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A Consumer-based Evaluation of a Family Camp

Christine D. Covey

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Science

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ABSTRACT

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The purpose of this study was evaluate a family camp's performance from a consumer (parent) perspective. An Importance-Performance Analysis was used. Responses averages were plotted on a grid of importance versus performance with the overall means used as cross-hairs to create an action grid of four quadrants: keep-up-the-good-work (high importance/high performance), concentrate-here (high importance/low performance), possible-overkill (low importance/high performance), and low-priority (low importance/low performance). Findings indicated that parents are in large part receiving good performance on the factors that are important to them. Findings identified factors that were important to parents including some factors that camp directors were not previously aware of. Three of the five highest importance factor scores were regarding accommodations (clean facility, restrooms provided, and showers provided). All five of the top performance factor scores were regarding programming details. Implications for family camp providers and recommendations for future research are discussed.

Keywords: family recreation, family camp, importance-performance analysis

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Abstract

The purpose of this study was evaluate a family camp's performance from a consumer (parent) perspective. An Importance-Performance Analysis was used. Responses averages were plotted on a grid of importance versus performance with the overall means used as cross-hairs to create an action grid of four quadrants: keep-up-the-good-work (high importance/high performance), concentrate-here (high importance/low performance), possible-overkill (low importance/high performance), and low-priority (low importance/low performance). Findings indicated that parents are in large part receiving good performance on the factors that are important to them. Findings identified factors that were important to parents including some factors that camp directors were not previously aware of. Three of the five highest importance factor scores were regarding accommodations (clean facility, restrooms provided, and showers provided). All five of the top performance factor scores were regarding programming details. Implications for family camp providers and recommendations for future research are discussed.

Keywords: family recreation, family camp, importance-performance analysis

A Consumer-based Evaluation of a Family Camp

Families face many dilemmas as they search for balance in a world that demands a juggling act of divided attention between a plethora of commitments. Increased demands on families can lead to a perpetual lack of time, money, and resources to invest in family relationships. Perhaps as a result, almost half of marriages in the United States end in divorce (U.S. Census Bureau, 2004), exchanging the proverbial “until death do we part” for a more matter-of-fact “we cannot survive unless we part.” As family relationships are challenged or changed due to divorce, some parents are responding to the challenges by engaging in family leisure activities to strengthen family relationships before it is too late. Parents have identified their goals of using purposive family leisure as a way to have better family functioning and to provide a sense of identity and purpose as a family (Shaw & Dawson, 2001). Besides family crisis, family leisure is one of the few reasons that families gather together (Zabriskie & McCormick, 2001).

Research has consistently identified a positive relationship between family leisure and various aspects of family functioning such as communication, family cohesion, family adaptability, and collective efficacy (Agate, Zabriskie, & Eggett, 2007; Hawks, 1991; Holman & Epperson, 1989; Huff, Widmer, McCoy, & Hill, 2003; Orthner, 1975; Orthner & Mancini, 1991; Smith, Zabriskie, & Freeman, 2009; Wells, Widmer, & McCoy, 2004; Zabriskie & McCormick, 2003). Furthermore, Shaw and Dawson (2001) identified benefits to family leisure from a parent perspective such as increasing communication, teaching of morals and values, forming healthy habits, having better family functioning, and providing a sense of identity and purpose as a family. Outdoor recreation experiences have also been related to outcomes such as enhanced

cohesion, adaptability, and satisfaction for families who have a child with a disability (Scholl, McAvoy, Rynders, & Smith, 2003). One form of outdoor recreation for families is family camps.

Family camps are an important way families spend time together and participate in leisure activities (Gene, 2005; Mindy, 2006). Researchers have reported common characteristics of family camps including meals, campfires, waterfront and educational activities (Anderson, 1974; Clark & Kempler, 1973; Taylor, Covey, & Covey, 2006). From 1982 to 2006, family camps accredited by the American Camp Association (ACA) dramatically increased from 48 (Popkin, 1991) to almost 600 (Tergensen, 2006). The explosion of family camp growth, however, has not been accompanied by a corresponding increase in research on family camps. The existing literature is sparse. Family camps provide a new setting for families to learn and change (Lewicki, Goyette, & Marr, 1995). Torretta (2004) reported that family camp experiences can enhance and repair family relationships. According to Taylor et al. (2006), the main purpose reported by family camp providers is to strengthen families. Little scientific research, however, has been conducted to understand what families expect from attending family camps and if the camps performs according to those expectations. Subsequently, authors have called for future researchers to expand studies to include analysis of the characteristics of family programs that work (Guerny & Maxson, 1990; Thurber, Scanlin, Scheuler, & Henderson, 2006). With growing interest and enthusiasm in attending family camps and the lack of empirical understanding regarding this specific population, increased understanding of families attending family camp would be valuable to the literature.

If families who attend family camp programs are providing an evaluation of their family camp experience, then family camp providers can identify strengths and weaknesses within their

program, make adjustments accordingly, and benefit more families. Therefore, the purpose of this study was to evaluate a family camp's performance from a consumer (parent) perspective.

Review of Literature

The Family of the 21st Century

Families are one of the fundamental units of society, and are the building blocks of social structures in every culture. "The family is the most vital, lasting, and influential force in the life of man" (Framo, 1972, p. 272). Although some basic functions of families such as moral education, work ethic, and socialization have been outsourced to other institutions, the traditional family unit of man, woman, and child has still been identified as the best establishment to raise children and provide affection and companionship (Popenoe, 1993). This change in the institution of the family "should be a cause for alarm – especially as regards the consequences for children" (p. 527).

Families and family relationships are changing. "The 21st century will be characterized as the era of family transformation and stress" (McCubbin, McCubbin, Thompson, Han, & Allen, 1997, p. 2). "There is an urgent need to strengthen the relationship between family members so as to help the family withstand the too numerous and severe external pressures and stresses which bombard it on a daily basis" (Couchman, 1982, p. 6). Families, especially parents, must make choices on how to navigate such uncertain circumstances in order to preserve the structure and influence of the family unit.

Milkie, Mattingly, Nomaguchi, Bianchi, and Robinson (2004) conducted a national telephone survey including a random sample of 1,200 households. They found that "almost half of American parents residing with their children feel that they spend too little time with them" (Milkie et al., 2004, p. 757). Time is a finite resource and many parents have demands on their

time that limit what they can spend with their children. Families must intentionally find time to strengthen relationships and be together (Daly, 1996). “Besides family crisis, shared leisure may be one of the few experiences that bring family members together for any significant amount of time today” (Zabriskie & McCormick, 2001, p. 287). The role of leisure to a family is vital as it is one of the main events that bring families together. Families continue to be the locus of leisure today.

Family Leisure

Today’s families are faced with the dilemma of finding ways to “survive and regenerate even in the midst of overwhelming stress and crises” (Bengston, Acock, Allen, Dilworth-Anderson, & Klein, 2006, p. 321). Family leisure is one way for families to fill this need since “shared family recreational experiences seem to be a strong antidote against the stresses of normal family and personal life” (Couchman, 1982, p. 8). Hill (1988) examined the association between shared leisure time and marriage permanence. Because 25% of adult time is spent in leisure, Hill hypothesized that joint leisure between spouses would help to maintain the marriage. Data analysis from a five year longitudinal study showed that active leisure time, including “out-of-doors activities, active sports, card games, and travel related to recreation” (p. 447), was the variable most strongly associated with marital stability. Children present in the family meant less leisure time for parents, but marital stability was still significant as long as the total shared leisure time in the family was considered (Hill). Hill concluded that family leisure decreased the probability of divorce or separation and can be a powerful tool in keeping families together.

Researchers have examined family leisure extensively to find relationships with different family outcomes. Positive relationships have consistently been reported between leisure participation and a variety of family outcomes including cohesion, adaptability, bonding, and

positive communication (Hawks, 1991; Holman & Epperson, 1989; Orthner, 1975; Orthner & Mancini, 1991; Presvelou, 1971). Wells et al. (2004) stated that family recreation activities likely stimulate family interaction, which may then serve as a mechanism for reducing family conflict. More recent research has reported that family leisure continues to be related to other family outcomes such as improved family communication (Huff et al., 2003; Smith et al., 2009); increased satisfaction with family life (Zabriskie & McCormick, 2003); and increased family functioning (Agate et al., 2007). Family leisure is valuable and has been clearly shown to be related to family wellness through a variety of outcomes. Over time and with improvement in research methodology, benefits of family leisure are being more closely examined regarding family functioning.

Participation in family leisure is valuable to parents who wish to maintain family relationships. In their qualitative inquiry into the meaning of family leisure, Shaw and Dawson (2001) reported that parents had specific goals when planning family leisure such as the opportunity to teach children to have healthy habits and values, to communicate better, to have better family functioning, and to provide a sense of identity and purpose as a family. The authors concluded that “family leisure should be seen as a form of purposive leisure, which is planned, facilitated, and executed by parents in order to achieve particular short- and long-term goals” (p. 228). Since parents are the main facilitators of family leisure, factors important to their participation must continue to be identified and evaluated in research. Shaw and Dawson (2001) set the stage by identifying some benefits of leisure directly from parents, but evaluation of those goals as stated by the parents has not been empirically examined in the existing literature.

Mactavish and Schleien (1998) studied family leisure and family functioning in families having a child with a developmental disability. Parents reported benefits of family leisure such as

increased social and problem-solving skills, connection with other family members, solid foundations for the future, life experience, therapy, and increased self-esteem. The parental perspective on family leisure interaction is pertinent because parents make so many of the decisions regarding the allocation of family resources (Epp & Price, 2008). The reasoning for the study “rested on the need for greater benefits-based research in the area of family recreation” (Mactavish & Schleien, 1998, p. 212). Further exploration into these benefits that are important to parents is necessary in order to understand the purposes of family leisure. Discovering benefits important to parents may have significant implications for those developing and providing family leisure programming. One option for parents in family leisure is family camp.

Family Camp

Family camps usually take place in an outdoor setting with parents and their children. Research on family camps have reported the inclusion of activities such as campfire, songs, meals, physical sports or games, learning activities, finger painting, discussions, waterfront activities, and educational activities (Anderson, 1974; Clark & Kempler, 1973; Taylor et al., 2006). The number of family camps is increasing dramatically. In 1982, the ACA’s annual guide listed only 48 camps run either as family camps or as kids’ camps open sporadically to families where the 1991 edition listed 201 family camps (Popkin, 1991). Since then, the ACA has reported family camps as their fastest growing program, showing an increase of over 100 percent in the last ten years (Nicodemus, 2006). Twenty-five percent of the 2,400 camps the ACA accredits nationwide have programs for families (Tergensen, 2006). The increased supply should be matched by an increase in understanding of this growing population of family leisure participants. Shaw and Dawson (2001) found that parents planned family leisure experiences with their children with “a sense of urgency” (p. 224). Research has not yet determined why

parents are choosing family camp as a family leisure experience and if family camps are performing up to the parents expectations.

Parents are purposively engaging in leisure experiences such as family camp, but from a research stance, it is not understood what families value or if expectations and hopes are being met from attending camp. Understanding family attitudes toward camp is a rank 2 priority (out of 5) for the ACA Research Agenda 2006-2011 (ACA, 2006). Family camp attendees are an under-researched population and exploration into this group will provide important understanding to the literature and to those currently planning and running family camps. The existing research is quite limited. Research has been conducted to identify successful attributes of family camps, but has mainly focused on therapeutic family camp programs catering to very specific populations and has been so from a provider perspective. There is no current literature providing an understanding of what families are seeking from the general family camp experience even though family camp directors have stated their purpose as strengthening families (Taylor et al., 2006).

Certain characteristics have been identified that help families have a positive camp experience. Guerney and Maxson (1990) report that family camp programs should last longer than 12 hours. Another aspect of family camp identified in the literature is that family members should be free to choose to participate in the available activities (Anderson, 1974; Briery, 2004; Clark & Kemplar, 1973; Lewicki et al., 1995). Research into other factors that are important to families would substantially contribute to the current understanding of family camps. Agate and Covey (2007) outlined three purposes of family camps: therapy, prevention, and vacation. The existing research focuses primarily on therapeutic family camps designed to serve families with a specialized need. Therapeutic family camp literature has included a specific focus such as

families including a member who is an alcoholic, families with step-parents, families coping with a disease (Guerney & Maxson, 1990) and families where one member suffers from a chronic illness (Balen, 1996; Kierman, Gormley, & MacLachlan, 2004; Mosher, 2006; Nicodemus, 2006). Barnhill (1979) called for an expansion of family programs from a therapeutic focus to include preventative concerns. Research has not yet been expanded to find out what families without specialized needs are concerned about and what they want from a family camp experience.

In 2005, Day and Kleinschmidt examined families with children with visual impairments after a camp experience. Eighty-nine percent of families agreed with the goals of the camp and 86% of the families believed the goals had been met by the experience (Day & Kleinschmidt, 2005). While this satisfaction rate is impressive, this is again regarding a specialized family camp experience. In addition, the specific factors of the family camp are not expressed specifically so that other camps can know what pattern to follow. Whether it was goals that were met by the experience because of the staff, the atmosphere, the teaching techniques, the cost, or the length of stay at camp is not clearly defined. Family camp literature would benefit from an investigation exploring specific performance evaluation.

Thurber et al. (2006) created a camper growth index to determine if youth campers agreed with statements about change brought on by camp. It was concluded that the camp experience provided positive outcomes but the researchers called for “a closer examination of the specific and common factors that underlie those effects [as] the next crucial step toward strengthening camp and the millions of young people who participate in camps each year” (p. 253). This also holds true for the family camp arena. The need for further understanding is clear

as Guerney and Maxson (1990) suggested future research identify “the ingredients of a program that tend to facilitate versus retard improvement” (p. 1132).

Although all of these studies provide direction, none of them report specifics on the factors of a satisfactory family camp experience particularly from a consumer perspective. “The major question for future exploration [is]...what makes [the programs] best” (Guerney & Maxson, 1990, p. 1133). The next vital step in the progression of this line of research is to deepen understanding about what parents think about how family camp is performing. Therefore, the purpose of this study was to evaluate a family camp’s performance from a consumer (parent) perspective. Performance factors can be identified and evaluated through a process called Importance-Performance Analysis (Martilla & James, 1977).

Methods

Selection of Study Sample

The camp that provided participants to the study was selected from camps accredited by the ACA that provide family sessions. Over 2,500 camps are accredited by ACA, however only 530 provide family sessions. The accreditation process includes meeting 300 standards for operation ranging from staff training to safety (American Camp Association, 2008).

The main criterion for participation in the study by the family camp included (a) current accreditation from ACA, (b) the camp must provide but not have to specialize in sessions for families, (c) sufficient families registered to reach the desired sample size of 40, (d) agreement from the family camp to allow the data collection to take place, and (e) agreement to allow registered families to be contacted for pre and posttest measures. One camp was to be selected to participate in this study. A list of camps accredited by the ACA was obtained from their online database (ACA, 2006). The first screening process required removing camps that were outside

the scope of the project, including family camps that were therapeutic or religious in nature. Two hundred seventy-one camps were identified and removed. Each of the remaining 286 camps that offered family sessions was assigned a number, 1-286. A number was selected at random using SPSS software.

Because of insufficient enrollment or cancellation of family camp programs, the first seven camps selected for participation were not able to participate. After unsuccessfully attempting to find a camp to participate at random, the director of the ACA was contacted to recommend a camp to participate according to the requirements. A camp located in the western states was recommended that immediately agreed to participate and met all criterions.

Data Collection Procedures

Importance-Performance Analysis (IPA). One method of evaluation that has proven beneficial to the field of recreation is Importance-Performance Analysis (IPA). “Although user satisfaction and enjoyment are frequently stated goals of recreation management, these constructs are complex and difficult to define or measure” (Dorfman, 1979, p. 483). Correctly applied, this research technique will help identify factors that are important to families attending camp, measure that importance from parent perspectives and evaluate the performance of those factors.

In an effort to bridge the gap between the importance of factors expressed by consumers and the actual performance of those factors in a consumer experience, Martilla and James (1977) introduced the Importance-Performance Analysis. Most evaluations are not from a consumer perspective; rather the agency has typically determined what was important to the firm and then allocated time and resources according to those determinations. To obtain applicability, however,

IPA must come from consumer feedback (Breiter & Milman, 2006; Dunn, Fletcher, Liebson, & Lee, 2009; Graefe & Vaske, 1987; Guadagnolo, 1985; Martilla & James, 1977).

Martilla and James (1977) created IPA to provide a simple and easy-to-understand graphical representation of the importance of factors to customers versus the performance of those same factors from an agency. “Empirical research has demonstrated that consumer satisfaction is a function of both expectations related to certain important attributes and judgments of attribute performance” (p. 77). Importance-Performance Analysis “provides a useful and easily understandable guide for identifying the most crucial product or service attributes in terms of their need for managerial action” (Abalo, Varela, & Manzano, 2007, p. 115).

Instrument Development. The IPA process begins with gathering a list of 30 factors to analyze. This list of service experience attributes should come from consumers as well as the agency providing the service or goods (Dorfman, 1979; Dunn et al., 2009; Guadagnolo, 1985; Hollenhorst & Gardner, 1994; Martilla & James, 1977). Each of the factors should be included in questions on the importance section of the instrument and rated on a seven point Likert-type scale ranging from not important to very important. This portion should be completed before experiencing the goods or services. The identical factors should be listed in questions on the performance section of the instrument to be reported after experiencing the goods or services (Martilla & James, 1977).

The first step was to determine a set of 30 attributes of family camp that would be rated as factors on the Importance-Performance Analysis. Attributes must come from consumer panels and service providers (Martilla & James, 1977; Oh, 2001). The camp director provided contact information for families that attended camp in 2007. A preliminary questionnaire of open ended

questions was administered by e-mail to 60 parents. Parents were asked some questions: what factors are important to you when choosing a family camp, what activities make a successful family camp, and what geographic features make a successful camp?

Parents responded with lists of factors. The camp director also provided a list of factors considered important to families when selecting what family camp to attend. The factors were determined by collapsing them together into common groups to identify 30 factors. In addition to consumer feedback, current literature and agency feedback were taken into consideration. Consumers provided the most exhaustive and unrepeated list of factors. The final Importance-Performance instrument was created using Qualtrics software and consisted of 30 items on a seven point Likert-type scale for importance (ranging from not important at all to extremely important) and the same factors on a seven point Likert-type scale for performance (ranging from terrible performance to excellent performance).

Family addresses, telephone numbers and email contact information was obtained from the selected family camp for families registered for the two sessions of family camp (50 families registered in week one, 22 families registered in week two). Before families attended family camp an email was sent to the parents explaining the problem and purpose of the study along with an explanation of confidentiality and benefits associated with the study. A URL address with a link to the online survey for the importance factor questionnaire was included in the email and parents were asked to respond. Forty-four parents completed the importance analysis before attending camp. The online survey was disabled the day before camp began.

After the family camp, another e-mail was sent to the same 44 parents that completed the importance questionnaire including the link to the performance questionnaire. In order to confirm the attribute list was an accurate representation of factors from the consumer, an open-

ended question was included at the end of the performance analysis. Respondents were asked if there were any factors not included that were important in selecting a camp. Thirty parents completed both the importance and performance questionnaires after four e-mail reminders had been sent out and the remaining nonparticipants had all been contacted by telephone to ascertain interest in completing the study. After these attempts, the online survey was disabled.

Sample

The sample ($N = 30$) was comprised of parents in families that attended family camp and age ranged from 35 to 53 years old ($M = 42.63$, $SD = 5.23$). The majority of respondents were female (83.3%). Seventy percent of parents were married, 16.7% of parents were divorced and 13.3% of parents had never married. The sample represented two western and one southern state. The sample consisted of 63% of respondents living in urban areas and 37% living in rural areas. Family size ranged from two to eight family members ($M = 3.77$, $SD = 1.25$) and their annual incomes ranged from \$25,001-\$50,000 (3.3%) to more than \$200,000 (6.6%). Thirty percent of respondents reported an annual income in the category of \$50,001-75,000 and another 30% of respondents reported in the \$100,001-150,000 income range. The age of the youngest child ranged from one to ten years old ($M = 4.37$, $SD = 2.28$). The families reported different levels of camp experience ranging from never attended camp before to attended camp three – five years with a median experience level of attended one year. Most parents reported that this was not the only vacation scheduled for the year (90%) and planned to go on more vacations ranging from one to six ($M = 2.57$, $SD = 1.26$).

Analysis

The data were downloaded from Qualtrics into Statistical Package for the Social Sciences (SPSS). Data were cleaned by looking for missing responses. Three respondents did not

complete the performance survey and were removed from the data set because of missing responses. One respondent completed the survey twice so the survey completed most close to the camp experience was retained and the survey completed farthest from the camp experience was discarded. Thirty subjects created the final data set after cleaning. Frequency histograms with a normal curve of each of the responses for the importance and performance sections revealed that there were no missing responses and no outliers.

Martilla and James (1977) give specific guidelines for Importance-Performance Analysis. After the questionnaires responses are collected before and after the service experience, averages are calculated for each factor and plotted on a two dimensional four quadrant grid. The axes should cross at the empirical means for importance and performance (Guadagnolo, 1985; Hollenhorst & Gardner, 1994; Martilla & James, 1977). Each of the factor averages are then plotted on the matrix (see Figure 1) (Martilla & James, 1977). The quadrants translate into different instructions for the allocation of resources: high importance/low performance (concentrate here); low importance, high performance (keep up the good work); low importance/high performance (possible overkill); and low importance/low performance (low priority).

Means were calculated for each of the 30 responses for the importance factors and for each of the 30 responses for the performance factors. Using online software from the National Center for Education Statistics, a graph was produced plotting the average of the means for each factor of importance versus the average of the means for each factor of performance. The minimum and maximum values of the data set were used to set the boundaries of the graph. The cross-hairs for the graph were created by averaging the plotted points. The final graph displays

30 points of importance versus performance divided into four quadrants including concentrate-here, keep-up-the-good-work, possible-overkill, and low-priority (see Figure 2).

Results

The purpose of this study was to evaluate a family camp's performance from a consumer (parent) perspective. No significant outliers were identified. Means were calculated for each of the factor responses for importance and are listed from highest to lowest importance (See Table 1). The top ten importance scores included clean facility (6.63), restrooms provided/scheduled on a weekend (6.6), fun and relaxing experience/peaceful outdoor atmosphere (6.43), showers provided (6.4), staff clearly interested in children (6.37), freedom to choose activity/variety of age-appropriate activities (6.27), friendly staff/cost (6.23), strengthen family relationships (6), reputation of camp (5.73), and quality/taste of food/meals included (5.67). The lowest five importance scores included discount with a membership (3.37), knowing someone at camp (3.5), waterfront activities (4.03), located close to a lake (4.07), and increase camping skills (4.23). Means were calculated for each of the factor responses for performance and are listed from highest to lowest performance (See Table 2). The top ten performance scores included friendly staff (6.43), staff clearly interested in children (6.27), craft activities/scheduled on a weekend (6.23), freedom to choose activity/peaceful outdoor atmosphere (6.2), variety of age-appropriate activities (6.13), fun and relaxing experience/cost (6.1), strengthen family relationships (6.07), showers provided/restrooms provided (6.03), located close to a forest (6), and reputation of camp (5.97). The lowest five performance scores included waterfront activities (3.77), increase camping skills (4.17), discount with a membership (4.27), quality/taste of food and located close to a lake (4.6), and camp fire/explicit teaching of values (4.73).

After the Importance-Performance Analysis, average importance scores were plotted versus average performance scores for each factor with total average importance and performance scores creating the cross-hairs for the quadrants (See Figure 2). The keep-up-the-good-work quadrant included half of all of the factors including reputation, cost, meals included, scheduled on a weekend, clean facility, restrooms provided, showers provided, peaceful outdoor atmosphere, fun & relaxing experience, variety of activities, freedom to choose activity, friendly staff, staff clearly interested in children, strengthen family relationships, and staff appreciates diversity (See Figure 3). The quality/taste of the food and cabins provided were the only factors plotted within the concentrate-here quadrant (See Figure 4). The low-priority quadrant included the factors of knowing someone at camp, discount with membership, located close to a lake, waterfront activities, camp fire, increase camping skills, explicit teaching of values, and high staff to camper ratio (See Figure 5). The possible-overkill quadrant included the factors of located close to home, located close to a forest, craft activities, meet other families, and values-based camp (See Figure 6).

Discussion

The purpose of this study was to evaluate a family camp's performance from a consumer (parent) perspective. The Importance-Performance Analysis method was used and suggested that overall the family camp performed well on the factors that were important to parents of families attending camp with 15 of the 30 factors falling in the keep-up-the-good-work quadrant. This family camp was especially strong in its staff scores. The highest performing factor was friendly staff. The recommendations for improvement in this camp include improving the quality/taste of food and cabins provided. Based on an empirical evaluation from a consumer perspective, family camp providers can identify areas of weakness they may not have been aware of as well as areas

where they may focus on too much and may be able to cut in order to make effective and financially sound decisions for future family camp provisions.

These findings have specific implications for this camp as well as general implications for other family camps. Family camp providers can conduct an IPA in their own camp and look at top importance factors to ensure that they are on their agenda. For example, this family camp director did not even list food as a factor predicted to be important to parents, where parents listed it as the tenth most important factor and it was one of only two factors in the concentrate-here quadrant because it clearly needed attention it was not receiving. The director did, however, list attentive and welcoming staff, which turned out to be the top performing factor for the camp. Becoming aware of other factors important to parents can help family camp providers make improvements. The top five important scores rated by parents included (starting with the most important) clean facility; restrooms provided and scheduled on a weekend (same score); fun and relaxing experience and peaceful outdoor atmosphere (same score); showers provided; and staff clearly interested in children. The top five performance scores rated by parents included (starting with the best performance) friendly staff; staff clearly interested in children; craft activities and scheduled on a weekend (same score); freedom to choose activity and peaceful outdoor atmosphere (same score); and variety of age-appropriate activities. This camp director will be able to look at the priorities identified by parents and continue to improve the overall camp experience based on clear empirical evidence.

Factors

Programming Details. Waterfront activities, camp fire, increasing camping skills (all low priority), and craft activities (possible overkill) scores could potentially mean that parents attending this camp do not have a preference for what kind of activities there are as long as there

is a variety of age-appropriate activities and freedom to choose activities (both in keep-up-the-good-work quadrant, both in top ten importance and performance scores). Based on these findings, this camp provider may want to examine resources allocated for these types of programs. They may find that resources can be reallocated to areas of weakness while maintaining the quality of programs. For example, based on current findings family camp providers may want to decrease resources for craft activities and increase resources for food.

It appears that more important than what campers are involved in is who they are involved with. Friendly staff (top performance score, top ten importance score), staff clearly interested in children, and staff appreciates diversity all scored in the keep-up-the-good-work quadrant. Staff is clearly a large part of this camp's good performance and parent satisfaction with camp. This is consistent with previous research on elements of successful camp programming. Taniguchi, Widmer, & Duerden (2007) reported that the relationship with camp staff contributed in large part to the enjoyment of camp for youth. Camp staff facilitate activities and interact directly on the front line with camp participants. They are the face of the camp. Based on current findings, this camp provider may want to continue to repeat its current hiring and training processes to maintain performance in such an important category.

Quality appears to have more emphasis than quantity for parents because high staff to camper ratio scored in the low-priority quadrant. Attending a values-based camp scored in the possible-overkill quadrant for these parents, meaning the performance was higher than average but the importance was below average. The scoring of explicit teaching of values (low-priority) makes sense for these parents if they came to camp for a fun and relaxing experience and could possibly see this as their own responsibility along with strengthening family relationships.

Therefore based on these findings, this camp director should not feel pressure to teach values to families since that is not what parents are expressing as a priority.

Accommodations. Three of the top five importance scores had to do with accommodations. Clean facility, restrooms provided, and showers provided (all in keep up the good work quadrant; 1st, 2nd, and 4th most important, respectively) indicate that parents care about where they stay. This camp performed well where accommodations were important to parents. Cleanliness, restrooms and showers add to the comfort of a family vacation. The roughing it vacation does not seem to be what parents are looking for in this particular family camp. Quality/taste of food and cabins provided were the only factors to score low enough for the concentrate-here quadrant. The concentrate-here quadrant reports factors scoring higher than average importance and lower than average performance, which suggests the need for improvement.

Based on these findings, this camp director should focus attention as directed by the parents. The next step of improvement is food. This camp director can improve in the future by evaluating the current food situation, analyzing strengths and weaknesses of the menu and food quality. It would be important to focus on improvement in quality of food without dramatically increasing cost. One parent left a comment that might explain the low performance of the cabins. “They really need to upgrade the beds. They are on their last legs”. This camp can improve the cabins by examining them for comfort and durability. Camp staff can help to brainstorm low cost alternatives to replacing the beds. The concentrate-here quadrant provided two areas of family camp that can be improved. Both factors scored below average performance and above average importance. Managerial action definitely should be taken, and the next step should be to

brainstorm cost-effective change. The concentrate here quadrant is clearly a place to start improving.

Economics. Cost (one of the top ten scores for both importance and performance) was in the keep-up-the-good-work category. One parent left a comment saying, “Cost was the biggest factor” which is not surprising with the current economic climate. Meals included also ended up in the keep-up-the-good-work quadrant, so while the food provided at this camp was not rated with excellent performance, it appears that convenience trumps performance. In other words, even families on a budget would rather not pack their own meals to camp. Discount with membership (low priority; lowest score on importance scale) seems like it would be important if it were associated with lower cost, but perhaps the membership cost outweighs the discount benefit. Based on these findings, the camp director might not have to worry about marketing memberships to their organization. The parents attending with their families rated discount with memberships least important. They are probably going to attend regardless of membership because of the experience.

Experience preference. The scoring of the factors scheduled on a weekend and fun and relaxing experience (keep-up-the-good-work quadrant, 2nd and 3rd most important scores, respectively) could mean that parents have stressful commitments during the weekday, such as work and family responsibilities, and want the time and money they spend on camp to have rejuvenating results. Strengthen family relationships also scored in the keep-up-the-good-work quadrant as well as in the top ten scores for both importance and performance. Socializing with other families might not be a priority when compared to these other experience preferences because knowing someone at camp scored as a low-priority and meet other families scored as possible-overkill (low importance and high performance). Parents seem to be bringing their

families to this camp to relax and strengthen their own family. Camp providers may capitalize on these aspects of camp in their marketing strategies by promoting these strengths.

Location. Location could be less important than family camp providers realize. Proximity to home (possible-overkill), a forest (possible-overkill) and a lake (low-priority) were not as important to families as other factors. It seems like a peaceful outdoor atmosphere (keep-up-the-good-work; one of the top five scores for both importance and performance) was what was important, regardless of the specific features of that outdoor setting. Camps non-proximal to forests or lakes should not let that deter them from marketing to families if they have a peaceful outdoor atmosphere to offer. Parents might be willing to travel farther from home than camp providers have supposed. Therefore, this camp could focus on marketing their peaceful outdoor atmosphere beyond their current local market to potential consumers originally thought to be outside of their market.

Limitations

The sample for this study was comprised of 86% mothers. Since most of the responses came from the mother's perspective, the performance of the camp experience is also slanted to the mother's perspective. Accommodation preferences (clean facility, restrooms/showers provided) could have potentially been ranked differently in importance had the sample been comprised of a different gender majority. Shaw and Dawson (2001) reported that meanings of family leisure differed by gender and roles within families. Responses gathered equally from both mothers and fathers may help to accurately represent both parent perspectives. On the other hand, the fact that mostly mothers completed the questionnaire could also be a strength of the study due to the fact that they are commonly the parent responsible for family leisure planning and making significant decisions regarding things such as camp attendance. Therefore the

perspective from mothers about family camp may be ideal, particularly when considering marketing efforts to promote family camp.

In addition, specific measurements from IPA results of this camp cannot be generalized to all family camp providers. The specific recommendations are singularly provided for this specific family camp involved. The benefit for the general population of family camp providers is the repeatability of a simple process. Family camp providers can and should use the simple tool of IPA to gain an accurate perception of what consumers want and an accurate judgment of performance of their own family camp experience. This consumer perspective identifies priorities to family camp providers directly from family camp participants, specifically from parents. Parents are typically the decision makers regarding family leisure and therefore making improvements according to their preferences will benefit family camp providers. Furthermore, justifications for modification and improvement based on clear empirical evidence is much more likely to be supported by board of directors and camp funding representatives when attempting to bring about necessary change.

Implications

The specific camp involved in this study will be able to take away more understanding of their families served in family camp programming. Catering to specific feedback from actual consumers will help improve consumer satisfaction of the family camp. Too often, there is a disconnect between management and consumer. Importance-Performance Analysis can help bring consumer priorities into focus for management from the consumer perspective rather than the management's best guess of what the consumer perspective is.

One of the top recommendations for this camp was to examine their craft activity budget. Craft activities were high performing but not as important to families as the cabins provided or

quality/taste of food. Resources could potentially be reallocated from the craft activity budget to the cabins or food. If monetary resources are not available for reallocation, the next recommendation would be for the camp provider to creatively examine ways to improve the cabins and food without increasing cost. The final recommendation based on these findings would be to continue the staff hiring and training processes currently in place. Friendly staff was the factor with the highest performance score so this camp is obviously doing something right. Identifying what they are doing right regarding staff could help the camp to develop a conscious competence and repeat it in the future. Overall, the family-camp provider should feel confident in the current state of the family camp, with most of the factors scoring in the high importance/high performance quadrant.

Other family-camp providers can look at the importance-performance analysis process and repeat it in their own family camps. Importance-Performance Analysis provides a clear process for perpetual improvement. If family-camp providers were to implement this process, discrepancies between importance and performance could be regularly identified in the concentrate-here quadrant and addressed in an ongoing quality improvement cycle. Problem areas could be improved and over time, fine-tuning could take place as resources allow. The Importance-Performance method appears to provide a clear, achievable, and useful approach for family camps to evaluate performance and identify a starting point from which to allocate resources for future improvement.

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Table 1

Factor Averages for Importance

Factor	M	SD
Clean facility	6.63	0.49
Restrooms provided	6.6	0.56
Scheduled on a weekend	6.6	0.56
Fun & relaxing experience	6.43	0.57
Peaceful outdoor atmosphere	6.43	0.63
Showers provided	6.4	0.77
Staff clearly interested in children	6.37	0.67
Freedom to choose activity	6.27	0.74
Variety of age-appropriate activities	6.27	0.74
Friendly staff	6.23	0.68
Cost	6.23	0.68
Strengthen family relationships	6	1.29
Reputation of camp	5.73	0.74
Quality/taste of food	5.67	0.94
Meals included	5.67	0.99
Cabins provided	5.6	1.48
Staff appreciates diversity	5.57	1.45
Craft activities	5.33	1.37
Values-based camp	5.27	1.57
Located close to home	5.1	1.27
High staff to camper ratio	5.07	1.34
Located close to a forest	5	1.46
Camp fire	4.97	1.07
Meet other families	4.83	1.37
Explicit teaching of values	4.7	1.51
Increase camping skills	4.23	1.28
Located close to a lake	4.07	1.41
Waterfront activities	4.03	1.30
Knowing someone at camp	3.5	1.96
Discount with membership	3.37	1.45

Table 2

Factor Averages for Performance

Factor	M	SD
Friendly staff	6.43	0.77
Staff clearly interested in children	6.27	0.83
Craft activities	6.23	0.86
Scheduled on a weekend	6.23	0.94
Freedom to choose activity	6.2	0.85
Peaceful outdoor atmosphere	6.2	1.05
Variety of age-appropriate activities	6.13	0.78
Fun & relaxing experience	6.1	0.88
Cost	6.1	0.84
Strengthen family relationships	6.07	1.11
Showers provided	6.03	1.00
Restrooms provided	6.03	1.10
Located close to a forest	6	1.02
Reputation of camp	5.97	0.67
Clean facility	5.9	1.27
Located close to home	5.87	0.94
Staff appreciates diversity	5.77	1.17
Meals included	5.67	1.45
Meet other families	5.6	1.19
Values-based camp	5.57	1.14
Cabins provided	5.5	1.41
High staff to camper ratio	5.47	1.50
Knowing someone at camp	4.87	1.20
Explicit teaching of values	4.73	1.14
Camp fire	4.73	1.31
Located close to a lake	4.6	1.19
Quality/taste of food	4.6	1.57
Discount with membership	4.27	0.91
Increase camping skills	4.17	1.07
Waterfront activities	3.77	0.68

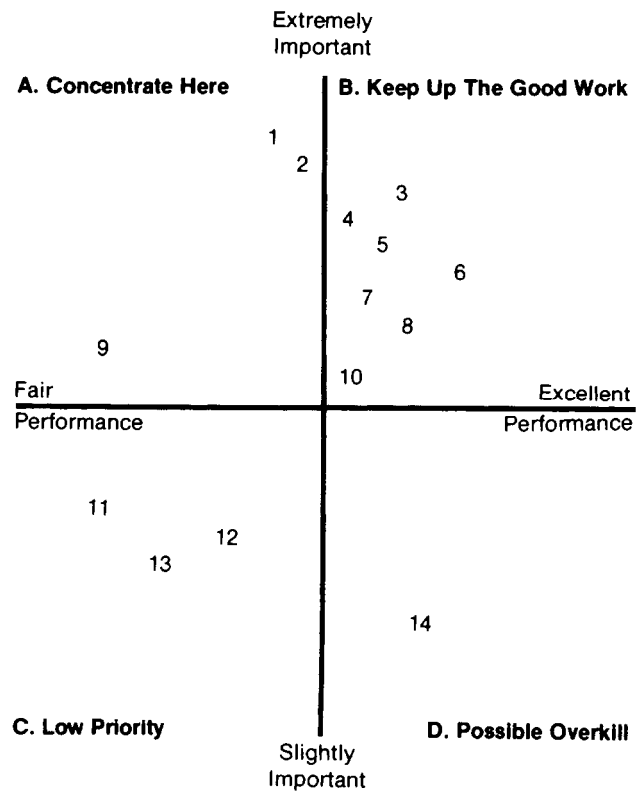


Figure 1. An example of an Importance-Performance Analysis graph

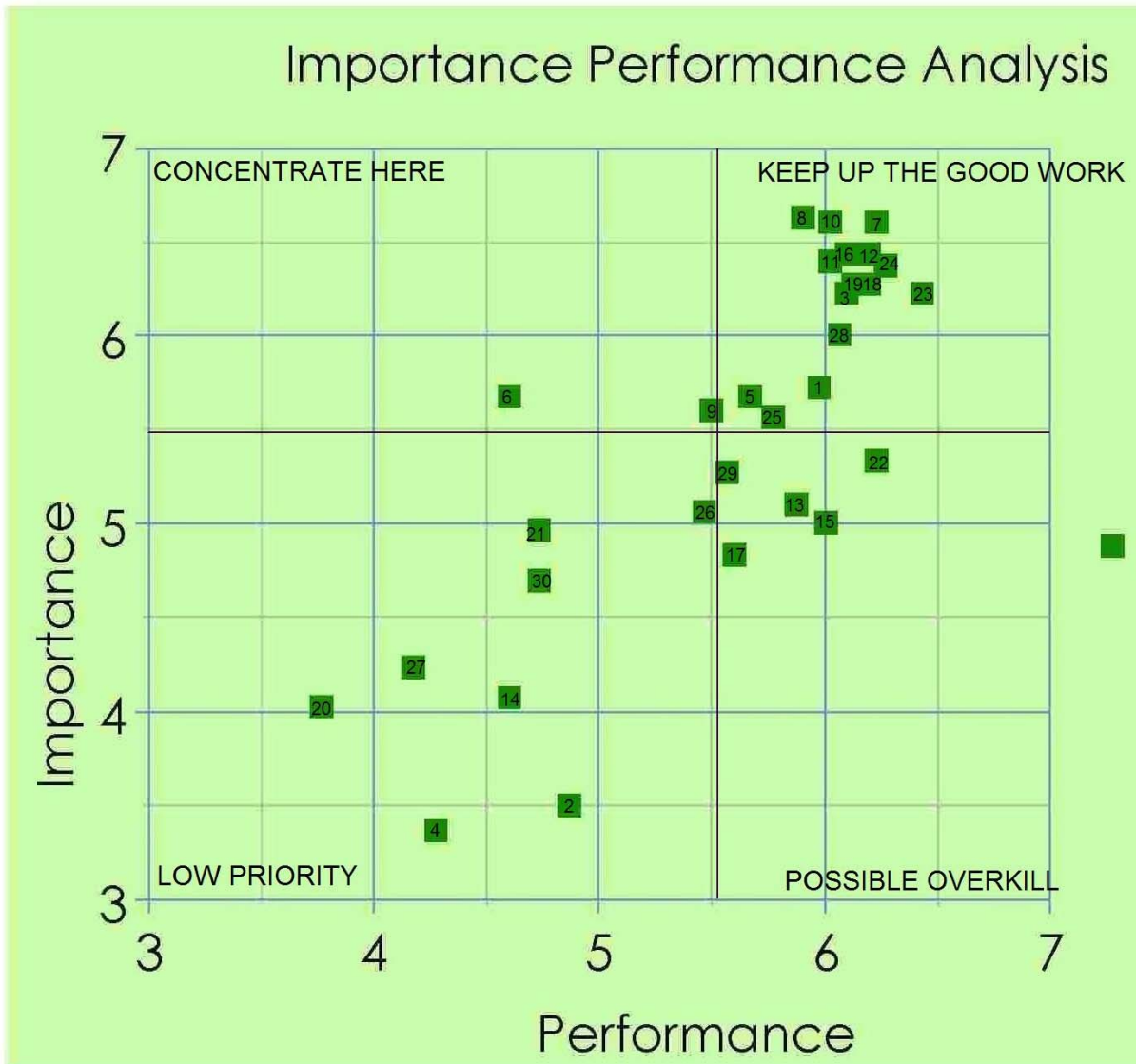


Figure 2. Final Importance-Performance Graph of Family Camp

- | | | |
|------------------------------|--|---|
| 1 = Reputation of Camp | 11 = Showers provided | 21 = Camp fire |
| 2 = Knowing Someone at Camp | 12 = Peaceful outdoor atmosphere | 22 = Craft activities |
| 3 = Cost | 13 = Located close to home | 23 = Friendly staff |
| 4 = Discount with Membership | 14 = Located close to a lake | 24 = Staff clearly interested in children |
| 5 = Meals included | 15 = Located close to a forest | 25 = Staff appreciates diversity |
| 6 = Quality/Taste of food | 16 = Fun and relaxing experience | 26 = High staff to camper ratio |
| 7 = Scheduled on weekend | 17 = Meet other families | 27 = Increase camping skills |
| 8 = Clean facility | 18 = Variety of age appropriate activities | 28 = Strengthen family relationships |
| 9 = Cabins provided | 19 = Freedom to choose activity | 29 = Values-based camp |
| 10 = Restrooms provided | 20 = Waterfront activities | 30 = Explicit teaching of values |

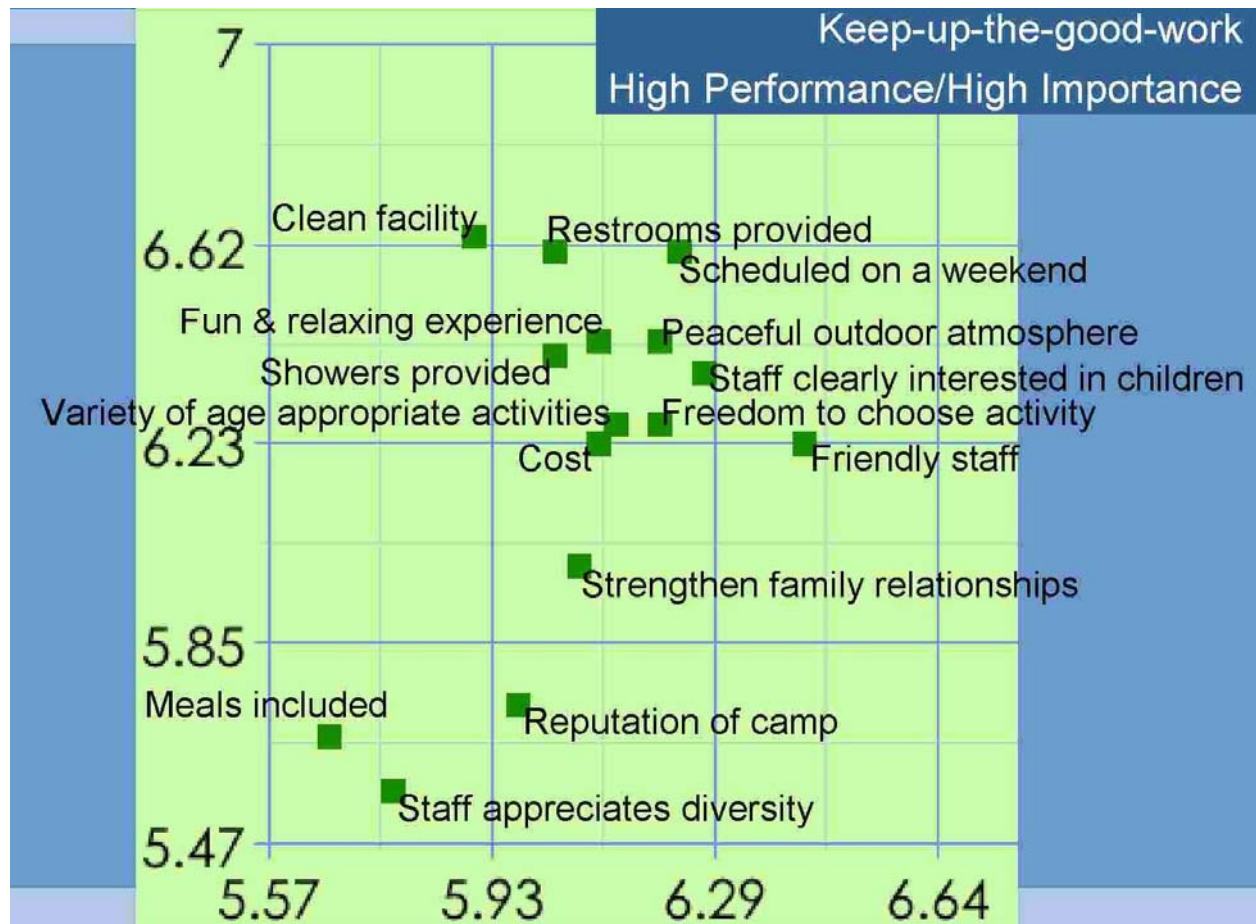


Figure 3. Keep up the good work quadrant

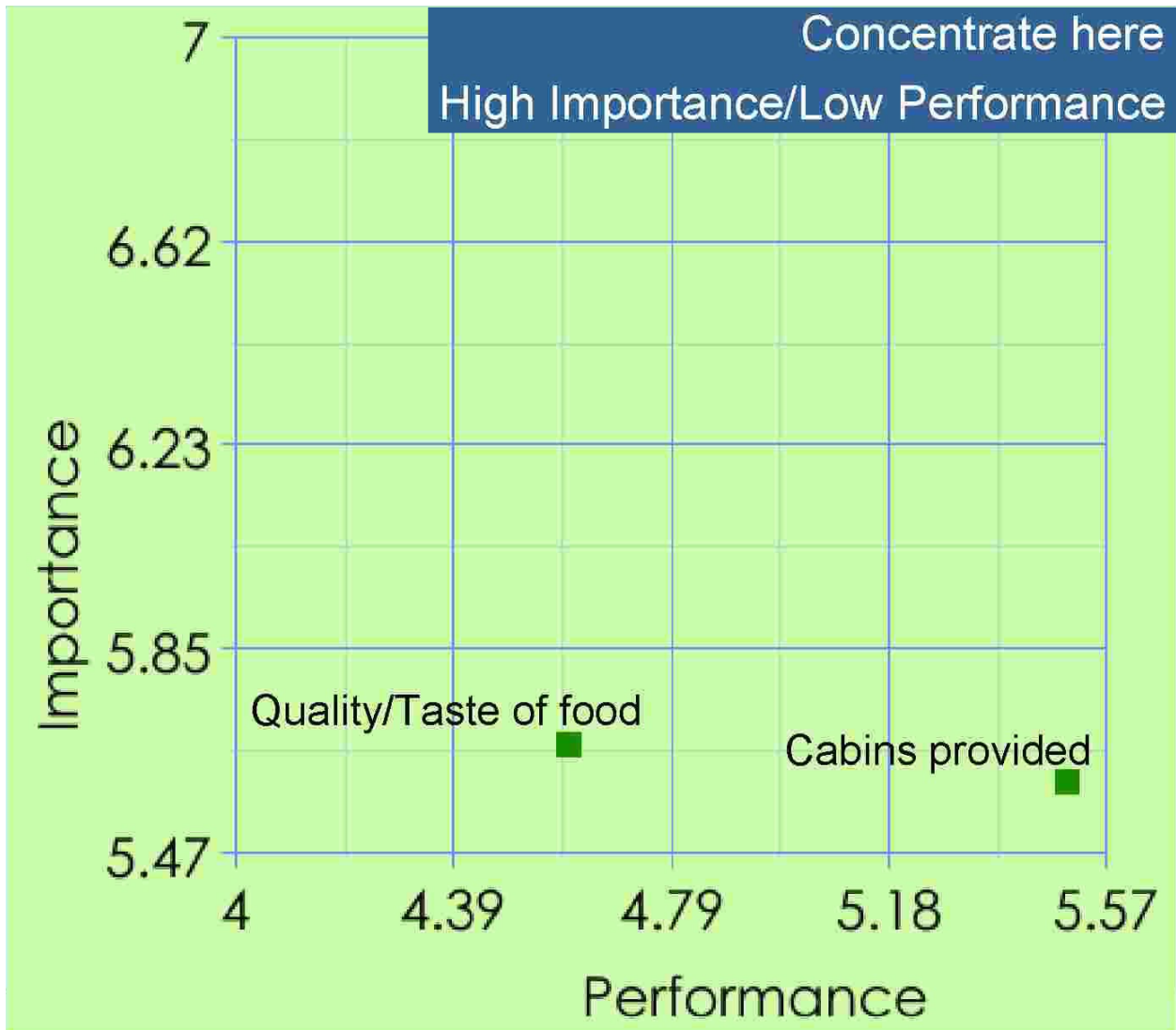


Figure 4. Concentrate here quadrant

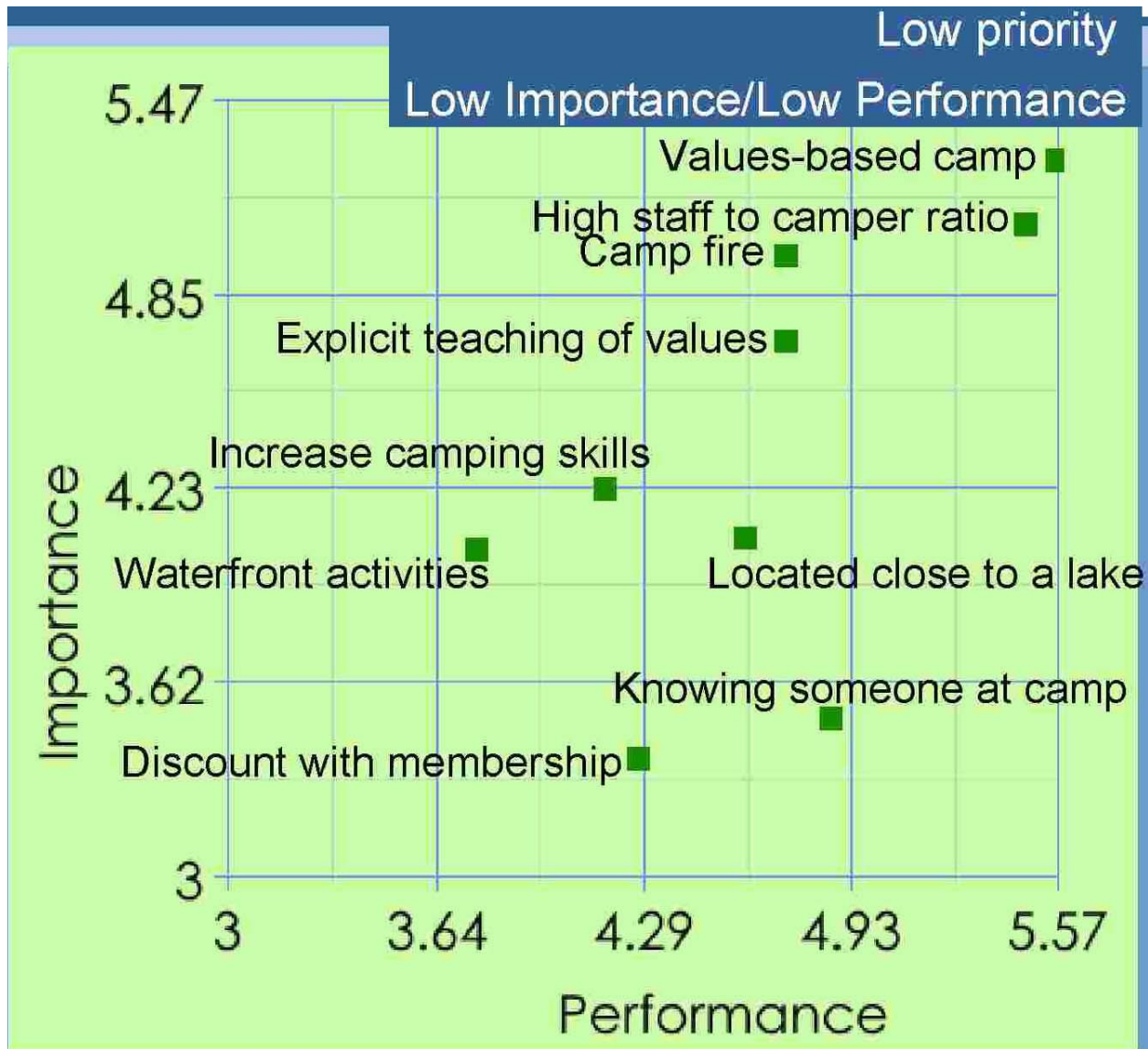


Figure 5. Low priority quadrant

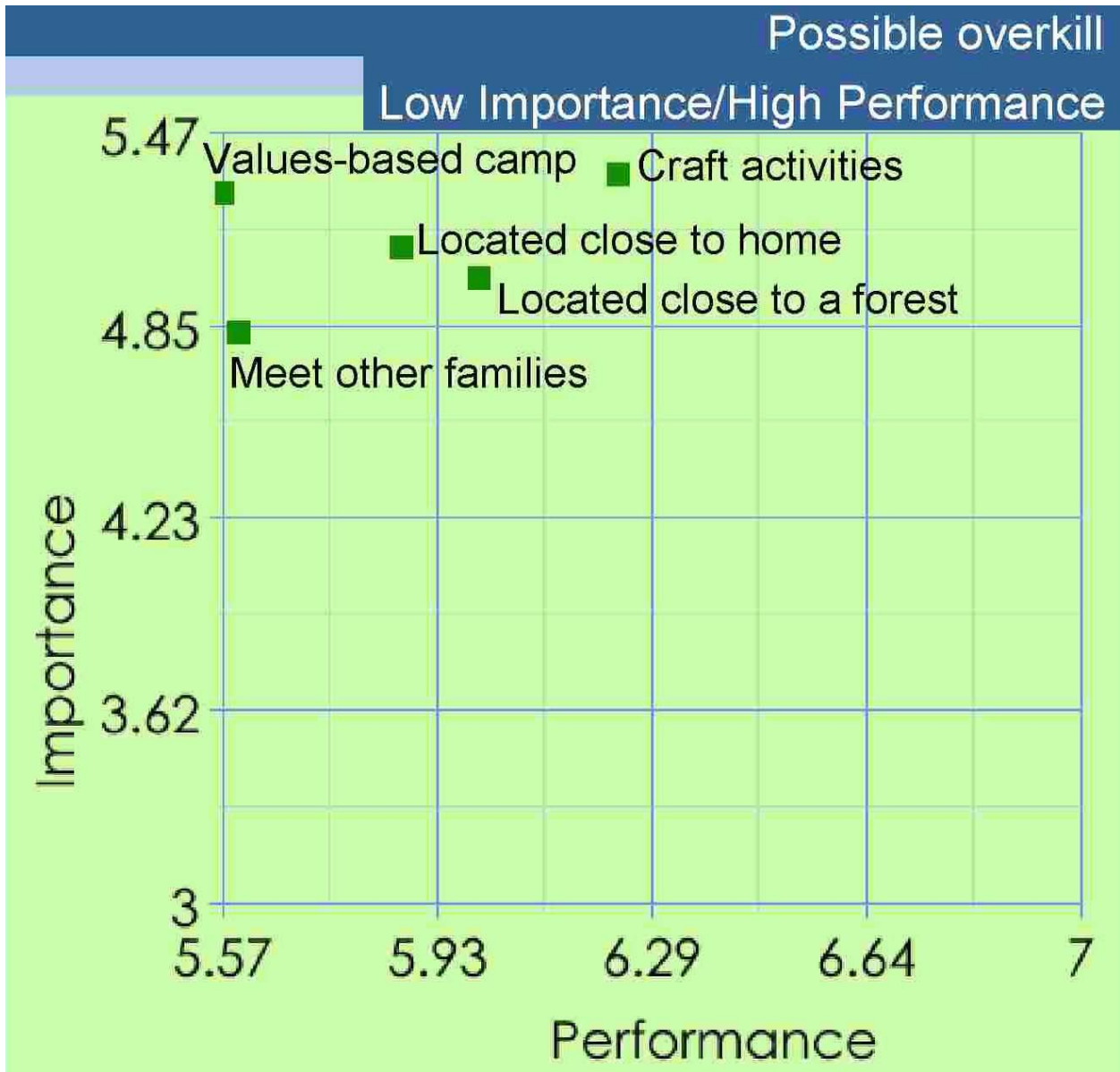


Figure 6. Possible overkill quadrant

Appendix A
Prospectus

Chapter 1

Introduction

Families face many dilemmas as they search for balance in a world that demands a juggling act of divided attention between a plethora of commitments. With so much going on, someone is bound to drop a ball or two at some point in time. Increased demands on families can lead to a perpetual lack of time, money, and resources to invest in family relationships. Perhaps as a result, almost half of marriages in the United States end in divorce (U.S. Census Bureau, 2004), exchanging the proverbial “until death do we part” for a more matter-of-fact “we cannot survive unless we part”. As family relationships are challenged or changed due to divorce, some parents are responding to the challenges by engaging in family leisure activities to strengthen family relationships before it is too late. Parents have identified their goals of using purposive family leisure as a way to have better family functioning and to provide a sense of identity and purpose as a family (Shaw & Dawson, 2001). Outdoor family leisure has provided families with increased family cohesion (Scholl, McAvoy, Rynders, & Smith, 2003).

The specific form of outdoor family leisure of interest in this study is family camps. The number of family camps is increasing across the country. In 1982, 48 camps were listed by the American Camp Association (ACA) (Popkin, 1991) compared to almost 2,500 camps in 2008 (American Camp Association, 2008). Camps have been identified as a positive influence on families (Agate & Covey, 2007) but little research has been performed to determine if families are having their expectations met at these family camps. Lewicki, Goyette, and Marr (1995) claimed that family camps can be a “highly motivating and empowering experience for a family” (p. 16), yet it is not known why families choose to attend family camp or if they are satisfied

with the performance of the family camp. This gap in the existing literature prompted this inquiry into family camps.

Statement of Problem

The problem of this study is to identify the factors that parents consider important in choosing to participate with their families in a family camp experience and to measure how the family camp performs according to those factors.

Purpose of Study

If families who attend family camp programs are providing an evaluation of factors that are important to them, then family camp programmers can identify strengths and weaknesses within their program, make adjustments accordingly, and benefit more families. This study will help family camp providers identify areas of strength in family camp performance as well as present recommendations of where to devote future resources for improvement based on evaluations of family camp. It is hoped that through this process of identifying important factors from the consumer prospective, evaluating camp performance and adjusting family camp programming, family camps will be able to provide better services and become a stronger approach to helping families.

Justification for the Study

Many believe that marriages are weak and troubled (Nock, 1998) and almost half of marriages in the United States now end in divorce (U.S. Census Bureau, 2004). Amato and Cheadle (2005) reported negative consequences of divorce extending even to the unborn third generation. Families are searching for experiences that will strengthen family ties (Couchman, 1982). Hill (1988) concluded that total shared leisure in a family was a predictor of marriage

permanence. Besides family crisis, family leisure is one of the few reasons that families gather together (Zabriskie & McCormick, 2001).

Research has consistently identified a positive relationship between family leisure and various aspects of family functioning such as communication, family cohesion, family adaptability, and collective efficacy (Agate, Zabriskie, & Eggett, 2007; Hawks, 1991; Holman & Epperson, 1989; Huff, Widmer, McCoy, & Hill, 2003; Orthner, 1975; Orthner & Mancini, 1991; Smith, Zabriskie, & Freeman, 2009; Wells, Widmer, & McCoy, 2004; Zabriskie & McCormick, 2003). Furthermore, Shaw and Dawson (2001) identified benefits to family leisure from a parent perspective such as increasing communication, teaching of morals and values, forming healthy habits, having better family functioning, and providing a sense of identity and purpose as a family. Although this may be accurate, these benefits are theoretical in nature, and few studies have confirmed that family leisure performs according to the desired benefits. Outdoor recreation experiences have also been related to outcomes such as enhanced cohesion, adaptability, and satisfaction for families that have a child with a disability (Scholl et al., 2003). One form of outdoor recreation for families is family camps.

Family camps are an important way families spend time together and participate in leisure activities (Gene, 2005; Mindy, 2006). Researchers have reported common characteristics of family camps including meals, campfires, waterfront and educational activities (Anderson, 1974; Clark & Kempler, 1973; Taylor, Covey, & Covey, 2006). From 1982 to 2006, family camps accredited by the ACA dramatically increased from 48 (Popkin, 1991) to almost 600 (Tergensen, 2006). The explosion of family camp growth, however, has not been accompanied by a corresponding increase in research on family camps. The existing literature is sparse. Family camps provide a new setting for families to learn and change (Lewicki et al., 1995).

Torretta (2004) reported that family camp experiences can enhance and repair family relationships. According to Taylor and colleagues (2006), the main purpose of family camp providers, is to strengthen families. Little scientific research, however, has been conducted to understand what families expect from attending family camps and if they are actually receiving it. Subsequently, authors call for future researchers to expand studies to include analysis of the characteristics of family programs that create success (Guernsey & Maxson, 1990; Thurber, Scanlin, Scheuler, & Henderson, 2006). With growing interest and enthusiasm in attending family camps and the lack of empirical understanding regarding this specific population, an analysis and evaluation of factors important to families attending family camp is valuable to the literature.

Evaluation is a critical aspect of family camp programming (Anderson, 1974) but is often difficult to define and measure (Dorfman, 1979). Importance-Performance Analysis (IPA) offers an attractive avenue to determine factors important to parents attending family camp and evaluate the performance of those factors by the family camp. Consumer satisfaction comes from “both expectations related to certain important attributes and judgments of attribute performance” (Martilla & James, 1977, p. 77). Importance-Performance Analysis results in a simple grid of importance factors versus performance factors from which an agency can create an action strategy depending on which quadrants the plots lie: high importance/low performance (concentrate here); high importance, high performance (keep up the good work); low importance/high performance (possible overkill); and low importance/low performance (low priority) (Guadagnolo, 1985).

Delimitations

The scope of this study will be delimited to the following:

1. This study will include a sample of 40 families who will attend the same family camp in summer 2009. Based on a power analysis, meaningful differences between parent responses can be determined with a standard deviation of 15. A sample size of 40 is appropriate if the groups are relatively equal.
2. Responses will be collected from one parent of each sample family.
3. The data will be collected over a period of 12 weeks during June, July and August of 2009.
4. The Family Camp Importance-Performance instrument will be utilized using Importance-Performance Analysis guidelines.

Limitations

The study will be limited by the following:

1. The small sample size of this study ($N = 40$) requires that caution is necessary in making inferences to the larger population of families who attend family camps.
2. Only one family camp will provide participants for the study also requiring caution in making inferences to the larger population of family camp providers.
3. The method of gathering the sample will be purposive convenience sampling requiring that the results cannot be generalized to all families attending all family camps.
4. The instrument will be created from a panel of families to determine factors important to them. Not all factors will be able to be identified or included in the

final instrument. Also, as participants self-report, there is an opportunity for social desirability effect.

Assumptions

This study will be based on the following assumptions:

1. The instrument used in the study will provide reasonable coverage of factors important to parents attending family camp.
2. Participants will answer questions accurately to represent reality.
3. At least 40 participant responses will provide enough evaluations to understand factors important to parents attending family camp and family camp performance of those factors.

Definition of Terms

The following terms are defined to clarify their use in the study:

Family. Any group or combination of two or more people “related by blood, marriage, or adoption” (Weigel, 2008, p. 1437) and characterized by features such as “love, trust, respect, support, honesty, acceptance, encouragement, caring, and values” (p. 1432).

Family camp. A program designed for families to attend usually including outdoor recreation activities and usually occurring over an extended period of time (Taylor et al., 2006).

Family leisure. Activities that family members participate in together “such as watching television or movies, playing games, outdoor sports and physical activities, having dinner together at home or at a restaurant, or simply spending time together talking” (Shaw & Dawson, 2001, p. 221).

Importance factors. A list of characteristics created by consumers as well as the agency providing the goods or services that should be rated before participation in the actual consumer experience (Martilla & James, 1977).

Importance-Performance Analysis. An evaluation process that “provides [service providers] a useful and easily understandable guide for identifying the most crucial product or service attributes in terms of their need for managerial action” (Abalo, Varela, & Manzano, 2007, p. 115).

Performance factors. A list of characteristics that should be identical to importance factors and rated after participation in the actual consumer experience (Martilla & James, 1977).

Chapter 2

Review of Literature

The problem of this study is to identify the factors that parents consider important in choosing to participate with their families in a family camp experience and to measure how family camps perform according to those factors. The following literature review explores (a) families, (b) family leisure, (c) family camps, and (d) IPA.

The Family of the 21st Century

Families are one of the fundamental units of society, and are the building blocks of social structures in every culture. “The family is the most vital, lasting, and influential force in the life of man” (Framo, 1972, p. 272). Although some basic functions of families such as moral education, work ethic, and socialization have been outsourced to other institutions, the traditional family unit of man, woman, and child has still been identified as the best establishment to raise children and provide affection and companionship (Popenoe, 1993). This decline in the institution of the family “should be a cause for alarm – especially as regards the consequences for children” (p. 527).

“The 21st century will be characterized as the era of family transformation and stress” (McCubbin, McCubbin, Thompson, Han, & Allen, 1997, p. 2). Many parents respond to the stress of family life by choosing divorce; Between 43% and 50% of first marriages end in divorce in the United States (U.S. Census Bureau, 2004). The effects of divorce can be devastating and can even extend up to the third generation (Amato & Cheadle, 2005).

“Compared with adults with continuously married parents, adults with divorced parents tend to obtain less education, earn less income, have more troubled marriages, have weaker ties with parents, and report more symptoms of psychological distress” (p. 191). The alarming trends and

consequences of divorce today force families to take a proactive approach to strengthen family relationships. “There is an urgent need to strengthen the relationship between family members so as to help the family withstand the too numerous and severe external pressures and stresses which bombard it on a daily basis” (Couchman, 1982, p. 6). Families, especially parents, must make choices on how to navigate such uncertain circumstances in order to preserve the structure and influence of the family unit.

Milkie, Mattingly, Nomaguchi, Bianchi, and Robinson (2004) conducted a national telephone survey including a random sample of 1,200 households. They found that “almost half of American parents residing with their children feel that they spend too little time with them” (Milkie et al., 2004, p. 757). Time is a finite resource and many parents have demands on their time that limit what they can spend with their children. Families must intentionally find time to strengthen relationships and be together (Daly, 1996). “Besides family crisis, shared leisure may be one of the few experiences that bring family members together for any significant amount of time today” (Zabriskie & McCormick, 2001, p. 287). The role of leisure to a family is vital as it is one of the main events that bring families together. Lundberg, Komarovsky, and McNerny declared that “the home and the family figure more prominently in the leisure and recreation of a larger proportion of the population than any other major institution...[and] the family is still the most stable nucleus of recreational activities” (as cited in Hawks, 1991, p. 388). Orthner and Mancini (1991) reported that “home-based activities are by far the most common leisure activities among American adults” (p. 290). Families continue to be the locus of leisure today.

Family Leisure

Today’s families are faced with the dilemma of finding ways to “survive and regenerate even in the midst of overwhelming stress and crises” (Bengston, Acock, Allen, Dilworth-

Anderson, & Klein, 2006, p. 321). Family leisure is one way for families to fill this need since “shared family recreational experiences seem to be a strong antidote against the stresses of normal family and personal life” (Couchman, 1982, p. 8). Hill (1988) examined the association between shared leisure time and marriage permanence. Because 25% of adult time is spent in leisure, Hill hypothesized that joint leisure between spouses would help to maintain the marriage. Data analysis from a five year longitudinal study showed that active leisure time, including “out-of-doors activities, active sports, card games, and travel related to recreation” (p. 447), was the variable most strongly associated with marital stability. Children present in the family meant less leisure time for parents, but marital stability was still significant as long as the total shared leisure time in the family was considered (1988). Hill (1988) concluded that family leisure decreased the probability of divorce or separation and can be a powerful tool in keeping families together.

Researchers have examined family leisure extensively to find relationships with different family outcomes. Positive relationships have consistently been reported between leisure participation and a variety of family outcomes including cohesion, adaptability, bonding, and positive communication (Hawks, 1991; Holman & Epperson, 1989; Orthner, 1975; Orthner & Mancini, 1991; Presvelou, 1971). Wells et al. (2004) stated that family recreation activities likely stimulate family interaction, which may then serve as a mechanism for reducing family conflict. More recent research has reported that family leisure continues to be related to other family outcomes such as improved family communication (Huff et al., 2003; Smith et al., 2009); increased satisfaction with family life (Zabriskie & McCormick, 2003); and increased family functioning (Agate et al., 2007). Family leisure is valuable and has been clearly shown to be related to family wellness through a variety of outcomes. Over time and with improvement in

research methodology, benefits of family leisure are being more closely examined regarding family functioning.

To further understand the nature of the relationship between family leisure and family functioning, the Core and Balance Model of Family Leisure was developed (Zabriskie & McCormick, 2001) and holds that, “varying patterns of family leisure involvement contribute to family functioning in different ways” (Freeman & Zabriskie, 2003, p. 76). The model indicates two types of family leisure patterns, core and balance, that families use to meet needs for both stability and change (Zabriskie & McCormick, 2001). Core activities include the daily, repetitive, spontaneous and usually less expensive activities in which a family participates. Balance activities involve more planning, more expense and are repeated less often. Both types of recreation activities serve a purpose in family functioning (Zabriskie, 2001). The model suggests that families who participate in relatively equal amounts of both core and balance family leisure are likely to function better than families who participate in very high or very low amounts of one category or the other (Freeman & Zabriskie, 2003).

Because of the human need that exists for stability and change (Iso-Ahola, 1984) and the leisure patterns that have been identified to meet those needs, participation in family leisure is valuable to parents who wish to maintain family relationships. In their qualitative inquiry into the meaning of family leisure, Shaw and Dawson (2001) reported that parents had specific goals when planning family leisure such as the opportunity to teach children to have healthy habits and values, to communicate better, to have better family functioning, and to provide a sense of identity and purpose as a family. The authors concluded that “family leisure should be seen as a form of purposive leisure, which is planned, facilitated, and executed by parents in order to achieve particular short- and long-term goals” (p. 228). Since parents are the main facilitators of

family leisure, factors important to their participation must continue to be identified and evaluated in research. Shaw and Dawson (2001) set the stage by identifying some benefits of leisure directly from parents, but evaluation of those goals as stated by the parents has not been empirically examined in the existing literature.

Mactavish and Schleien (1998) related family leisure to family functioning in families having a child with a developmental disability. Parents reported benefits of family leisure such as increased social and problem-solving skills, connection with other family members, solid foundations for the future, life experience, therapy, and increased self-esteem. The parental perspective on family leisure interaction is pertinent because parents make so many of the decisions regarding the allocation of family resources (Epp & Price, 2008). The reasoning for the study “rested on the need for greater benefits-based research in the area of family recreation” (Mactavish & Schleien, 1998, p. 212). Further exploration into these benefits that are important to parents is necessary. Discovering benefits important to parents may have significant implications for those developing and providing family leisure programming.

Scholl et al. (2003) conducted research to understand the influence of an inclusive outdoor recreation experience on the cohesion, adaptability, and satisfaction of families that have a child with a disability. In the outdoor recreation setting with staff members focused on the specific needs of every participant, families reported increased pride for their family as they accomplished this together, enhanced family interactions, and their satisfaction in family cohesion was influenced positively. Families left the inclusive outdoor recreation experience with “a feeling of accomplishment, a sense of teamwork, and a sense of acceptance” (Scholl et al., 2003, p. 51). Scholl and colleagues reported that the attraction to outdoor recreation is the

same regardless of ability, making outdoor recreation an attractive choice of family leisure for families of all abilities. One type of outdoor recreation for families is family camps.

Family Camps

Family camps usually take place in an outdoor setting with parents and their children. Research on family camps have reported the inclusion of activities such as campfire and songs (Clark & Kempler, 1973); meals, physical sports or games, learning activities, finger painting, and discussions (Anderson, 1974); and meals, waterfront activities, campfires, and educational activities (Taylor et al., 2006). The number of family camps is increasing. In 1982, the American Camp Association's annual guide listed only 48 camps run either as family camps or as kids' camps open sporadically to families. The 1991 edition listed a record 201 family camps (Popkin, 1991). Since then, the ACA has reported family camps as their fastest growing program, showing an increase of over 100 percent in the last ten years (Nicodemus, 2006). Twenty-five percent of the 2,400 camps the ACA accredits nationwide have programs for families (Tergensen, 2006). The increased supply is meeting the growing demand. Shaw and Dawson (2001) found that parents are planning family leisure experiences with their children with "a sense of urgency" (p. 224). With record high divorce rates and the negative effects of divorce on children, parents may be responding to these dangers by enrolling their families in a family camp experience.

Parents are purposively engaging in leisure experiences such as family camp, but from a research stance, it is not understood what families value or if they are getting what they want out of camp. Understanding family attitudes toward camp is a rank 2 priority (out of 5) for the ACA Research Agenda 2006-2011 (ACA, 2006). Family camp attendees are an under-researched population and exploration into this group would provide important understanding to the field of

leisure. The existing research is quite limited. Research has been conducted to identify successful attributes of family camps, but has mainly focused on therapeutic family camp programs catering to very specific populations. There is no current literature providing an understanding of what families are seeking from the general family camp experience. Family camp directors have stated their purpose as strengthening families (Taylor et al., 2006) yet likewise there is no research that has evaluated family camps to see what families are taking from the family camp experience and if indeed families are being strengthened by the experience.

Certain characteristics have been identified that help family camps reach families successfully. Guerney and Maxson (1990) report that family camp programs should last longer than 12 hours. Another aspect of family camp identified in the literature is that family members should be free to choose to participate in the available activities (Anderson, 1974; Briery, 2004; Clark & Kemplar, 1973; Lewicki et al., 1995). Research into other factors that are important to families would substantially contribute to the current understanding of family camps. Agate and Covey (2007) outlined three purposes of family camps: therapy, prevention, and vacation. The existing research focuses primarily on therapeutic family camps designed to serve families with a specialized need. This literature has included a specific focus such as families including a member who is an alcoholic, families with step-parents, families coping with a disease (Guerney and Maxson, 1990) and families where one member suffers from a chronic illness (Balen, 1996; Kierman, Gormley, & MacLachlan, 2004; Mosher, 2006; Nicodemus, 2006). Barnhill (1979) called for an expansion of family programs from a therapeutic focus to include preventative concerns. Research has not yet been expanded to find out what families without specialized needs are concerned about and what they want from a family camp program.

Clark and Kempler (1973) pioneered a rationale for using a family camp program as an adjunct to family therapy. The qualitative study brought together families that had a child with an emotional disturbance and recorded the therapeutic progress in the family camp setting compared to regular therapy sessions. One of the patients was complimented by his mom and wondered out loud if family camping was making it possible for him to have a better relationship with his mom. They found that camp provided the opportunity for feedback and progress to occur that would not normally happen in a clinical setting. Clark and Kempler (1973) showed the value of the family camp experience but neglected to identify what specific factors facilitated that progress for families.

Lewicki and colleagues (1995) gathered families together in a therapeutic family camp setting and observed four stages of interaction: engagement, participation, empowerment, and integration. These factors were identified as important to families progressing in therapy but were not examined in the general population of families attending camp. This expansion in research would be an important contribution. Anderson (1974) expressed that all families can benefit from the camp experience rather than just families seeking therapeutic intervention. Instead of focusing on specialized camp experiences, there would be value in empirically determining what universal factors are important to all families as they decide to attend family camp.

In a 2005 study Day and Kleinschmidt examined families with children with visual impairments after a camp experience. Eighty-nine percent of families agreed with the goals of the camp and eighty six percent of the families believed the goals had been met by the experience (Day & Kleinschmidt, 2005). While this satisfaction rate is impressive, this is again regarding a specialized family camp experience. In addition, the specific factors of the family

camp are not expressed specifically so that other camps can know what pattern to follow.

Whether it was goals that were met by the experience because of the staff, the atmosphere, the teaching techniques, the cost, or the length of stay at camp is not clearly defined. Family camp literature would benefit from an investigation exploring these questions.

Thurber et al. (2006) created a Camper Growth Index to determine if youth campers agreed with statements about change brought on by camp. It was concluded that the camp experience provided positive outcomes but the researchers called for “a closer examination of the specific and common factors that underlie those effects [as] the next crucial step toward strengthening camp and the millions of young people who participate in camps each year” (p. 253). This also holds true for the family camp arena. The need for further understanding is clear as Guerney and Maxson (1990) suggested future research identify “the ingredients of a program that tend to facilitate versus retard improvement” (p. 1132).

Although all of these studies provide direction, none of them report why families attend family camp, why there has been such a dramatic increase in camps, what families are trying to get out of camp and if a family camp meets their needs. “No more research or interpretive energy needs to be devoted to that basic concern [of if family programs work]...The major question for future exploration [is]...what makes [the programs] best” (Guerney & Maxson, 1990, p. 1133). The next vital step in the progression of this line of research is to deepen understanding about the factors that make up family camps. These factors can be identified through an evaluation process.

Importance-Performance Analysis

Continual effort is necessary to monitor and assess user participation patterns, program interests, trends, and camper satisfaction (Cottrell & Cottrell, 2003). This monitoring often takes

place in the format of evaluations. Family camps can use evaluations to gather information that will help improve camp systems and strategies. "Evaluation of program events and exercises is essential to improving the program and enriching the families" (Anderson, 1974, p. 9). One method of evaluation that has proven beneficial to the field of recreation is the IPA. "Although user satisfaction and enjoyment are frequently stated goals of recreation management, these constructs are complex and difficult to define or measure" (Dorfman, 1979, p. 483). Correctly applied, this research technique will help identify factors that are important to families attending camp, measure that importance from parent perspectives and hold family camps responsible for the performance of those factors.

In an effort to bridge the gap between the importance of factors expressed by consumers and the actual performance of those factors in a consumer experience, Martilla and James (1977) introduced the IPA. Most evaluations are not from a consumer perspective; rather the agency has typically determined what was important to the firm and then allocated time and resources according to those determinations. To obtain applicability, however, IPA must come from consumer feedback (Breiter & Milman, 2006; Dunn, Fletcher, Liebson, & Lee, 2009; Graefe & Vaske, 1987; Guadagnolo, 1985; Martilla & James, 1977).

Martilla and James (1977) created IPA to provide a simple and easy to understand graphical representation of the importance of factors to customers versus the performance of those same factors from an agency. "Empirical research has demonstrated that consumer satisfaction is a function of both expectations related to certain important attributes and judgments of attribute performance" (p. 77). Importance-Performance Analysis was designed to be a straightforward way to identify factors that could lead to a change in attention and resources because of the evaluation from consumers about importance and performance.

Importance-Performance Analysis “provides a useful and easily understandable guide for identifying the most crucial product or service attributes in terms of their need for managerial action” (Abalo, Varela, & Manzano, 2007, p. 115). This is one of IPA’s most distinguishable and valuable features, making it a preferred and popular framework for recreation and also health care services (Abalo et al., 2007; Breiter & Milman, 2006; Hendricks, Schneider, & Budruk, 2004; Liu et al., 2008; Oh, 2001; Rial, Rial, Varela, & Real, 2008; Richards, 1987).

The IPA process begins with gathering a list of factors to analyze. This list should come from consumers as well as the agency providing the service or goods (Dorfman, 1979; Dunn et al., 2009; Guadagnolo, 1985; Hollenhorst & Gardner, 1994; Martilla & James, 1977). Each of the factors should be included in questions on the importance section of the instrument and rated on a Likert scale ranging from not important to very important. This portion should be completed before experiencing the goods or services. The identical factors should be listed in questions on the performance section of the instrument to be reported after experiencing the goods or services (Martilla & James, 1977). Averages are then calculated for each factor and plotted on a two dimensional four quadrant grid. The axes should cross at the empirical means for importance and performance (Guadagnolo, 1985; Hollenhorst & Gardner, 1994; Martilla & James, 1977). Each of the factor averages are then plotted on the matrix (see Figure 1) (Martilla & James, 1977).

The quadrants translate into different instructions for the allocation of resources: high importance/low performance (concentrate here); low importance, high performance (keep up the good work); low importance/high performance (possible overkill); and low importance/low performance (low priority). “The IPA constitutes an approach to the measurement of customer/user satisfaction which allows for a simple and functional identification of both the strong and weak aspects, or improvement areas, of a given service” (Rial et al., 2008, p. 179).

Martilla and James (1977) advised to use the results from IPA as a springboard for action, not a definite outline of weaknesses and strengths because of the relative instead of exact scores reported in the Likert scales.

Extreme observations on the grid are important because they might indicate the greatest difference between importance and performance and will be the key indicators of customer satisfaction/dissatisfaction (Martilla & James, 1977). High importance and low performance would be an area of concern as well as low importance with high performance. "It does little good to be doing a great job at things that matter little to people" (Hammit, Bixler, & Noe, 1998, p. 58). Since its creation, IPA has been used extensively in the field of health care and recreation. Richards (1987) reviewed studies utilizing IPA in recreation using these areas of application: evaluating a running event (Guadagnolo, 1985), planning an urban river recreation system, gleaning citizen perspectives toward parks and recreation facility and service provision, and evaluating therapeutic recreation services (Kennedy, 1986).

In her critique of IPA, Oh (2001) identified past studies using the framework in these areas of emphasis: adult education, travelers to a visitors center, cabin renters, park visitors, park and recreation directors, health care patients, clients of travel agents, ski resort visitors, international meeting planners and travelers. Since then, the more recent applications of IPA in the field of leisure include visitors to a national park (Hendricks et al., 2004), attendees at a large convention center (Breiter & Milman, 2006), sports center participants in London, England (Liu et al., 2008), sports center participants in Pontevedra, Spain (Rial et al., 2008), and parents of youth enrolled in day camp (Dunn et al., 2009).

Those studies that have been criticized were those that did not follow the original guidelines from Martilla and James (1977). Oh (2001) gives her main recommendations for

improving IPA to stick to the original guidelines as they were created by adhering to the following:

1. Provide a clear definition of importance and performance
2. Specify a common criterion (i.e. satisfaction)
3. Do not use causal modeling of attribute importance
4. Determination of a set of attributes – use the same set of attributes for both I-P evaluations
5. Use a unidirectional scale and use scale means to create cross hairs

Some researchers have made an effort to refine IPA to increase the validity of the framework. In examining employee attitudes towards management, Williams and Neal (1993) merged IPA with Herzberg's motivation/hygiene theory. Hammitt et al. (1998) examined park visitors and expanded the statistics to include an analysis of multivariate relationships between "which use and resource impact conditions are most observed by park visitors and which of these observed impacts most influence the quality of park visits" (p. 46). Slack (1994) changed the matrix to an inverted 9-point Likert scale and suggested that importance is a function of performance. The study did not follow the basic guidelines of IPA however, as directed by Martilla and James (1977), because it only interviewed managers instead of consumers in the research. Any causal relationship established between importance and performance should not be considered universally applicable to all research involving IPA because the perspective of management could have created a relationship rather than the results. Importance-Performance Analysis was created with the consumer perspective in mind and therefore performance would not necessarily decrease if importance increased, as suggested by Slack (1994).

These adjustments are certainly legitimate steps to take, but should not diminish the value of the original framework. The IPA was intended to be a stepping stone by creating an action grid (Dunn et al., 2009; Guadagnolo, 1985; Havitz, Twynham, & DeLorenzo, 1991; Martilla & James, 1977). “The Importance-Performance Analysis offers features that allow management to develop action strategies without being versed in complicated statistical analysis” (Guadagnolo, 1985, p. 13). The IPA does not lose its credibility simply because it invites more analysis. Quite the contrary, IPA was developed to show areas of concern with brevity and simplicity and encourages further analysis. Different analyses and interpretations could apply differently in various contexts but in the context of families attending family camp, the classic model and guidelines presented by Martilla and James (1977) should be adhered to. The IPA provides clear direction and appears to be a good approach to identify and evaluate what factors are important to families in a camp setting.

The traditional family unit is still identified as the best institution to raise children and provide affection and companionship (Popenoe, 1993). Family relationships, however, are changing dramatically due to the increase in divorce rates in the United States (Amato & Cheadle, 2005). Active family leisure time has been identified as the variable most strongly associated with marital stability (Hill, 1988). Parents are purposively involving their families in leisure activities to strengthen family relationships (Shaw & Dawson, 2001). Family camp providers have stated their purpose as strengthening families (Taylor et al., 2006). The end results, however, of family camps are difficult to evaluate and measure (Dorfman, 1979). This approach of IPA appears useful and appropriate to begin to examine why families are attending family camps, what their expectations are and if family camps are meeting their needs.

Therefore, the purpose of this study is to develop an IPA to identify the factors that parents

consider important in choosing to participate with their families in a family camp experience and to measure how family camps perform according to those factors.

Chapter 3

Methods

The problem of this study is to identify the factors that parents consider important in choosing to participate with their families in a family camp experience and to measure how family camps perform according to those factors. The methods section includes a description of each of the following steps: (a) selection of study sample, (b) data collection procedures, (c) instrumentation, and (d) data analysis.

Selection of Study Sample

The potential camp that will provide participants to the study will be from camps accredited by the ACA that have family sessions. Almost 2,500 camps are accredited by ACA, however only 530 provide family sessions of their camp program. The accreditation process includes meeting 300 standards for operation ranging from staff training to safety (American Camp Association, 2008).

The main criterion for participation by the family camp include (a) current accreditation from ACA, (b) the camp must provide but does not have to specialize in sessions for families, (c) agreement from the family camp to allow the data collection to take place, and (d) agreement to allow registered families to be contacted for pre- and post-test measures. One camp will be selected to participate in this study. A list of camps accredited by the ACA including camps providing family sessions and excluding any therapeutic camps will be obtained from their online database. Each camp will be assigned a number. A number will be selected at random from the number of camps available. Camps will continue to be selected and contacted to ascertain interest in involvement in the study and determine family camp attendance until a camp agrees to participate and has sufficient families attending their family sessions to fulfill the

desired sample size. A population response of 40 families will be selected from all families enrolled to attend all family sessions of the selected family camp. Based on a power analysis, meaningful differences can be determined with a standard deviation of 15.

Data Collection Procedures

Family addresses, telephone numbers, and e-mail contact information will be obtained from the selected family camp. An e-mail will be sent to the families explaining the problem and purpose of the study along with an explanation of confidentiality and benefits associated with the study. Individuals who complete participation in each phase of the research will be entered to win an incentive such as a gift certificate for local family recreation or restaurants. Individuals that do not provide e-mail addresses will be mailed letters containing the same explanation about the study. Within one week after the initial communication has been sent out, parents will be contacted again by telephone to determine if they are interested in participating in the study.

Once a sufficient group of parents have committed to participate in the research, a preliminary questionnaire will be administered by e-mail. Parents will be asked to identify factors about family camps that are important to them. From these responses and past IPA literature on leisure experiences, an importance factors list will be created from which the instrument will be compiled. The data on importance factors will be collected before families attend camp. The data on performance factors will be collected after families attend camp. Both sections of the analysis will be administered through an online questionnaire. A URL address that provides access to an online questionnaire including statements of consent and confidentiality will be emailed to each family one month prior to their attendance at camp along with a deadline for completing the questionnaire. All importance factors questionnaires must be completed before the families leave their home to attend the family session of camp. Families

will be instructed to have one parent who will be participating in camp with their family to fill out the questionnaire individually. In order to have perspectives from mothers and fathers, the first parent to have the next birthday will be asked to complete the questionnaire.

Results will be collected using Qualtrics questionnaire software. The parents who complete the questionnaires will constitute the sample of the study. If 40 families have not responded one week before camps are scheduled to begin, researchers will follow up with a phone call to families not enrolled in the study to ensure they understand how to take the questionnaire, to answer any questions regarding the questionnaire, and to explain the benefits of participation in the study. After the families have returned home from their camp experience, the URL address for the online questionnaire will be distributed again by email for the same parent that completed the importance factors section to complete the performance factors section.

Instrumentation

There are two phases of data collection. The first phase will include a preliminary survey to determine the importance factors list (see Appendix A). This survey will gather importance factors through memory elicitation, goals of the experience, and utility of the experience as recommended by Oh (2001). From these responses, a 30-item instrument will be compiled for ease of completion as suggested by previous research (Guadagnolo, 1985; Liu et al., 2008). The family camp IPA factors will be determined from the parents of families attending family camp as well as from the literature of IPA used in leisure services. An additional question will be added to the instrument to provide participants with an opportunity to report any other factors important to them that were not included on the instrument. The initial 31-item instrument will be reviewed by a panel of experts through a pilot test that will not only have experts complete the instrument, but also evaluate questions. Based on the response of pilot testing, revisions will be

made and another smaller panel of experts will be consulted for a further test of the instrument. After the second review, the research will proceed with the final instrument.

The second phase of data collection will include two sections: (a) a 31-item family camp IPA and (b) pertinent demographic data. Before participation in the family camp, parents will respond to 30 importance factors on a seven-point Likert-type scale ranging from one (*not at all important*) to seven (*extremely important*) to indicate the level of importance placed on each factor. The seven-point Likert-type scale allows for more spread in expression of importance and performance which is necessary to adequately plot between the four quadrants of the action grid (Oh, 2001). After participation in family camp, parents will respond to 30 performance factors identical to the importance factors on a seven-point Likert-type scale ranging from one (*terrible performance*) to seven (*excellent performance*). Mean scores are then plotted on an action grid to show importance versus performance. Four quadrants identify how the family camp is doing compared to what parents deemed important and what they experienced at family camp. The demographic section of the survey for the parents will ask for information regarding age, sex, ethnicity, state where they reside, population range of city where they reside, current marital status, socioeconomic range, family size, age of youngest child, and number of years of family camp attended.

Data Analysis

The data will be analyzed using Statistical Package for the Social Sciences (SPSS). Data will be cleaned and missing responses will constitute a removal of that subject from the data set. Data will be reviewed and examined for outliers. Descriptive statistics will show the demographics of the samples. An action grid will be created by using importance means plotted

versus performance means for each of the factors with the axes crossing at the mean scores of the total responses.

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Appendix A-1a
Preliminary Survey

Preliminary Survey

Thank you for participating in this research. Your participation is greatly appreciated. My name is Christine Covey and I am working under the supervision of Dr. Ramon Zabriskie at Brigham Young University. Please answer the following questions. This questionnaire will take approximately 10 minutes to complete. The intent of this study is to identify factors that are important to parents when enrolling in family camp. There are no known risks for participation in this study. Participation is optional and completely voluntary. No penalties will result from non-participation or withdrawal. There will be no reference to your identity throughout the research. If you have any questions regarding this study, please contact Dr. Ramon Zabriskie at (801) 422-1667. If you have any questions about your rights as a research participant, please contact Christopher Dromey, PhD, IRB Chair, (801) 422-6461, 133 TLRB, Brigham Young University, Provo, UT 84602, Christopher.Dromey@byu.edu. By completing this questionnaire, your consent is implied.

Please answer the following questions and consider the characteristics that are important to you in evaluating what family camp to attend.

What factors are important to you when choosing a family camp?

What characteristics (physical or otherwise) make a successful camp?

What activities make a successful family camp?

What are characteristics of the camp staff that you expect?

What goals do you have for attending family camp?

What is your family's experience level at any family camp?

PLEASE RESPOND WITH THE CORRESPONDING NUMBER

1. Never attended
2. Attended one year
3. Attended two years
4. Attended three-five years
5. Attended six or more years

Appendix A-1b
Importance Analysis

Importance Analysis

Thank you for participating in this research. Your participation is greatly appreciated. My name is Christine Covey and I am working under the supervision of Dr. Ramon Zabriskie at Brigham Young University. Please answer the following questions. This questionnaire will take approximately 5 minutes to complete. The intent of this study is to identify and evaluate factors that are important to parents when enrolling in family camp. There are no known risks for participation in this study. Participation is optional and completely voluntary. No penalties will result from non-participation or withdrawal. There will be no reference to your identity throughout the research. If you have any questions regarding this study, please contact Dr. Ramon Zabriskie at (801) 422-1667. If you have any questions about your rights as a research participant, please contact Christopher Dromey, PhD, IRB Chair, (801) 422-6461, 133 TLRB, Brigham Young University, Provo, UT 84602, Christopher_Dromey@byu.edu. By completing this questionnaire, your consent is implied.

Please enter your email address to be entered in the raffle. \$400 in prizes will be raffled to the families enrolled in Fall Festival 2009 that complete both sections of this survey. This is the survey to complete before attending camp. There will be one more survey to complete after attending camp.

Please consider how important the following characteristics are in evaluating what family camp to attend.

On a scale from 1 to 7, 1 being not at all important and 7 being extremely important, please rate the importance of the following factors regarding your decision to attend family camp.

	Not at all important 1	Very Unimportant 2	Somewhat Unimportant 3	Neither Important nor Unimportant 4	Somewhat Important 5	Very Important 6	Extremely Important 7
Reputation of Camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing someone at camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discount with membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meals included	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Taste of food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduled on weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cabins provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showers provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peaceful outdoor atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Located close to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Located close to a lake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Located close to a forest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider how important the following characteristics are in evaluating what family camp to attend.

On a scale from 1 to 7, 1 being not at all important and 7 being extremely important, please rate the importance of the following factors regarding your decision to attend family camp.

	Not at all important 1	Very Unimportant 2	Somewhat Unimportant 3	Neither Important nor Unimportant 4	Somewhat Important 5	Very Important 6	Extremely Important 7
Fun and relaxing experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet other families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of age appropriate activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freedom to choose activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waterfront activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Camp fire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff clearly interested in children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff appreciates diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High staff to camper ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase camping skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthen family relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values-based camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicit teaching of values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your sex?

- Male
- Female

What is your age?

What is your ethnicity?

- Caucasian
- African American
- Hispanic
- Pacific Island
- Asian
- Other

What is the highest category possible for the population of the city in which you reside?

- Under 1,000 residents
- Under 10,000 residents
- Under 50,000 residents
- Under 100,000 residents
- Under 200,000 residents
- Under 500,000 residents
- More than 500,000 residents

What state do you live in?

What is your current marital status?

- Married
- Divorced
- Separated
- Never married
- Widowed
- Other

What is the highest category possible for your family's current annual income?

- Under \$10,000 per year
- Under \$25,000 per year
- Under \$50,000 per year
- Under \$75,000 per year
- Under \$100,000 per year
- Under \$150,000 per year
- Under \$200,000 per year
- More than \$200,000 per year

What is your immediate family size - You, a spouse, and children - no pets included in this count :)

What is the age of your youngest child?

What is your family's experience level at any family camp?

- Never Attended
- Attended one year
- Attended two years
- Attended three - five years
- Attended six or more years

Is this your family's only vacation this year?

- Yes
- No

How many other vacations will you go on as a family in the next year?

Appendix A-1c

Performance Analysis

Performance Analysis

Family Camp Survey PART 2

Please take 2-3 minutes to rate the performance of your camp experience and qualify for your prize.

Thank you for your continued participation in this research. Your participation is greatly appreciated. My name is Christine Covey and I am working under the supervision of Dr. Ramon Zabriskie at Brigham Young University. Please answer the following questions. This questionnaire will take approximately 2-3 minutes to complete. The intent of this study is to identify and evaluate factors that are important to parents when enrolling in family camp. There are no known risks for participation in this study. Participation is optional and completely voluntary. No penalties will result from non-participation or withdrawal. There will be no reference to your identity throughout the research. If you have any questions regarding this study, please contact Dr. Ramon Zabriskie at (801) 422-1667. If you have any questions about your rights as a research participant, please contact Christopher Dromey, PhD, IRB Chair, (801) 422-6461, 133 TLRB, Brigham Young University, Provo, UT 84602, Christopher_Dromey@byu.edu. By completing this questionnaire, your consent is implied.

Please enter your email address to be entered in the raffle. Use the same email address you entered on the survey completed before attending camp so that completion of both surveys can be confirmed and prizes can be distributed. Every family that completes both sections of the survey will receive a prize as well as be entered to win larger raffle prizes.

Please evaluate the level of performance for the following characteristics after attending family camp.

On a scale from 1 to 7, 1 being Terrible performance and 7 being Excellent performance, please rate the performance of the following factors regarding your attendance at family camp.

	Terrible Performance 1	Poor Performance 2	Below Average Performance 3	Neither good nor bad Performance 4	Above Average Performance 5	Good Performance 6	Excellent Performance 7
Reputation of Camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing someone at camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discount with membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meals included	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Taste of food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduled on weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cabins provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showers provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peaceful outdoor atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Located close to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Located close to a lake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Located close to a forest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please evaluate the level of performance for the following characteristics after attending family camp.

On a scale from 1 to 7, 1 being Terrible performance and 7 being Excellent performance, please rate the performance of the following factors regarding your attendance at family camp.

	Terrible Performance 1	Poor Performance 2	Below Average Performance 3	Neither Good nor Bad Performance 4	Above Average Performance 5	Good Performance 6	Excellent Performance 7
Fun and relaxing experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet other families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of age appropriate activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freedom to choose activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waterfront activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Camp fire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff clearly interested in children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff appreciates diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High staff to camper ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase camping skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthen family relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values-based camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicit teaching of values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Was there any factor not listed that was important to you in the criteria considered for selecting a family camp?