents expressed a desire for future outdoor SPIN clubs to focus in on a certain outdoor activity like kayaking or outdoor cooking. This would also provide consistency in instruction and implementation of effective structuring strategies. This specificity would also allow youth participants to not have to go through extensive safety orientations for each new activity, but spend more time actually doing the activity. This was one limitation to doing new activities every week.

It should also be noted that during the study youth oftentimes had to ask for clarification on questions when completing the questionnaire. They may have also rated their experience higher just to sound positive.

Other considerations that may have warranted further investigation was willingness to pay for the program. While recruiting, there was an overwhelming response on social media and at the 4-H office of parents wanting to sign their children up for the SPIN club. Further study should look into willingness to pay for premium youth programs and attrition rates. That is, are parents more motivated to help get their children to activities when they've paid a higher price? What is the level of willingness to pay for premium structured experiences in youth programs? With the high demand for outdoor activities within Brazos County, these are some considerations that may be looked into further.

Integration of Results with Previous Research

Consistent with Pine and Gilmore's (2011) observations, use of a theme influenced the quality of the individual sessions throughout the entire program. Experience industry organizations and youth-serving organizations alike regularly implement themes in their activities to engage, immerse, and delight their constituents. School events, fairs, roundups, scout troop meetings, club gatherings, and even sporting events are regularly themed to bring meaning and value to participants. It is evident from the results of this study that theme also brought meaning and value to this 4-H club.

Results also support Pine and Gilmore's (1999, 2011) observations about multisensory experiences and memorabilia. Significant effects of both of these experience industry strategies were observed in the current study. The effect of personalization, though, was not significant. Observing the cutting edge businesses and their practices, Pine and Gilmore identified strategies by which experience industry

providers could design their offerings in a way that they become more appealing to consumers. Ellis et al. (2017) took the frameworks proposed by Pine and Gilmore and created a Theory of Structured Experience, to further explain how individuals experience these structured offerings. Results of this research project related to theme, multisensory experience, and memorabilia provide support for propositions of structured experience theory. The study thus provides information on how youth-serving organizations can use experience structuring strategies to increase quality specifically in youth organizations. Through this research it is has been identified that structuring strategies of theme, multisensory appeal, and memorabilia have a significant effect on the quality of youth program experience.

Implications to Youth Development Practice and Technique

The structuring strategies for creating high-quality experiences for youth can be extremely beneficial for managers and leaders of youth programs. While experience industry literature has focused mainly on business literature, these strategies can benefit managers greatly by showing they can be used to engage more youth in PYD activities. However, it is vital that practitioners understand that these structuring strategies only work when a PYD framework is in place where youth participants feel safe, and service quality of the staff implementing the structuring strategies is high. There is a need for high quality youth programs to exist in order to retain members and help them develop positively.

The need for high quality programs

In order for youth participants to gain any positive outcomes from high quality youth programs, they must be a part of the program. There is a huge need and demand for activities that are engaging, transformative, and most of all, interesting to youth. After advertising this club to the local community, the response was very rapid and spots filled up quickly. The local 4-H county agent noted that there has been a historically high demand for outdoor-based activities in 4-H, and it continues to grow. There were also several parents who stuck around during each meeting, no doubt making sure that their children were ok during the experience. It is intuitive that most parents want the best for their children, and want to trust that program leaders will offer a quality experience. Many also want to make sure their children are involved in a program that their children are actually interested in. From this, it is important for youth-serving programs to understand what demands for programming there are in their communities.

Introducing the concept of theme to practitioners

From the results, it is apparent that applying theme well can have a positive impact on indicators of quality (Figure 4). Theme in this study was defined as: A strategy in which a set of visual, auditory, tactile, olfactory, and taste cues are used to communicate an imaginary setting, story, or set of circumstances. With the majority of this club's meetings happening outdoors, the theme implementation was highly dependent on the pervasiveness of a story and participant's involvement in that story by referencing it through every activity and use of props. For example, during the outdoor cooking activity, the theme was "Iron Chef". Each club member received a personalized

chef hat with their name on it. At each cooking station, the guest instructors addressed each club member only as chef before saying their first name. They also had to use "secret ingredients" at certain cooking stations. The participants knew they were part of this story and were constantly reminded of it through the use of props (chef hats) and being characters (chefs) in the story (Iron Chef competition). While the youth really enjoyed this activity, it is really important to note the consistency of the theme, and that the guest instructors were fully invested in keeping the youth involved in the story.

According to the results of this study, the only way that theme as a structuring strategy will work is if it is implemented well, which can only happen with the investment of those implementing it: adult leaders. It was apparent from this study that without the guest instructors being invested in implementing the theme during the activity, that the indicators of experience quality were very poor. In a real way, the club members could sense that the guest instructor was not interested in involving them in a story to suggest a different time or place. Using a theme effectively in a youth development setting should be a pervasive story that is referenced throughout an activity through use of props or other cues.

Introducing concept of multisensory appeal to practitioners

The concept of engaging multiple senses while learning is intuitive, which has been harnessed by the 4-H slogan "learn by doing" (Wessel & Wessel, 1982). Engaging the senses of touching, hearing, smelling, seeing, and even tasting can greatly enhance an educational experience. In the case of this club, however, multisensory elements were introduced that were not inherent to the nature of the activity. In this way, the youth

49

noticed experiences in ways they may not have been engaged before. During the indoor rock climbing activity, for example, there were Bluetooth speakers attached to the wall playing wind and bird sounds. Also attached to the wall were cotton balls doused in various aromatic essential oils. This unexpected engagement of the senses during an indoor climbing experience engaged their senses and heightened their experience so much that they were talking about it amongst themselves and trying to identify the different smells. In this way, it makes sense that multisensory appeal had a significant effect on the meaningfulness measure of the activity in this study.

Introducing concept of memorabilia to practitioners

It is important for practitioners to realize the importance of having an unexpected, value-added takeaway during a structured experience. As illustrated in Figure 4, provision of memorabilia has a significant effect on delight and perceived value. As mentioned, the measure of delight is correlated with both loyalty and willingness to recommend. With implementing a strategy like giving out unexpected memorabilia, a youth-serving organization can help more youth become more invested in a program.

These unexpected takeaways do not need to be expensive, but they can be items that are thoughtful and will help add value to the activity. Some of the takeaways that the youth received in this project were compass carabiners, insect viewing boxes, 4-H Frisbees and 4-H cups. The youth were visibly excited to receive these giveaways at the end of each meeting. Almost half of the club were using the club carabiners at the following club meetings. It's details like that really can make a difference in the

experience of a youth in a program, to be a token of a good experience they had in a program. Tokens can be a powerful emotional force in bringing back positive memories.

Still valuing the concept of personalization through recognition

Although personalization had no significant effects on program quality, it is important not to oversee its importance. The personalization strategies used in this study were limited. Name badges, for example, were used in more than one session. Strategies that more fully recognize and celebrate the preferences, uniqueness, and values of participants should be used in future studies. Youth need to feel valued on an individual level by caring adults in their lives in order to attain meaningful PYD outcomes. The club used for this research was quite short-term compared to other programs, and the club manager was unable to get to know all of the participants individually over such a period. It was notable that whenever the personalization treatments were in place, complete with customized name badges, the youth participants visibly glowed each time they came to sign in. They enjoyed being called by their first name and loved to be recognized. This is an area that should still focused on by practitioners and managers in youth-serving organizations.

Grouping strategies could make activities more engaging

There is a current demand for out-of-school youth activities that appeal to modern families, where siblings can participate in programs together and minimize parental complexities related to travel to and from meetings and related logistics. The recent decision of the Boy Scouts of America to enroll female members fully into their scouting program, for example, is largely due to this demand. A unique feature of the

4-H SPIN club in this research was there were several families that joined with multiple siblings. The problem that arose from this was that due to the large age range of 8-17, there was oftentimes a discrepancy in skill level while doing activities. With the reality of programs having larger age ranges, it would be important to identify strategies in which to effectively serve the all youth. That is, have the activities challenging enough for older or advanced participants and accessible enough for younger or beginner participants. One strategy that was utilized in this club was arranging the club up in a way that there would be an even distribution of older participants to younger participants in each group. In this arrangement, the older youth stepped into a mentoring leader role, mediating conversations and making assignments. This was especially true during activities like outdoor cooking and the challenge course, where teamwork was heavily required. This allowed for an added developmental experience for the older youth in exercising leadership skills.

Another grouping strategy that could be more effective in engaging youth participants is grouping strictly by ability. Some of the activities would lend themselves better to this strategy than others, but it would provide an opportunity for participants with more advanced skills to be challenged. The canoeing activity was one such activity that allowed this to happen. The older, stronger youth were able to pair up and explore further across the lake while the younger or less strong paddlers where able to go at their own pace. In this way, all of the individuals within a club are able to go at a pace that is challenging enough to be engaging and immersive.

Future Research Directions

Additional academic inquiry should be focused into this topic of structuring experiences for youth. It is particularly notable that the implementation of theme has a significant effect on several areas of quality, and has potential for more investigation. The topic of theme is one that is still lacking in academic literature, especially in the field of youth development, even though its implementation is prolific inside the industry. From the results of this study, there are several questions regarding to structuring strategies that should be addressed, all of which are listed here.

How to ensure consistency in implementation of structuring strategies?

The first area of future research should address the topic of ensuring the consistency in the implementation of structuring strategies. In performing this research, it was clear that the implementation of structuring strategies like theme were not always consistent. That is, different guest instructors emphasized their narratives in varying degrees, and had the youth involved in a story. For example, at the very first club meeting, the ropes course staff were highly skilled in weaving a pirate- or nautical-themed story into every new activity they did during the club meeting. They referred to each youth participant as part of a pirate crew and by their pirate names. The staff urged the youth to "work together as a crew" and would talk like a pirate. In contrast, during our rock climbing activity, the guest instructors barely referenced the theme of "tactical forces" and were just focused entirely on just belaying the youth while they climbed up the wall. While they were encouraging to the youth climbing up the wall and were mostly positive, they were not invested in describing a narrative to the youth during the

club meeting. The implementation of theme being so different in each case, it rises to the question of how can theme being implemented more consistently. Perhaps it was the fact that it was often in an outdoor setting that it was more difficult to suggest a different time and place through use of decorations and narrative. Experience industry businesses like the Rainforest Café are able to manipulate a completely controlled environment to structure experiences for their customers. However, the results from this study suggest that theme in an outdoor setting has a significant effect on youth's quality of experience. There may be other areas of how theme may not be implemented consistently.

Do adult leader characteristics affect implementation of theme?

It may be that because of the nature of the club, with its varying activities and different instructors, that it was virtually impossible to have a consistent application of theme. Each adult leader has different skills, motivations, and/or abilities when implementing structured experiences for youth. Most often, these are volunteers (most likely parents) who have a vested interest in helping youth develop. With the nature of this particular club, while the club manager and parent chaperones present were the same, the guest specialists who were teaching and leading the activities were different. It was apparent that they all varied in their level of comfort in working with and instructing the youth, as well as their willingness to reference a story or narrative while doing so. In regards to the youth development field, not all volunteer leaders will have the same kind of skill or ability to implement a theme consistently. Every leader has a different leadership style, a different energy, and a different charisma. From observing the guest instructors, theme was implemented the best when the leaders were highly comfortable

in working with the youth, were energetic and spirited when interacting with the youth, and had their respect to rein the youth in when it was time to focus. For example, during outdoor cooking, while the guest instructors taught the kids how to use the cooking equipment they were happy and pleasant, made jokes, got to know the youth by name, and when it was time to focus on a new activity, they had the respect of the youth. It was apparent that those who worked frequently with youth or even instructing in general were the most successful in referencing a narrative throughout the activity. With this and the results from this research in mind, there should be more academic inquiry into how to help youth leaders be more invested and comfortable in providing consistently themed, high quality experiences for youth. Additionally, there should be inquiry into what effect of an adult leader's charisma or energy has in implementing theme in structured experiences.

Does the activity itself affect the implementation of theme?

Another consideration that came up during this research was whether the activity lends itself easier to theming more than others. Is theme better applied to inside or outdoor, new or familiar, challenging or easy activities? What kind of experiences is theme best applied in? From the results it is apparent that each activity that had theme present differed in its quality of application, and this may be because theme may pair better with certain activities more than others.

One example of how theme may pair better with certain activities more than others is when a youth is participating in an activity for the first time. A theme complete with a narrative, props, and other cures may be applied in a way that helps ease youth

participants into new experiences that may be intimidating or scary. For example, Kelley and Kelley (2013) describe how an engineer had just designed a new MRI machine and was mortified to see how terrified the child patients were to go inside the machine and routinely had to be sedated to complete the scanning process. The engineer then took it upon himself to redesign the MRI machine as an experience, applying decals to the outside of the machine that made it into a spaceship or pirate ship, and having the technicians reading an script and wearing costumes. Through these strategies, the amount of sedations required fell drastically, and made the process of a child getting an MRI more enjoyable and less scary (Kelley and Kelley, 2013). This is a powerful example of how theme could be used in youth-serving organizations to reduce the negative emotional feelings that might arise from the novelty or "newness" of an experience. Immersing youth participants into a narrative with an active part to play in the experience could afford needed elements for a high quality youth program: autonomy, a feeling of inclusion and emotional safety. These elements are the building blocks for transformative, developmental, co-creation of experiences between youth experience providers and youth participants.

What if the theme is associated with an activity that a youth simply does not want to do? For example, there were a handful of participants terrified of climbing the rock wall during the 4-H SPIN club. Does theme lend itself well to these situations? From the results of this study (Figure 4) it would appear that if theme is implemented well, it could make a difference. That is, if the theme helped the unwilling participants be fully immersed in a story and using cues to suggest a different time or place, it could help

improve the quality of their experience. If a theme was implemented during a structured experience in a way that was haphazard or not thought out carefully, it could easily result in feelings of humiliation or embarrassment on the part of the youth participants.

Another example of activities affecting the application of theme is the fact of inside vs. outdoor activities. As mentioned, experience industry businesses have almost complete control of an indoors environment, while there is less control in an outdoors environment.

At what point is theme too much or too little?

From the results, it was especially surprising how theme that applied absolutely perfectly was scored less than "very good" or "good" applications of theme. This was very surprising because it would seem that the better theme would be applied, the more it would increase in quality. Are there areas where the presence of a theme stifles the ability of a participant to co-create an experience? If a theme is implemented in the way of a pervasive story where a participant is a character within the story, there is should still be a choice of whether a youth wants to participate or not. Ensuring autonomy within an experience for youth is extremely important in order to provide meaningful outcomes.

In regard to the point where there is not enough theme, it would deserve some exploration as to where that point is. Designing a well-themed structured experience for youth can takes a significant amount of time and some resources. With many volunteer leaders not having much spare time to invest in these areas, it is really important that there be more exploration in this area.

Why does personalization not have a significant effect?

One of the most surprising finds from this research was the lack of significant effect of personalization treatments on any indicator of quality. From an anecdotal perspective, it is apparent that youth really care a lot about themselves and really thrive on personalized feedback. Intuitively, it would appear that personalizing an experience would have a significant effect on the quality of an individual's experience. It may just have been that with the definition used in this study, there simply not enough meetings to get to know the youth on such an individual level as to make a difference. The definition used really focused on unique characteristics of each person, which, besides name, was hard to identify in a few weeks' time. Therefore, there should be more academic inquiry into the area of personalizing structured experiences.

What senses are best engaged for multisensory appeal?

One challenge of being outdoors for many of our activities was that almost all of the senses of the participants were engaged just being outdoors. In all youth-serving organizations, are there senses that are better engaged during structured experiences more than others? For example, does it matter what specific senses are engaged in order to provide a high-quality structured experience?

How can structuring strategies be used to teach leadership skills in older 4-H members?

In regard to helping youth develop leadership skills, teaching older adolescent members on how to structure high-quality experiences for younger participants could be an excellent opportunity. This could also provide comparison of structured experiences

implemented by adults and structured experiences implemented by youth. These structuring strategies could then be expanded into other areas of programming within the 4-H program.

How can structuring strategies be used to recruit more adult volunteers?

An issue that many youth-serving organizations face is recruiting volunteers to serve as leaders and chaperones for programs. Through implementing structuring strategies to improve quality of youth programs, it might be possible that structuring strategies could also be used to attract more volunteers. Structuring strategies could be used to showcase the quality of the program to potential volunteers. By showing the kind of themed, engaging activities that the organization is involved in, organizations would able to attract high quality individuals interested in making an impact in a high quality organization.

What is the cost effectiveness of structuring strategies?

It is very important for most youth-serving organizations to consider where they will put their limited time and resources towards. Therefore, it would be prudent to investigate further the cost effectiveness of structuring strategies in youth-serving organizations. Additionally, it should be investigated as to how much parents are willing to pay for premium structured programming for their children.

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APPENDIX

List of Key Terms

Structuring strategy: A strategy that tourism and experience industry business have used to engage visitors and guests to bring value to their investment time and money during travel experiences.

Theme: A set of visual, auditory, tactile, olfactory, and/or taste cues are used to communicate an imaginary setting, story, or set of circumstances.

Multisensory appeal: Sensory cues that are not inherent to the essential behavioral elements of an activity are introduced to the activity context and brought to the attention of the participant.

Value-added takeaway/memorabilia: A tangible object unexpectedly presented to a participant as a gift at or near the conclusion of behavioral engagement in the experience.

Personalization: Visual or verbal cues are provided to highlight the identity and/or other unique and valued characteristics of a participant.

Point-of-service quality: The real-time immediate, interactive experience within a program; the place where the program and youth intersect.

Structured Experience: A planned invitation extended by an experience provider for a heightened state of motivation, attention and emotion to occur.

Immediate Experience: The objective and subjective (emotional, attentional, motivational) responses to a point-of-service encounter.

Positive Youth Development: A movement of research that focuses on promoting positive experiences for youth to induce change, rather than an approach that solely focuses on reducing problems.

Engagement: The extent to which young people are focused on and excited about the activities they are participating in at a particular point in time and space.

Perceived Value: The extent to which a young person values their participation in a given activity.

Deep Structure Experience: A state of effortless concentration so deep that the individual loses her or his sense of time, her or his thoughts about self, and thoughts about problems. A strong desire exists to persist in the activity or endeavor.

Meaningfulness: The extent to which the structured experience yielded active thought about something learned during that experience.

Delight: An extreme form of satisfaction.

Orthogonal Design: A plan for implementation of factors in an experiment that results in the effect of each factor being independent of all others.

Questionnaire page 1

Club Meeting Questionnaire

Name_____

What is your age? (Circle one)

8   9   10   11   12   13   14   15   16   17

What is your sex? (Circle one)

Girl   Boy

Questionnaire page 2

Charting Your Experience in this Activity

Sometimes, people report that they felt the following state of experience during an activity:

I was in a state of effortless concentration so deep that I lost a) my sense of time, b) my thoughts about myself, and c) my thoughts about my problems. I wanted very much to keep doing this activity.

We would like to know if you felt that state of experience during the activity you just completed. The rectangle below represents the beginning, middle and end of the activity. The researcher will tell you the specific moment that the activity began and when it ended. Draw a **_straight line_** (--) through the boxes that represent the times at which, to the best you remember, you felt that state of experience. Lines you draw do not have to end at a dashed line, they can be any length.

For example, if you **_did not feel that state of experience at all_** during the activity, simply leave your chart blank, like this:

| Beginning of your Activity | | | | | | | | | | | | | End of your Activity |
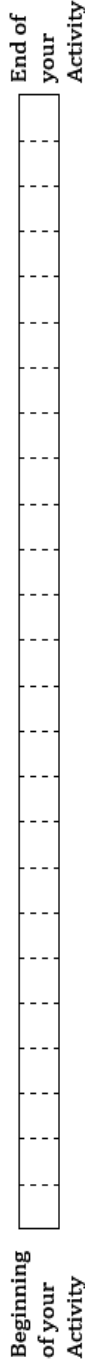
Another example would be where you **_cycled in and out_** of that state of experience throughout most of the activity:

| Beginning of your Experience | | | | | | | | | | | | | End of your Activity |
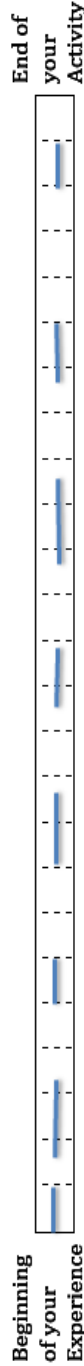
This is how your chart would look if you were in that state of experience for the **_entire activity_**:

| Beginning of your Activity | | | | | | | | | | | | | End of your Activity |

Your Experience:

| Beginning of your Activity | 25% | 50% | 75% | 100% | End of your Activity |
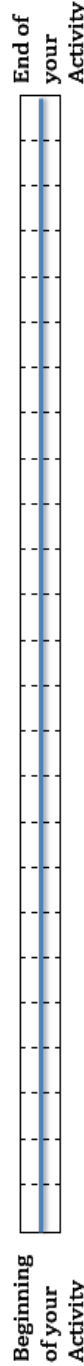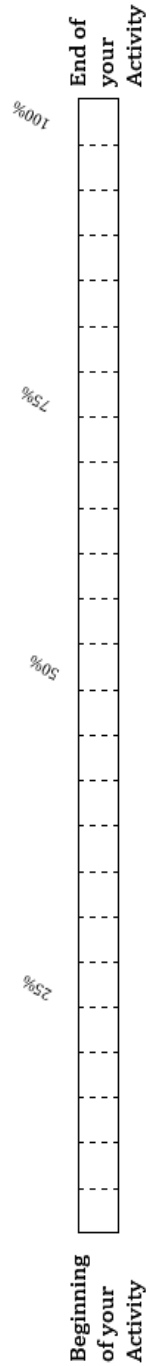
Examples

Draw an X that best describes your experience

During this meeting…

I felt excited about things we were doing.

*None of
the time*   **X**   *All of
the time*

During this meeting…

I felt excited about things we were doing.

*None of
the time*   *All of
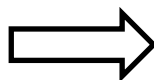the time*

I felt curious about something.

*None of
the time*   *All of
the time*

I felt I was being useful.

*None of
the time*   *All of
the time*

Questionnaire page 4
During this meeting…

I felt important.

None of ⟺ *All of*
 the time   *the time*

Please mark the circle showing how you felt during this meeting.

Today my club manager was

○   Much more excited than he/she usually is

○   About as excited as he/she usually is

○   Much less excited than he/she usually is

⟹
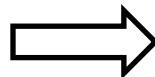
Questionnaire page 5
Please mark the circle showing how true or false it was for you during this meeting.

	True	Mostly True	Neither True or False	Mostly False	False
I am still thinking about something I learned.	O	O	O	O	O
I wish I had spent my time doing something else.	O	O	O	O	O
I am glad I chose to do this.	O	O	O	O	O
I made a good choice when I decided to do this.	O	O	O	O	O
This was an excellent use of my time.	O	O	O	O	O
This meeting was worth the time I put into it.	O	O	O	O	O

Please mark a circle answering the question.

	The worst	Not so good	Ok	Good	Awesome
How did you like this meeting?	O	O	O	O	O

STOP

Thank you for taking this questionnaire, please turn it in to the researcher when you are finished.

Flyer

Brazos County
OUTDOOR ADVENTURES
4-H Special Interest (SPIN) Club

Starting in Spring 2017, activities will include: Archery, Rock Climbing, Outdoor Cooking, Ropes Course, Wilderness Survival Skills, and more!

Ages 8-17, Club Membership Fee: $35

Orientation Meeting: March 1 at 6:30 pm at Brazos County 4-H Office

Contact Information:
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Email: brazos-tx@tamu.edu
2619 Highway 21 W
Bryan, TX 77803-1232

For more information about this club or registration, please attend our orientation meeting or contact us at the Brazos County 4-H office!

Facebook posting

Week 1: Ropes Course Theme: Pirates, Privateers, and Sailors: The earliest ropes course participants				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Personal-ization
Anticipation		--		--
Arrival	Pirate flag hanging over the entrance, youth choose a pirate name and bandana	--		--
Welcome/Orientation	Story about how ancient seafarers had to have balance, work together as a crew and face challenges together. State the challenges they will be facing today. Treasure often awaits seafaring adventurers.	--		--
Participation	Include comments about hoisting sails, walking planks, etc. as people participate in challenges together. Encourage participants to "talk like a pirate."	--		--
Termination		--	Treasure chest full of "treasure"	--
Reflection	Ask participants to reflect on and briefly discuss something they learned about themselves, others, or a group before they depart	--		--

Week 2 Outdoor Cooking Theme: Iron Chef				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Personalization
Anticipation	Themed invitation delivered via email previous week	--	--	Themed invitation delivered previous week
Arrival	Decorations: Baskets of ingredients	--	--	Each cook receives name badge
Welcome/Orientation	In the introduction include comments about iron chefs (and outdoor adventurers) need to make do with ingredients they're given	--	--	Every youth will be grouped into groups of 3-4 youth
Participation	Participants will cook an outdoor meal using ingredients chosen from the Millican garden and one wild edible plant	--	--	Compliment each youth individually during the cooking process
Termination		--	--	Photo
Reflection	Ask participants to reflect on and briefly discuss something they learned about themselves, others, or a group before they depart	--	--	Follow up note next day

| Week 3 Rock Climbing Theme: Special Agents/Tactical Forces				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Personal-ization
Anticipation	Themed invitation delivered via email previous week		X	X
Arrival			X	X
Welcome/ Orientation	In the welcome, the story will be told how many people involved in special ops, SWAT teams, and other tactical forces have to be able to climb and rappel using ropes. Today is their first day of "training"	Explain that as they train today, to pay attention to their surroundings and see if they hear or see anything.	X	X
Participation	During the "training" and participation, participants will be challenged to remember what they've been taught and that everyone will pass as a group. Everyone will be required to get the harness on and at least touch the wall to see how high they can get.	In going through the training every participant will see, hear and touch the equipment used to climb. Every participant will receive a Clif Bar, a protein bar designed specifically for climbers. On the rock wall, there will be UE Boom speakers playing nature ambience sounds. Also on the rock wall there will be cotton balls with essential oils contained in them.	X	X
Termination			X	X
Reflection			X	X

Week 4 Map & Compass Theme: Explorers				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Personalization
Anticipation	Themed invitation sent beforehand			
Arrival				
Welcome/Orientation	The club will begin with an explanation of the history of exploring, instruments used and the evolution of the compass.			Each participant will be given a name badge and explorer identity (fictional and real).
Participation		During the experience, there will be a snack provided oriented towards exploring (e.g worms and dirt)		
Termination			Each participant will receive a Carabiner with a compass attachment to remember what they learned about compass	
Reflection				

| Week 5 Plant and Wildlife ID				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Person-alization
Anticipation	--			--
Arrival	--			--
Welcome/Orientation	--	As participants arrive, they will be advised by the insect collecting professional about collection and safety, but be invited to pay attention to their surroundings and be invited to taste and touch the plants that are safe to eat		--
Participation	--	Every participant will have the opportunity to collect insects and identify plants. During the plant ID portion, participants will complete a "find your plant" experience. They will pick a plant to "get to know." After a period of exploration, they will return to a common area and "present" their plant to the rest of the group.	Each participant will receive an insect viewing box and bring home an insect of their choice to start their own insect collection	--
Termination	--			--
Reflection	--			--

Week 6 Archery				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Personalization
Anticipation	--	--	--	--
Arrival	--	--	--	--
Welcome/Orientation	--	--	--	--
Participation	--	--	--	--
Termination	--	--	--	--
Reflection	--	--	--	--

| Week 7 Water Activities				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Personalization
Anticipation	--		--	
Arrival	--		--	
Welcome/ Orientation	--	Will include "mental time travel." Participants will be told that a quiet period will be part of their experience. They will be asked to think about and then name some of the things they might see, hear, smell, or feel during that quite time.	--	Each participant will receive a name badge
Participation	--	Each participant will have the opportunity to play a short game while paddling in the water involving spearing a whale or observing "wildlife". Instructors will create a "quiet" experience of 60 seconds or so, inviting participants to pay attention to the sounds, sights around them. Following the quiet period, participants will be asked to use a nonverbal method of communication to show how much they liked, disliked, or their indifference to the quite period.	--	Each participant will be given personal attention using her or *his name at least once* with encouragement or performance enhancing feedback
Termination	--		--	Each participant will be asked to share with the group one suggestion they would make to someone who was kayaking or canoeing for the first time.
Reflection	--		--	

| Week 8 Service Project				
Phase	Theme	Multi-Sensory Appeal	Value-Added Take-Away	Personalization
Anticipation	--	--		
Arrival	--	--		
Welcome/Orientation	--	--		Each participant will receive a name badge
Participation	--	--		
Termination	--	--	Each participant will receive a certificate of appreciation, a 4-H tumbler cup, and a 4-H frisbee.	The personalized certificate of appreciation will specifically thank them for the contributions they made to the club.
Reflection	--	--		Each participant will be asked to share with the group one suggestion they would make to someone who was doing this service activity for the first time.
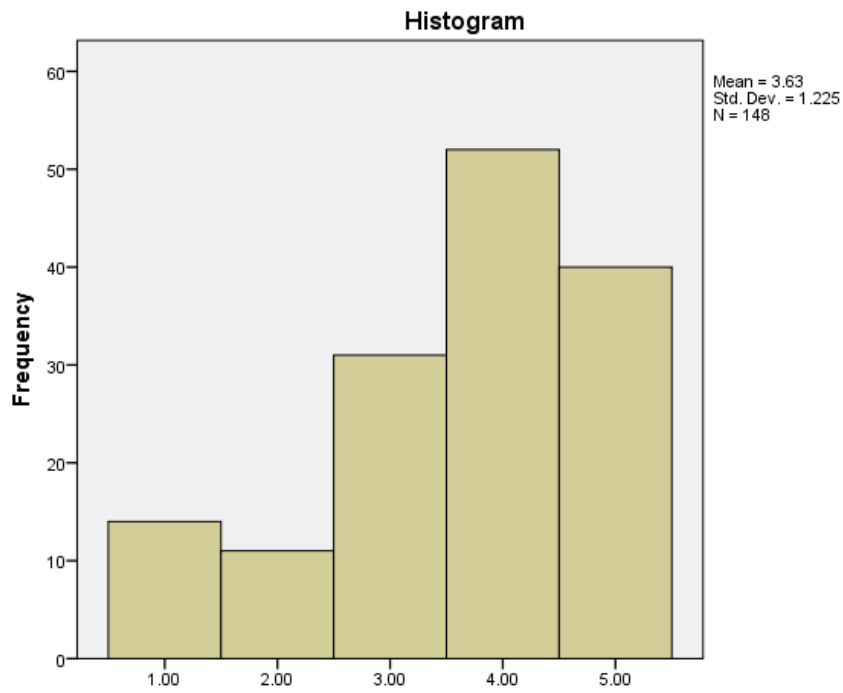
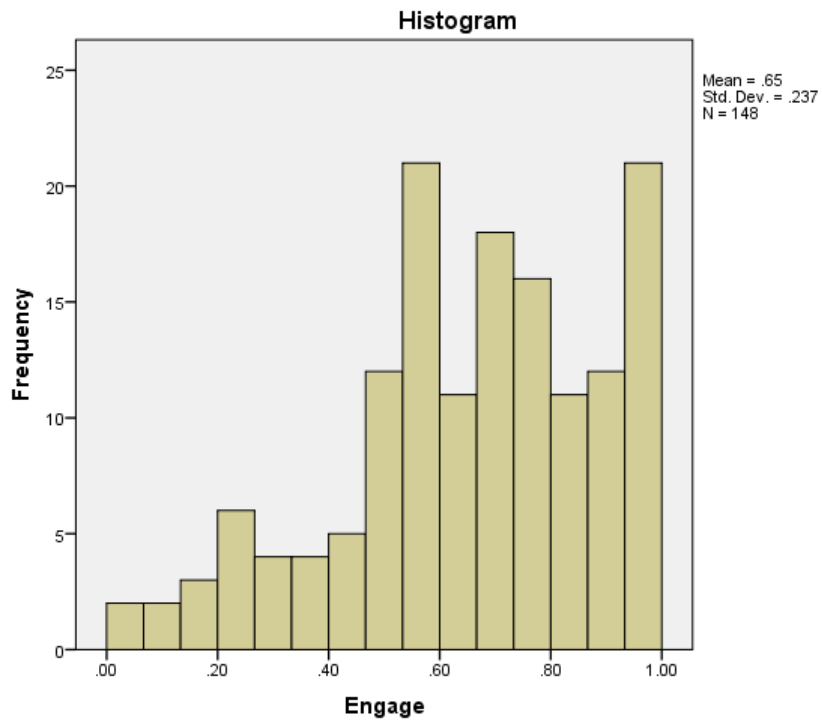Distribution of Meaningfulness scores
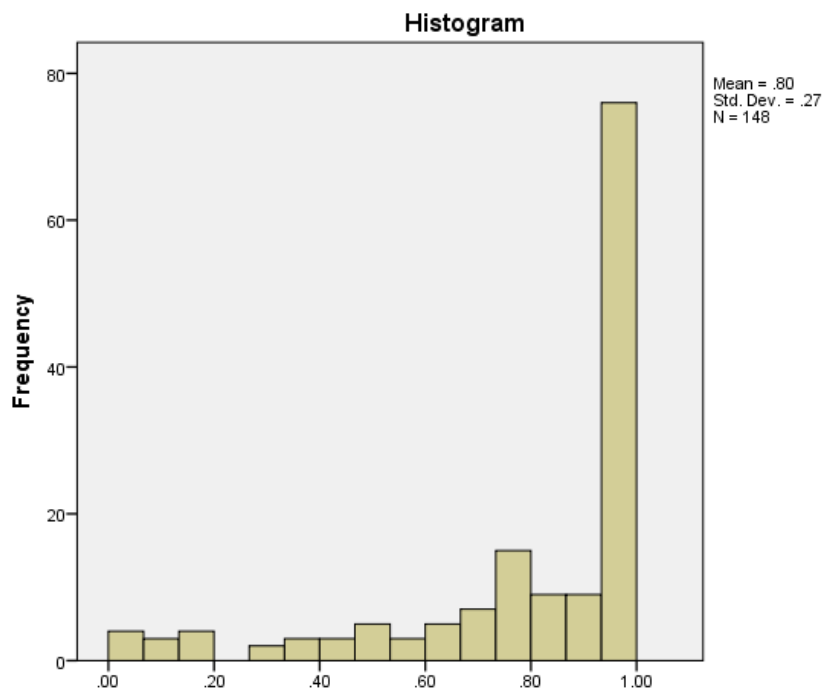
Distribution of Prevalence of Deep Structured Experience scores
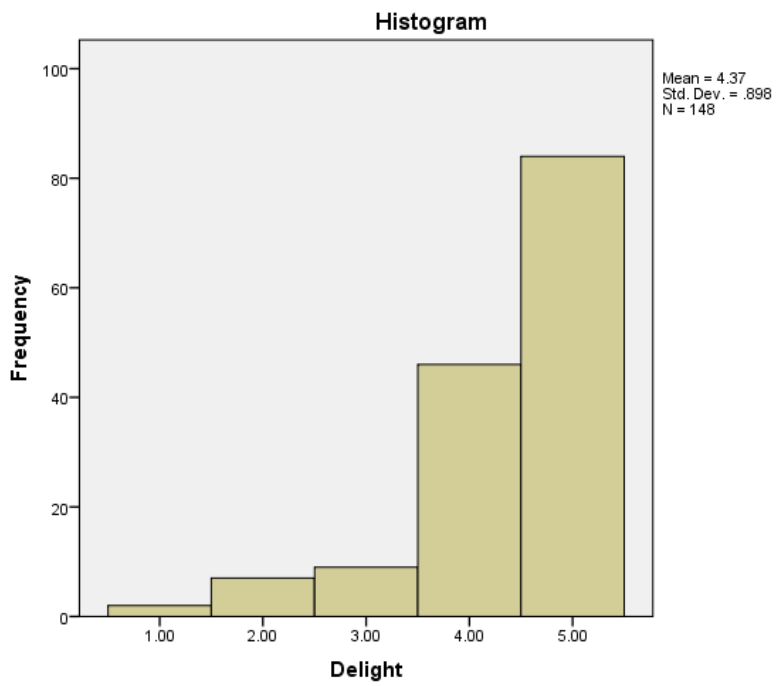
Distribution of Delight scores
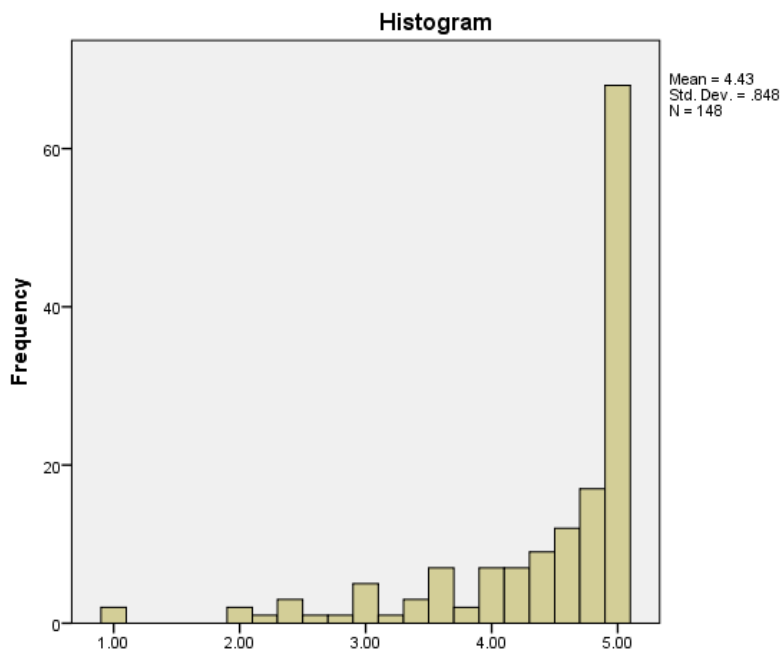
Distribution of Perceived Value scores

Distribution of Engagement scores