Engaging Students through Activity Design: A Service-Dominant Logic Perspective

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Consistent with service-dominant logic, we examine how cocreated higher education learning experiences facilitate student engagement and enhance students' value perceptions. Through moderated regression analyses, this study finds that effective faculty support, event format, and awards strengthen the relationship between student value perceptions of an extracurricular activity (i.e. the One Day Challenge) and engagement in word-of-mouth activity. Creating meaningful learning experiences through extracurricular activities is a challenging endeavor. This study provides theory-based empirical evidence of the ability to mitigate those challenges by designing engagement activities that place learners at the center of the educational experience.

Keywords: Student Engagement, Activity Design, Business Education, Service-Dominant Logic, Extracurricular Activities
Disciplines of Interest: Business Education, Marketing, Management, Higher Education Administration, Higher Education Teaching

INTRODUCTION

In an environment of increasing complexity and competitive intensity, it is vital that higher education institutions provide not only a high-quality and cutting-edge curriculum, but also formative experiences to engage students in a holistic learning environment. The servicescape of higher education now reflects many

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other industries as students and their families adopt the "student as customer" mindset [Chalcraft, Hilton, and Hughes, 2015] and view higher education as a consumer-driven marketplace [Delucchi and Korgen, 2002]. This shift has led to widespread use of the student-centered model [Hennig-Thurau, Langer, and Hansen, 2001], and research has increasingly focused on student engagement to strengthen value creation and service delivery.

In light of higher education's current service focus, extant marketing literature is both applicable and helpful in tackling student (customer) engagement in higher education and learning experiences. Customer engagement offers numerous benefits, including purchase behavior, feedback, and referrals via word-of-mouth (WOM) activity [Kumar et al., 2010; Van Doorn, et al., 2010]. Although WOM activity is beyond the direct control of firms, research has found that firms can stimulate positive WOM activity by improving customer satisfaction, perceived value, and brand loyalty [Karjaluoto, Munnukka, and Kiuru, 2016]. Applying these insights to higher education, we investigate the conditions influencing the relationship between student value perceptions and referral intentions (the highest degree of positive WOM) in the context of an extracurricular learning experience: the One Day Challenge (full description in the section titled "Extracurricular Cocreation Project: One Day Challenge"). Through this research, we expand upon the knowledge of extracurricular participation with a focus on engaging students as cocreators and increasing student value perceptions, which will increase WOM activity.

Service-dominant (S-D) logic maintains that cocreation experiences between customers and firms contribute to the value perception of a service [Vargo and Lusch, 2004]. Current higher education research asserts that students who cocreate their education through participation in learning activities have increased academic performance, satisfaction with the learning experience, and value perception of their education [Astin, 1993; Celuch et al., 2018; Kahu, 2013]. Extracurricular activities have emerged as an effective avenue for student engagement and cocreation of learning [Carini, Kuh, and Klein, 2006; Celuch et al., 2018, Smith, Sheppard, Johnson, and Johnson, 2005], yet little research exists on the conditions that elicit meaningful learning experiences or participation in the event. Furthermore, extant research calls for deeper examination of how students cocreate their education and engage more fully in their academic experience [Bovill, Cook-Sather, and Felten, 2011]. This study identifies the conditions under which students are likely to perceive value in engagement activities and recommend their friends to participate (i.e. WOM intentions). Applying S-D logic, we reason that cocreation of educational experiences supports student engagement and examine the extent to which an extracurricular activity (i.e., the One Day Challenge) can enhance the learning experience and supplement educational outcomes.

Given the numerous benefits of extracurricular activities [Bartkus, Nemelka, Nemelka, and Gardner, 2012; Boone, Kurtz, and Fleenor, 1988; Chia, 2005; Cole, Rubin, Feild, and Giles, 2007; Rubin, Bommer, and Baldwin, 2002; Rynes, Trank,

Lawson, and Ilies, 2003], educational institutions should strive to increase the awareness of and participation in these engagement activities. Since it is voluntary by nature, participation in extracurricular activities is not guaranteed, which underscores the importance of positive WOM behavior, as the recommendation of a trusted friend has a significant impact on people's actions [Bughin, Doogan, and Vetvik, 2010]. This study explores the relationship between students' value perceptions of an extracurricular event (i.e., the One-Day Challenge) and their likelihood to recommend participation to a friend. Specifically, we examine this relationship as a function of faculty support, event format, and event awards, as we predict that these event elements strengthen the relationship between value perceptions and likelihood of recommendation. This extracurricular event was completely voluntary.

This study is structured as follows. First, extant literature surrounding the variables of interest is reviewed, followed by the hypothesized relationships. The measures and methodology by which these relationships were tested are then introduced, and the results of the quantitative analyses are presented. Limitations and opportunities for future research are then addressed before this study's implications for research and practice are discussed.

LITERATURE REVIEW

Student engagement has emerged as a critical influencer in higher education [Kahu, 2013; Trowler and Trowler, 2010] and yields benefits for both students and educational institutions. Student engagement develops meaningful relationships across an array of spectrums including student-to-student, student-to-faculty, and student-to-institution relationships [Astin, 1993; Smith et al., 2005]. Student engagement exists in various forms, such as collaborative learning, problem-based learning, student-faculty interaction, and learning opportunities both inside and outside of the classroom [Smith et al., 2005]. Productive outcomes associated with student engagement include academic development, personal development, satisfaction, content knowledge, content retention, and continuous learning skills [Astin, 1991; Carini et al., 2006; Kuh, 2009; Shulman, 2002]. However, the nature of student engagement has been broadly debated [Kahu, 2013; Trowler and Trowler, 2010]. Summarizing the respective literature, Kahu [2013] identifies four distinct domains of research on student engagement, namely the behavioral, psychological, sociocultural, and holistic perspectives.

The behavioral perspective of student engagement emphasizes student behavior and teaching practice as related to student satisfaction and achievement [Kahu, 2013; Kuh, 2009] and views student engagement as a product of the time and energy students dedicate to activities that enrich their educational outcomes and experience [Australian Council for Educational Research, 2010; Kahu, 2013]. Distinguishing between engagement and its antecedents, the psychological perspective views engagement as an internal process and the result of overlapping

behavioral, cognitive, emotional, and conative dimensions [Kahu, 2013]. The psychological perspective takes emotional intensity into account, which is often overlooked when assessing student learning [Askham, 2008], and the sociocultural perspective of engagement considers the impact of the broader social context on student experiences. The holistic perspective joins these perspectives into unified construct comprised of the perceptions, expectations, and experience of being and evolving as a student [Bryson, Hardy, and Hand, 2009; Kahu, 2013]. Thus, although efforts to clarify the nature of student engagement are underway, each of these four approaches offers a unique take on the construct.

In this study, we adopt the most widely accepted view of student engagement, the behavioral perspective, and focus on engagement as it pertains to value cocreation through extracurricular activities. Enriching student competencies as well as educational experiences, extracurricular activities occur outside the regular curriculum of the classroom and are voluntary for students [Bartkus et al., 2012; Massoni, 2011]. Extracurricular activities have emerged as chief components of higher education, offering numerous advantages for student participants including higher interpersonal competency skills [Bartkus et al., 2012; Cole et al., 2007; Rubin et al., 2012] and intellectual skills [Lawhorn, 2008; Marinescu, Toma, and Dogaru, 2017], which enhance the perceived employability of students [Marinescu et al., 2017; Pinto and Ramalheira, 2017].

In their survey of employment recruiters, Rynes et al. [2003] found that participation in extracurricular activities is viewed as a positive indicator for leadership and interpersonal skills, and participation in extracurricular activities is positively correlated with the number of job interviews for accounting graduates [Bartkus et al., 2012; Chia, 2005]. Overall, research suggests that student participation in extracurricular activities develops competencies for successful business careers [Bartkus et al., 2012] and increases students' satisfaction with their educational experience [Kaur and Bhalla, 2010; Kaur and Bhalla, 2018; Letcher and Neves, 2010]. As an effective medium for engagement, participation in extracurricular activities presents students with a plethora of benefits, perhaps most notably in the context of value cocreation.

Student engagement is essential for value cocreation, which serves as the foundation for S-D logic [Chathoth et al., 2013; Vargo and Lusch, 2004]. Specifically, S-D logic suggests that stakeholders of a service benefit from the collaborative processes between customers, employees, and partners [Vargo and Lusch, 2004]. Hence, this framework supports both students and educational institutions gaining value from collaborating in learning activities.

Extant research describes value cocreation as the product of two conceptual dimensions, coproduction and value in use [Ranjan and Read, 2016]. Coproduction is characterized by knowledge sharing, equity, and integration between stakeholders [Auh, Bell, McLeod, and Shih, 2007; Etgar, 2008; Fang, Palmatier, and Evans, 2008; Lemke, Clark, and Wilson, 2011; Ranjan and Read, 2016], while value in use is associated with the experience, personalization, and rela-

tionship acquired through the consumers' utilization and maintenance of a service [Randjan and Read, 2016; Sandström, Edvardsson, Kristensson, and Magnusson, 2008]. Initial research on S-D logic defined value cocreation only in terms of coproduction, and the value-in-use dimension was subsequently established after researchers argued that coproduction alone did not fully account for the value of a service [Sandström et al., 2008]. Thus, engagement in actual service delivery falls under the dimension of coproduction, while the ongoing value derived from the service beyond the initial exchange is captured by the value-in-use dimension [Ranjan and Read, 2016]. In the case of higher education, student participation in extracurricular events constitutes as coproduction, and the resulting value from this participation, such as learning experiences and enhanced competencies, is considered value in use.

In addition to value cocreation, marketing literature supplies the construct of WOM behavior as it relates to student engagement. At its core, WOM behavior describes any communication (positive or negative) spread by consumers about firms and firms' offerings [De Matos & Rossi, 2008; Gruen, Osmonbekov, and Czaplewski, 2006; Harrison-Walker, 2001]. These communications include information about products, services, brands, or firms and may be transferred by consumers via myriad mediums, including in person conversation, digital messages, blogs, forums, etc. [Hennig-Thurau, Gwinner, Walsh, and Gremler, 2004]. Like value cocreation, WOM behavior benefits both consumers and firms through knowledge sharing, from which consumers gain information (positive or negative) about a firm's offerings and firms enjoy effective marketing at no costs [Kumar et al., 2010].

Although WOM motivation varies on an individual basis, these communications stem from two primary sources: (1) intentions to benefit the receiver(s) of WOM communication and (2) intentions to meet one's social needs via WOM communication [Karjaluoto et al., 2016; Sheth and Parvatiyar, 1995; Steffes and Burgee, 2009]. WOM communication has been positively linked to customer loyalty, customer satisfaction, and brand love [Brown, Barry, Dacin, and Gunst, 2005; De Matos and Rossi, 2008; Heitmann, Lehmann, and Herrmann, 2007; Hennig-Thurau, Gwinner, and Gremler, 2002; Karjaluoto et al., 2016; Wangenheim and Bayón, 2007]. Pertinent to this study is the relationship between customers' perceived value and WOM activity, as researchers find that value perceptions positively effect WOM behavior [Durvasula, Lysonski, Mehta, and Tang, 2004; Gruen et al., 2006; Hartline and Jones, 1996; Keiningham et al., 2007; McKee, Simmers, and Licata, 2006; Wang, Lo, Chi, and Yang, 2004].

Addressing this relationship in more detail, Wang et al. [2004] describe customer value as the result of four dimensions (perceived sacrifices, functional value, emotional value, and social value), which together produce tangible and intangible customer behavior. Intangible customer behavior is summarized as customer satisfaction and brand loyalty, while tangible customer behavior consists of retention, repurchase, cross-buying, and WOM activity [Karjaluoto et al., 2016;

Wang et al., 2004]. Additional extant research asserts that customer participation in service delivery is associated with favorable perceptions of value and WOM communications [Bolton and Saxena-lyer, 2009; Kumar et al., 2010]. In response to the aforementioned literature, this study examines student engagement and value cocreation as they relate to WOM intentions.

In sum, the emergent "student as customer" perspective in higher education underscores the importance of value creation and service delivery in the learning outcome. Consistent with S-D logic, which suggests that customers coproduce value through participation in service delivery, this study examines student engagement through participation in extracurricular events to cocreate the value of their education. For instance, participation in a case study competition may increase a student's presentation and critical thinking skills and also stimulate positive emotions from the experience. These participation outcomes (i.e., skills and experiences) then add to the student's overall satisfaction and value perceptions of their education. Moreover, the value cocreated by students through extracurricular participation may also stimulate positive WOM behavior related to extracurricular activities. Hence, educators can capitalize on student engagement in extracurricular activities, encouraging students to both cocreate their education experience and to recommend fellow students to do likewise.

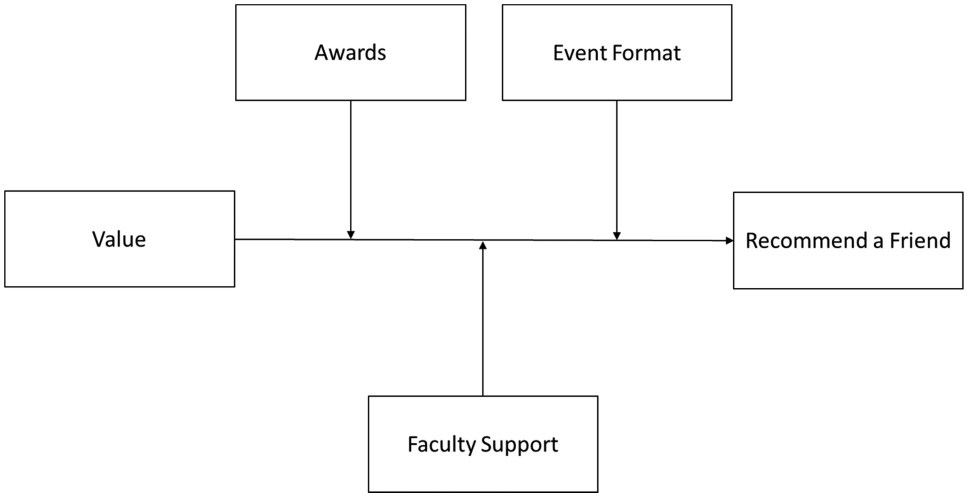
RESEARCH MODEL AND HYPOTHESIS DEVELOPMENT

The positive relationship between the perceived value of a product or service and the likelihood of recommending it to a friend has been well established in current literature [Durvasula et al., 2004; Gruen et al., 2006; Hartline and Jones, 1996; Keiningham et al., 2007; McKee et al., 2006; Oh, 1999; Wang et al., 2004]. Recent research reveals that moderating variables of this relationship include experience and price and call for future research of additional factors that enhance the explanatory power of the value-recommendation relationship, as well as for the examination of different customer contexts and industry types [Karjaluoto et al., 2016]. Consistent with these calls and the conceptual underpinnings of the service-dominant logic, we will examine the research model displayed in Figure 1.

Faculty Support

S-D logic maintains that the integration of organizational resources (e.g., employees, capital, equipment, products, and so forth) with customers provides the cooperative capabilities to maximize the product or service value offering for customers [Xie, Wu, Xiao, and Hu, 2016]. In the context of higher education, cooperative capabilities can be elicited by engaging students with organizational resources such as faculty, meeting space, and equipment to cocreate educational value. We explore various engagement resources in this study, beginning with

Figure 1. Hypothesized Moderation Relationship



faculty support in specific response to calls for research at the junction of faculty support and extracurricular activities. Accordingly, this study examines the relationship between value perceptions and likelihood to recommend an engagement activity to a friend as a function of faculty support, and we predict that more favorable perceptions of faculty support will yield a stronger relationship between value perceptions and likelihood to recommend that a friend to attend a similar event.

The significance of student-faculty interactions is widely acknowledged in extant literature, and faculty members are often esteemed as the primary agents of impact on students' educational experiences [Kim and Lundberg, 2015]. Supportive student-faculty interactions occur inside and outside of the classroom [Jacobi, 1991; Komarraju, Musulkin, and Bhattacharya, 2010], and interaction outside of the classroom is the most influential form of social interaction [Cox and Orehovec, 2007; Komarraju et al., 2010]. These interactions are especially effective in increasing students' academic development, sense of belonging, motivation, perceptions of support, and, pertinent to this study, engagement which increases overall satisfaction with the learning experience [Goodman and Pascarella, 2006; Kim and Lundberg, 2015; Komarraju et al., 2010; Meeuwisse, Severiens, and Born, 2010; Umbach and Wawrzynski, 2005]. Using an extracurricular event as a platform for functional student-faculty interaction, we predict that faculty support will strengthen the relationship between student value perceptions and positive word-of-mouth intentions. Specifically, we hypothesize the following:

Hypothesis 1: The positive relationship between student value perception and likelihood to recommend a similar extracurricular event to a friend will be positively moderated by the perception of faculty support.

Event Format

Engagement is defined in the literature as a product of the time and effort devoted to educationally purposeful activities [Kahu, 2013; Kuh, 2009]. Therefore, an analysis of student engagement should account for the time and effort required to participate in the extracurricular event compared to the perceived value of the activity. Consistent with this definition of engagement, we hypothesize that the format of the event (i.e., time and effort required) will influence the relationship between perceived value and intent to recommend the event to a friend. Specifically, we theorize that more favorable perceptions of event format will yield a stronger positive relationship between value perceptions and likelihood to recommend that a friend attend a similar event.

Research indicates that customer participation does not transpire organically but is the result of organizational socialization, which guides customers to fill cocreation roles [Kelley, Skinner, and Donnelly, 1992; Kotze and Plessis, 2003]. In order to enhance learning outcomes and satisfaction, students must first be given the opportunity to codesign and coproduce their education experience [Kotze and Plessis, 2003]. Hence, students' educational endeavors must be formatted in a way that elicits their participation. Heightening the implications of format, Smith et al. [2005] find that *how* material is delivered and received in some cases exceeds the significance of the curriculum itself.

One such curriculum delivery method is that of the accelerated learning format, which is gaining prevalence in higher education as research indicates that accelerated learning experiences offer parallel and, in some cases, superior learning outcomes [Al-Rawi and Lazonby, 2017; Anastasi, 2007; Daniel, 2000; Kops, 2014; Kucsera and Zimmaro, 2010]. In addition to positive learning outcomes, accelerated learning allots students a better work-life balance and prompts study focus [Burton and Nesbit, 2002]. These intensive learning environments enable students to become deeply immersed in the learning process due to the concentrated time allocation [Al-Rawi and Lazonby, 2017; Colorado College, 2017; Daniel, 2000].

Given the voluntary basis of extracurricular participation, student preference regarding the event format is of utmost importance. Consistent with accelerated learning, extracurricular events often involve intense effort over a concentrated timeframe. Thus, we expect that the format of the extracurricular event will likely elicit the same positive responses and value perceptions as that of the accelerated learning experiences. Applying the concepts of accelerated learning, we examine the impact of extracurricular event format. Specifically, we hypothesize:

Hypothesis 2: The positive relationship between student value perception and likelihood to recommend a friend to a similar extracurricular event will be positively moderated by satisfaction with the event format.

Awards

Human behavior can be summarized as the result of motivation, which determines the direction and extent to which we exert our energies [Ryan and Deci, 2000a; Shoemaker, 2014]. Motivation is studied as intrinsic and extrinsic in form, as intrinsic motivation stimulates action based on inherent interests for a particular behavior, while extrinsic motivation drives an action based on separable outcomes of that behavior [Anghelcev and Eighmey, 2013; Ryan and Deci, 2000a; Shoemaker, 2014]. Academics have long viewed intrinsic motivation as integral to quality learning and academic performance, casting a disdainful shadow over extrinsically motivated learning [DeCharms, 1968; Ryan and Deci, 2000b; Ryan and Stiller, 1991]. However, as Ryan and Deci [2000b] highlight, students are expected to perform many behaviors that are not inherently interesting or enjoyable in their educational pursuits. While students may be interested in a subject matter, they still rarely enjoy the act of studying or completing an assignment on said matter. Thus, to facilitate motivation for quality student learning, notwithstanding disinterest in behavior, extrinsic awards were introduced to influence the learner.

As participation in an event and recommending an event to a friend require some level of motivation, we draw upon understanding from the motivation literature to facilitate student engagement. Both intrinsic and extrinsic motivators facilitate engagement in activities, such as a learning experience, if they appeal to participants [DeLaney and Royal, 2017]. Consistent with motivation research, offering an extrinsic incentive such as prize money can be a productive use of capital, as S-D logic asserts that organizational resources (e.g., capital) should be integrated with customers to maximize value production via cocreation [Xie et al., 2016]. In this study, we investigate the effect of offering monetary awards at an extracurricular event. Given the value of these awards, we expect value perceptions and satisfaction with the extracurricular event to increase with the potential to earn a monetary reward. Specifically, we hypothesize the following:

Hypothesis 3: The positive relationship between student value perception and likelihood to recommend a friend to a similar extracurricular event will be positively moderated by awards.

EXTRACURRICULAR COCREATION PROJECT: ONE-DAY CHALLENGE

The context of the extracurricular event was a one-day challenge in which students competed for cash prizes at a mid-sized university in the Midwestern United States. This competition was conceptualized and implemented entirely by faculty to document the impact of student engagement for the Association to Advance Collegiate Schools of Business (AACSB) accreditation. Participants were recruited through paper and electronic marketing mediums to participate in

an eight-hour Web design challenge (no programming skills required), but the details of what they would be designing were not provided until the competition to prevent work being completed before the event. A total of 57 students registered for the event, forming a total of 17 participating teams.

At the beginning of the challenge, students were instructed that they would have eight hours to design a web interface which collects, organizes, and showcases a portfolio of student accomplishments for prospective employers after graduation. They were also instructed that their designs should be visually appealing and intuitive to use, but no computer programming was needed due to the constrained time of the challenge as well as the disparate skill sets across teams. In addition to creating an engaging design within the eight hours, students were required to prepare two presentations (i.e., one 2-minute presentation and one 5-minute presentation) highlighting their designs. The 2-minute presentations served as an elimination round in which all 17 teams presented to a panel of judges for the opportunity to advance to the final round, in which 10 teams would compete for the prizes.

After the 2-minute presentations, all participants completed a survey instrument while waiting to hear who made it to the final presentations. The timing of this data collection is important because student responses were not biased by whether they advanced to the final round. The 10 teams that were selected to advance to the final round presented their designs in 5 minutes per team to a panel of judges, and the top three teams were awarded cash prizes (see "One Day Challenge Description" in the appendix).

Student Participants

Of the 57 students who participated in the challenge, 66 percent were male. Students from 14 majors participated in the event with the majority of participants from computer science/computer information systems (28 percent), marketing (11 percent), English (11 percent), and accounting (9 percent). Thirty-nine percent of the participants were seniors, 31 percent were juniors, and 30 percent were lower-division students.

MEASURES

The survey questionnaire was distributed to all student participants after the 2-minute presentation but before the announcement of which teams advanced to the final round. In addition to demographic information, the questionnaire contained survey items which used a 7-point Likert-type scale to measure satisfaction with the event format, faculty support during the event, awards, likelihood of recommending a friend to participate in future engagement events, and overall value of the event. Qualitative feedback was also collected with open-ended questions regarding how students heard about the event, their thoughts on the learning experience, and suggestions for improvements.

Table 1. Descriptive Statistics for Study Constructs

	Mean	Standard Deviation	X_1	X_2	X_3	X_4	X_5
X_1 Perceived Value	5.89	1.3	–				
X_2 Intent to Recommend	6.22	0.99	0.52*	–			
X_3 Faculty Support	6.33	1.16	0.41*	0.26	–		
X_4 Event Format	5.82	1.28	0.28	0.48	0.23	–	
X_5 Awards	6.04	1.12	0.31	0.51*	0.11	0.53*	–

*Correlation is significant at $p < 0.05$.

RESULTS

The empirical analysis of this study assesses the impact of three design elements of the cocreation experience on the value-recommendation relationship in higher education. The aim of this is to help educational institutions understand the important factors to consider when creating meaningful student engagement experiences. Quantitative analyses were used to examine the conceptually relevant moderators of the relationship between the perceived value of the cocreation experience and the likelihood of recommending that a friend participate in future events. Table 1 contains the descriptive statistics (i.e., means, standard deviations, and measurement correlations) for perceived value, awards, event format, faculty support, and intent to recommend similar events to friends in the future. The extracurricular experience was perceived as a productive and enjoyable experience overall for the students, as the means are all greater than five and most are greater than six on a one (low) to seven (high) measurement scale.

We tested the hypothesized moderated models (see Figure 1) using the Preacher and Hayes [2004] bootstrapping method to generate a sampling distribution for a rigorous test of the hypothesized direct and moderation effects on the dependent variable. This method estimates regression equations for 1,000 samples of the data, and the model effects are estimated from the mean of these estimates [Preacher and Hayes, 2004].

Consistent with Karjaluoto et al. [2016], the moderation analyses were run independently so that only one moderator was tested concurrently. The Process macro [Hayes, 2013] was used in SPSS 24 to assess the hypothesized relationships. The regression equation with which the moderation models were tested was $Y = i_5 + \beta_1 X + \beta_2 Z + \beta_3 XZ + e_5$. The results of the three concurrent analyses, displayed in Table 2, show that all three hypothesized variables (i.e., faculty support, event format, and awards) significantly moderate the relationship between perceived value and the likelihood of recommending the experience to friends.

The nature of the interactions is displayed in Figures 2, 3, and 4 by plotting the slopes of responses one standard deviation above and below the mean. Figure

Table 2. Regression Analyses Testing the Moderating Effect of Faculty Support, Event Format, and Awards on the Relationship between Perceived Value and Intent to Recommend

Hypothesis	Path	B_1	B_2	B_3	Hypothesis Supported
H1	Faculty Support × Perceived Value	−0.6211	−0.9278	0.1755*	Yes
H2	Event Format × Perceived Value	−0.4825	−0.5536	0.1435*	Yes
H3	Awards × Perceived Value	−0.5334	−0.5577	0.1507*	Yes

*Correlation is significant at $p < 0.05$.

Figure 2. Interactive Effects of Faculty Support on the Relationship between Perceived Value and Intent to Recommend

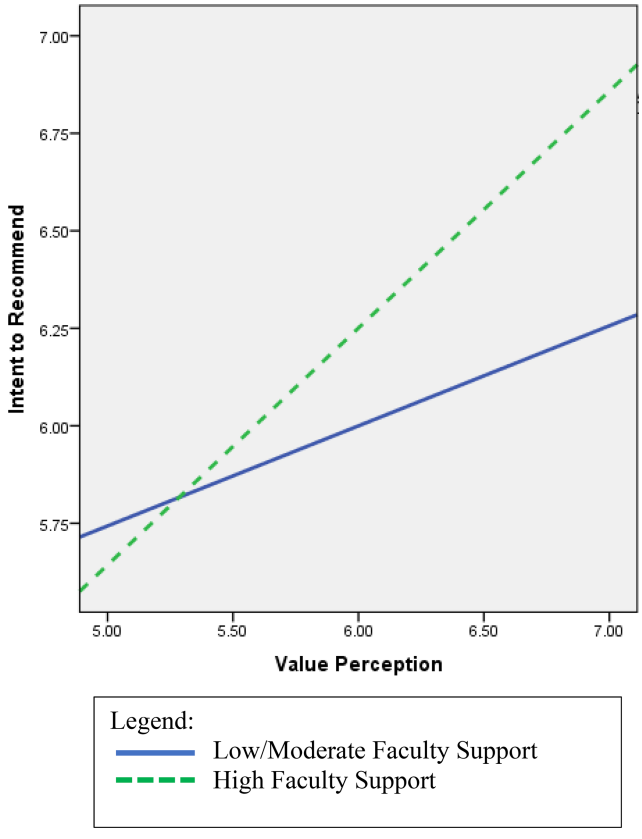
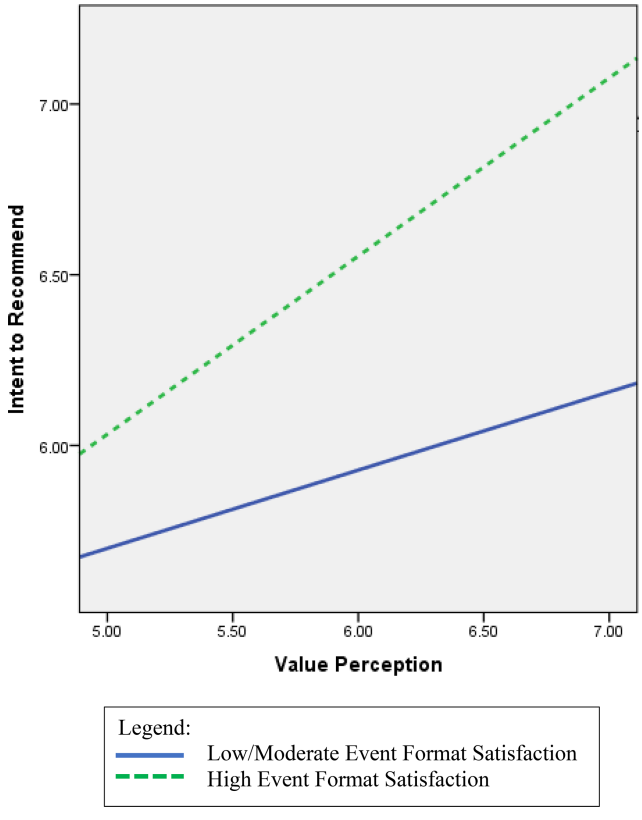


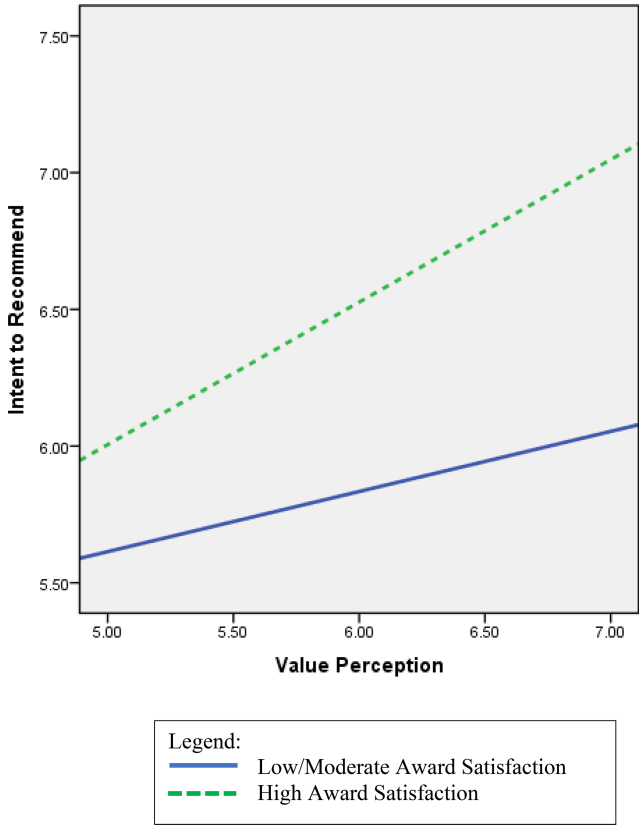
Figure 3. Interactive Effects of Event Format on the Relationship between Perceived Value and Intent to Recommend



2 displays the interaction effect of hypothesis 1, such that students perceiving high faculty support report significantly higher intentions of recommending the event to friends than students perceiving even moderate faculty support ($\beta = 0.1755$, p-value < 0.05). Figure 3 displays the interaction effect of hypothesis 2, such that students who highly favor the event format report significantly higher intentions of recommending the event to friends than students who do not favor or moderately favor the event format ($\beta = 0.1435$, p-value < 0.05). Figure 4 displays the interaction effect of hypothesis 3, such that students who are very satisfied with the potential awards report significantly higher intentions to recommend the event to friends than students perceiving even moderate satisfaction with the potential awards ($\beta = 0.1507$, p-value < 0.05).

These findings indicate that the level of faculty support, the format of the event, and the awards associated with the competition significantly increase the likelihood that a student will recommend the event to a friend when he/she also

Figure 4. Interactive Effects of Awards on the Relationship between Perceived Value and Intent to Recommend



perceives a high level of value from the experience. In other words, students are much more likely to recruit their friends to engage in these types of experiences if these factors are present.

DISCUSSION

Implications for Practice

Extracurricular activities not only enrich the educational experience for students [Bartkus et al., 2012; Chia, 2005; Cole et al., 2007; Rynes et al., 2003], they make students much more marketable after graduation. In fact, experiences outside of the classroom made up four out of the top five attributes employers seek in recent graduates (i.e., extracurricular activities, internships, volunteer experience, and employment during college) [Thompson, 2014]. As a result, the impli-

cations of this research are important not only for increasing student's satisfaction with the educational experience, but also for the outcomes they are able to achieve. Crafting effective extracurricular engagement activities is one of the most effective ways of helping students build a stronger value offering for prospective employers.

Furthermore, the findings of this research are relevant for many offices of student affairs, including career services, housing and residence life, Greek life, multicultural centers, religious life, student development, and a host of other student affairs organizations. Student affairs offices seek to develop students into contributing members of our global society by offering programs and services both within and outside of the classroom. The findings of this research indicate that offices of student affairs could cocreate activities with students to resolve a problem on campus or in the surrounding community. Combining student affairs and academic affairs, universities can emphasize service-learning courses, study abroad experiences, student research, and hybrid course structures which create more flexibility for students to gain work experience. This would strengthen students' marketability and improve the relevancy of what they are learning in the classroom. While this study provides evidence of faculty importance in cocreated learning experiences, future research could investigate the extent to which the involvement of professional support staff (such as student affairs and career services staff) necessitate the discovery of new factors to enable effective extracurricular engagement experiences.

Universities could consider cocreation in promotion and marketing efforts, as current students are an excellent source of ideas for capturing the attention of the next generation of students and their parents. Students who value their cocreation experiences, with an intention to recommend them to a friend, should be well-suited to the recruitment of prospective students. Consequently, universities could engage students in their school recruitment visits. The data associated with cocreation activities can provide insight into future marketing and recruiting efforts. Universities should more fully engage the student population in cocreation activities to better leverage their student body in furthering the mission of the university.

Limitations and Future Research

One limitation of this study is the scope of the types of engagement activities analyzed, as the hypothesized moderation relationships could be replicated and tested in different types of extracurricular activities to examine the explanatory power and boundary conditions of student engagement activities. Another limitation of this study is the use of self-report data on intent to recommend an extracurricular event to a friend. Future research could collect an objective measure of WOM by asking event participants who recommended the event and then collecting relevant data from the recommenders. This would remove potential forms of self-report bias in the data.

While our focus in this study was on behavioral outcomes, future research should also analyze other contributing factors and outcomes (cognitive, emotional, conative, etc.) of engagement activities. A similar study could be conducted for service-learning activities, faculty-led student research projects, case study competitions, and numerous other extracurricular activities to better understand student willingness to engage in and recommend cocreation learning activities.

Another avenue to be explored is that of value offerings, which serve as extrinsic motivators for participants. While this study offered monetary rewards to top contestants, capital is a naturally constrained resource. Future research could employ alternative value offerings, such as academic credit, certificates, or plaques, and measure their varying effects. Specifically, researchers could examine the impact of these alternatives on the relationship between value perception and word-of-mouth intentions. A similar study could also investigate the effect of value offerings on participants' quality of learning and likelihood to attend the same extracurricular event in the future. Measures of emotional, psychological, and social responses to alternative value offerings could be gathered and examined in relation to learning quality and event satisfaction. Future studies could also manipulate the size and quantity of value offerings and measure the effects on words-of-mouth intentions and/or quality of learning.

Future studies could extend the findings from this research to connect important organizational metrics such as recruitment and retention. Predisposition studies could determine whether the student's prior engagement in extracurricular activities affected their decision to participate in the current events. Future research could also include more attributes in the survey of the learning experience, as well as data collected on the various skills developed during the event. Furthermore, follow-up evaluations could assess whether participation in these extracurricular activities, with their associated accelerated learning and skills development, equated to future employability.

CONCLUSION

Undoubtedly, the value of student engagement in higher education should not be ignored, and, as highlighted by Kahu [2013], it is up to all pertinent parties—the students, faculty, institutions, and governing bodies—to explore and capitalize on the opportunities for improving student engagement. In this study, students participated in an experiential cocreation event which elicited student engagement and enhanced the learning experience. Using S-D logic, this study provides evidence of the value cocreation events can have for the educational experience of students. Specifically, we find that faculty support, event format, and awards strengthen the relationship between student value perceptions of engagement activities and intentions to recommend the event to friends (i.e., WOM inten-

tions). While creating productive and engaging learning experiences is a challenging endeavor, we offer theory-based empirical evidence of the ability to effectively do so by designing engagement activities that place learners at the center of the educational experience.

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APPENDIX

One Day Challenge Description
Problem/background
RCOB faculty and students are involved in a great number of activities resulting in engagement and impact. These activities and outcomes are not well documented or showcased in the most effective and easy-to-use way. We need a web-based platform to highlight those activities and their impact
Challenge
Create an initial design of a web solution to solve the problem and include the following requirements
Content and functionality
Stores and showcases activities and outcomes focused on community impact and engagement (success stories, internships, senior projects, service learning, personal impact, competitions, etc. . . .)
Supports networking/communication between current, past, future students
Showcases student portfolios
Showcases business disciplines through the impact of their students
Includes additional innovative content of your choice with the goal of increasing platform use by students
Impression & aesthetics
Creative platform with functionality that would appeal to students (current and potential new students)
Easy to use, visually engaging, student-centric, web-based, social media rich, and mobile friendly
Ease of use and usefulness
Content categorized to allow for easy navigation (example categories–discipline, activity type, time dimension, etc.)
Content to be perceived useful to current and potential students
Event details
How: Teams (3-5 members) to design and present (2-5min) their solution using presentation software (PowerPoint, Prezi, etc. . . .)
*When and where:*2/6/2016, RCOB building, 8:30am–6:30pm
Register your team: Send team member info (names, id number, major, class) to web address by 2/1/2016
Awards*: First place $1,000 Second place $350, Third place $150 (breakfast, lunch & dinner included)
Eligibility: Only registered team members. Registered team members must be present throughout the event on 2/6 to be eligible for awards. Awards are distributed equally among team members

*See judging criteria for additional details.