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Developing Marketing Strategies to Enhance Students' Perception of Service Within the Thompson Scholarship Program

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I. Research Questions

When I started this project, I intended to find the motivations of students to volunteer and the benefits they receive from these experiences. I wanted to find the impact that volunteer opportunities had on students, both current and alumni in their personal and career or academic lives. As I did more research and read studies that had previously been done, I started thinking about how volunteer opportunities are presented to students and what ways we could improve it to attract more students to volunteering. As I transitioned into wanting to apply my research from surveys of current students and alumni, I decided to specifically look at the Thompson Family Scholars. This scholarship requires those in the program to complete 10 hours of volunteering per semester alongside a few other requirements. As a Thompson Scholar I have noticed many who dread getting hours and just barely reach the requirement let alone trying to do more service within the community. This realization led to my research question: How can the Thompson Family Scholarship Program improve how they market volunteer opportunities to students so that they will be more willing and eager to volunteer?

II. Literature Review

Volunteering, especially among students, is a driving force of our society, not only because it aims to better communities, but it encompasses many benefits to the volunteers themselves. Service-learning, while not completely voluntary in some cases, has shown much success for the students and the community it serves through the guidance and opportunities it provides to students. Research shows that certain factors have a greater impact on the likelihood of someone to participate in voluntary activities such as their education, gender, and what they believe they will receive in exchange for their time. When students consider

volunteering, many look at the possible benefits for themselves, whether this is for their career or their own personal gain.

Research has shown that service-learning makes up a large portion of volunteerism amongst college students and has shown to have great benefits resulting from the experiences they have had, whether these be a graduation requirement or additional opportunities provided within the university. When service-learning was made a requirement for graduation, studies show that students showed major growth in several different areas including their civic attitude, knowledge, and communication. Moely and Ilustre (2019) looked into Tulane University's requirement of two service-learning or community engagement courses, with similar findings to that of DeLuca, Andrews, and Hale (2004). This study followed a requirement of nursing students to work on a service project with the elderly, which helped the students apply the skills they had been taught in class. In this 2004 study, research was also noted on the students' least important perceived benefits, one of which included personal satisfaction. Optional service-learning experiences also showed positive impacts on the students such as a higher GPA, personal and professional impacts, and greater student engagement. Collet-Klingenberg, Hribar, and Fenwick (2015) found that students who had participated in a service-learning class expressed that they were proud of what they had accomplished during this time and were more likely to volunteer again than those who were not in the service-learning classes. Simons and Cleary (2006) found that students perception of the benefits of volunteering changed after they had participated in a service-learning experience and Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey, and Parker (2008) concluded from their study on students who received educational credits from service-learning experiences, that such activities could increase student engagement, academic performance, and even student satisfaction.

A multitude of studies have been done looking into the motivation of college students to participate in volunteer activities, some deeming it their social responsibility and others saying students play a vital role in the community, but most can agree that gender, education, feeling of

moral obligation, and benefit to their community are key to participation. Berei (2020), Burns, D. J., Toncar, M., Anderson, C., & Wells, C. (2008), and Civico-Ariza, Colomo-Magana, Gonzalez-Garcia, and Sanchez-Rivas (2020) all conclude that females are more willing to participate in volunteer activities than their male counterparts. Burns (2020) found that the motivations of females and males are quite different, females showed stronger self-esteem motivations which in turn made their motivation to volunteer significantly greater than males. Another demographic that helps us understand students' likelihood of volunteering is their education, which includes their major and year of study. Moore, Warta, and Erichsen (2014) found that students majoring in the social sciences or humanities were more likely to volunteer than any other major, and Berei (2020) determined that students in the first few years of their program were more likely to participate in volunteer opportunities than those closer to graduation. Both Bailey and Russell (2010) and Berei (2020) connected the likelihood to volunteer with a perceived moral obligation students had to help their community or society as a whole. Bailey and Russel (2010) made connections between students' sense of moral obligation and the deeper connections it has to structure within a democratic society. This study says that a decline in civic engagement could have negative effects on a democratic society as this engagement can strengthen bonds and promote understanding between social groups. From past studies, another important motivation students have for volunteering is the betterment of their community through their service. DeLuca, Andrews, and Hale (2004) saw how nursing students were able to develop better communication skills allowing them to serve their elderly patients in a better way. Collet-Klingenberg, Hribar, and Fenwick (2015) expressed that students involved with service learning felt a sense of accomplishment and were proud of what they had done for the betterment of their school.

The benefits that volunteering experiences can give students also have a great deal of impact on the likelihood that they will participate as most students would like to receive something in return for the time they are giving. Looking into previous studies, there are many

different perceived benefits and this can depend both on the person and the type of volunteering they are doing or who they are working with, but one of the main motivations seemed to be to their career. Choo, Tan, Ong, Tiong, Nair, Ong, and Chan (2019) surveyed students as it pertained to the impact of the service on their professional lives and found that those who participated in volunteer activities expressed a higher than average score in career preparation. Francis (2001) found that career was a main motive for students to volunteer and their perceived benefits relating to their career included resume building as well as career networking. Moely and Ilustre (2019) even went as far as to talk to alumni, who had previously participated in mandatory service-learning, which they indicate had a favorable impact on their career and contributed to them earning higher salaries. The other most mentioned benefit volunteers have perceived is a personal gain, Francis (2001) listing a few benefits volunteers have expressed, those relating to personal gain being personal image, confidence building, and making friends. Llenaresm and Deocarism (2019) students who had volunteered regularly showed a self-confidence boost as well as an expansion of personal well-being in comparison to those who had not volunteered regularly. Simons and Cleary (2006) heard from students that their outlook had changed how they perceived the benefits their volunteering had on them in a personal capacity.

Volunteering can greatly impact our society and it has been shown that student volunteers play a vital role, being key to keeping our society positive and intact. Plenty of positive effects have been studied through service-learning, while not always voluntary, which can be a great way to get students involved while providing them with resources to better them academically, personally, and professionally. Research shows that the willingness of someone to volunteer can be estimated by looking at their gender, education, and motivations they have going into the experience. A number of sources have found the main benefits of volunteering to be a career or personal gain for the volunteer, which can make them more prepared for life through communication and career readiness. This research, while very helpful, shows the lack

of research into strategies to get more students involved which is the gap I would like to fill with research of my own.

III. Proposed "Activity"

I have chosen to collect data through a survey aimed at Thompson Scholars to understand their perspective on their own experiences volunteering, which in turn will allow me to make suggestions for how to better market volunteer opportunities to students and get them more excited to participate. This survey will ask about the aspects that research has pointed out as impacting willingness to serve, such as year in school and their major. I will also ask about how they have felt about their experiences while volunteering, what they feel they have received as a benefit, and asking what would make them more inclined to volunteer. With my experience as a Thompson Scholar, previous research, and the data I hope to collect from surveys of current students of the Thompson Family Scholarship program, I would like to suggest a better way to present volunteer opportunities so that students understand the benefits that can come from their time volunteering and thus may be willing to volunteer in the future.

IV. Methodology

Currently, the Thompson Scholarship Program sends out announcements and emails to Thompson Scholars with opportunities that they have heard about or places they have partnered with in order to give students opportunities to get their 10 service hours per semester. These announcements, depending on the type of service, state the number of volunteers needed, when the event is taking place, where the event is, what is expected of the volunteer, and how many hours they can receive from the event. To research my questions and add on to what others have studied before me, Kayla Ballinger, an advisor working with the Thompson

Scholarship Program, has offered to send out a link to a voluntary survey to current Thompson Family Scholars that I have created. The purpose of the survey is that it looks into what has influenced them to participate in certain volunteer activities, their motivations to volunteer, and the impacts volunteer activities have had on their personal and academic lives. From this survey, I believe that I can add to past research on what influences increase the likelihood of people to volunteer, what they hope to get out of this time volunteering, and the impacts it has had on them. Using this data, I would like to propose a better way for the Thompson Family Scholarship program to market volunteer opportunities to its students. I believe that if we start promoting the benefits that volunteering can provide, then more students will go beyond their required number of service hours and would enjoy their time volunteering.

V. Expected Results and/or Potential Conclusions

As a result of my research, I hope that the Thompson Family Scholarship Program will be able to implement my suggestions and increase the number of hours the students get instead of just getting the required number of hours. I believe that my research could also be useful for influencing more students to volunteer if implemented in other ways around the university. Through my research, I have learned from researchers that the United States is seeing a decline in volunteering, and I believe that by understanding why students volunteer, we can market to those students so that they can take their experiences and use them as they graduate and into their adult and career lives.

VI. Appendix

Survey Questions

1) What year are you?

- a) First year
- b) Second year
- c) Third year
- d) Fourth year

2) What is your major?

3) How many hours do you plan to log for your scholarship this semester?

- a) 10 hours
- b) > 10 hours
- c) > 20 hours
- d) > 30 hours
- e) 40 + hours

4) How would you perceive your volunteering experience?

- a) Mostly positive
- b) Somewhat positive
- c) Somewhat negative
- d) Mostly negative

5) How often do you participate in Thompson promoted events (service opportunities promoted by Thompson Scholarship Program)?

- a) All of the time
- b) Most of the time
- c) Some of the time
- d) Rarely
- e) Never

6) How did you hear about service opportunities? (select all that apply)

- a) Thompson Scholarship Program promoted
- b) University promoted

- c) Previous service with the organization
- d) Friends
- e) Other: _____

7) Please rate your perception of the impact your volunteer experiences have had on the following:

a) Communication

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

b) Leadership

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

c) Teamwork

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

d) Career Preparation

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

e) Academic Performance

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

f) Friendships

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

g) Feeling of Betterment of the Community

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

h) Sense of Accomplishment

- i) Mostly positive
- ii) Somewhat positive
- iii) Somewhat negative
- iv) Mostly negative

i) Any other areas you feel you have benefited in from volunteering _____

8) Rate how likely you would be to participate in volunteer activities if the following were provided:

a) The possible benefits of the experience

- i) Very likely
- ii) Somewhat likely
- iii) Somewhat unlikely

iv) Very unlikely

b) Transportation

i) Very likely

ii) Somewhat likely

iii) Somewhat unlikely

iv) Very unlikely

c) You knew friends that were also going

i) Very likely

ii) Somewhat likely

iii) Somewhat unlikely

iv) Very unlikely

d) You had more notice before the opportunity

i) Very likely

ii) Somewhat likely

iii) Somewhat unlikely

iv) Very unlikely

e) If the experience was related to your major or future career

i) Very likely

ii) Somewhat likely

iii) Somewhat unlikely

iv) Very unlikely

f) Anything else that would make you more likely to volunteer: _____

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Yancy, D. C., Sutton-Haywood, M., Hermitte, E., Dawkins, P. W., Rainey, K., & Parker, F. E. (2008). The Impact of the Freshman Academy/Learning Communities on Student Progression and Engagement. *Journal of Negro Education*, 77(3), 250-263.

Fall Semester 2021	Deadline
Appendix A (Check sheet for Honors Project Approval.) Complete this with your honors advisor.	September 3, 2021
Begin meeting with potential faculty advisors (review Appendix B)	September 3, 2021
Find a willing faculty advisor and complete HNRS 4980 FORM 1 Registration Request online	August 16, 2021

Fall Semester 2021	Deadline
Complete the proposal for the project	Draft Due: Nov. 19
Complete the annotated bibliography and timeline	Nov. 4, 2021
Contact HSRB Office about Form/Account	Nov. 4, 2021
Discuss IRB proposal form	Nov. 19, 2021
Find a second willing faculty advisor and complete HNRS 4990 FORM 1 Registration Request online	Nov. 19, 2021
Complete IRB training	Nov. 24, 2021
Submit IRB approval form	Nov. 24, 2021
Submit your proposal, annotated bibliography, and timeline through CANVAS	Turn in no later than 5:00PM of the Monday of Final Exam week (Dec. 13)

Fall Semester 2021	Deadline
Find second project advisor	Nov. 24, 2021

Turn in a rough draft to both faculty advisors	Nov. 24, 2021
Incorporate advisor feedback into rough draft	Nov. 24, 2021
Submit the final version of your Honors Project to Scholarworks	Turn in no later than 5:00PM of the Monday of Final Exam Week

Spring Semester 2022	Deadline
Oral presentation and Defense Draft	March 11, 2022 (tentative)
Oral presentation and Defense Final	March 25, 2022 (tentative)
Complete presentation and defense	By April 22, 2022

Annotated Bibliography

Bailey, A., & Russell, K. (2010). Predictors of Interpersonal Growth in Volunteer Tourism: A Latent Curve Approach. *Leisure Sciences*, 32(4), 352-368.

Bailey and Russell (2010) presents a study in which the purpose was to determine how volunteer travel experiences impacted openness, civic attitudes, and wisdom of college participants. The motivations observed in this study from most important to least important were self-interest, enhancing of their skills, and then a sense of moral obligation. This study also talked about a decline of civic engagement in America which in turn could lead to negative effects on a democratic society. Civic engagement can strengthen bonds between people who may already have things in common, but can also promote understanding between different social groups. The outcomes from the Pay It Forward Tour done by this organization were civic attitude, openness, and a wisdom construct composed of cognition, affection, and reflection.

From this article, I think that the outcomes and how they changed from before their travel could be useful because it talks about the outcomes that were noticed from the experience, but I think that this study looks very specifically at travel volunteering instead of individual or group volunteering consistently and the motives behind it.

Berei, E. B. (2020). The Social Responsibility among Higher Education Students. *Education Sciences*, 10.

Berei (2020) tried to determine the social responsibility one affiliates with volunteering as well as the motivations behind their willingness to participate in volunteer activities. The motivations found by this study were learning or self-esteem, community benefit, social network, and work experience. The study also showed that those more willing to volunteer were female and in their first few years in college, and those closer to graduation were less likely to be involved in voluntary activities. The type of organization also played a part in students' willingness to volunteer, most students participated with non-profit organizations over profit organizations or with no volunteer group at all.

This article is useful in the factors that play into the willingness of a student to volunteer as well as who they prefer to work with. I also think that the motivations can be compared to those in other studies and can help in the categorization within my own study of why students choose to volunteer.

Burns, D. J., Toncar, M., Anderson, C., & Wells, C. (2008). The Effect of Gender on the Motivation of Members of Generation Y College Students to Volunteer. *Journal of*

Nonprofit & Public Sector Marketing, 19(1), 99-118.
https://doi-org.ezproxy.bgsu.edu/10.1300/J054v19n01_05

Toncar, Anderson, and Wells (2008) study how the relationship between gender and motivation to volunteer in young adults as they play a vital role in the fulfillment of the missions of volunteer organizations. Most studies only look at spontaneous, one-time volunteer experiences instead of researching long-term volunteering commitments. One of the main reasons for this study was to understand the volunteers that organizations were trying to recruit so as to better market to such persons. The six motives for volunteering identified by this study are career, esteem, social, protective, understanding, and value. It was shown that Generation Y (young adults) have greater involvement in volunteer activities than other generations, participation seems to be greatly impacted by gender and education. The results of the study showed that females have a significantly stronger motivation to volunteer than males did and they possessed stronger esteem motivations than their male counterparts.

This article could be useful in its research of the factors that influence a student's willingness and motivation to participate in voluntary activities. The motives for volunteering seem to be similar to those of other studies such as Francis, J. E. (2011) and MOORE, E. W., WARTA, S., & ERICHSEN, K. (2014) which could be used for my own research as well.

Choo, J., Tan, Y. K., Ong, F., Tiong, S. S., Nair, S., Ong, J., & Chan, A. (2019). What Works in Service-Learning?: Achieving Civic Outcomes, Academic Connection, Career Preparation, and Personal Growth in Students at Ngee Ann Polytechnic. *Michigan Journal of Community Service Learning*, 25(2), 95-132.

Choo, Tan, Ong, Tiong, Nair, Ong, and Chan (2019) interviewed college students, surveying them on the impacts of service learning as it pertained to improvement in personal and professional aspects of their lives. The results showed that they expressed a higher than average score for career preparation, academics, and civic outcomes. The study also mentions that it is important to have a reflection aspect of service learning in order for there to be a quality outcome from the experience and the students expressed that they had gotten guidance from instructor's which impacted the benefits they received.

I think that this article shows the benefits that service-learning has on its participants and the tools that the experience uses to make sure students are getting the most from the time they contribute. I think that the benefits of the experience could be useful but the particulars of the course are not as beneficial to my research questions.

Civico-Ariza, A., Colomo-Magana, E., Gonzalez-Garcia, E., & Sanchez-Rivas, E. (2020). Volunteering in the University ContextL Student Perception and Participation. *Education Sciences, 10*.

Civico-Ariza, Colomo-Magana, Gonzalez-Garcia, and Sanchez-Rivas (2020) gives background to a study done, specifically in Spain, looking into the importance of volunteering to college students, participation in volunteer activities, how factors contribute to likelihood to volunteer, and students' view toward volunteering. This article believes that volunteerism is not promoted in schools as much as it should be to get people involved. The study showed that most students have a very positive perception of volunteering and gender is a major factor in how likely a student is to volunteer, females are more likely to volunteer than male counterparts. Another major statistic that was shown was that about 25% of those studied had little to no trust in voluntary organizations.

I think that this article would be a good source of information regarding factors that contribute to the likelihood of a student volunteering and students' views of volunteering. I, however, do not think that the statistics about trust in voluntary organization is relevant to the questions I would like to ask for my research. It does not seem to align with information in other studies though.

Collet-Klingenberg, L. L., Hribar, K. E., & Fenwick, D. K. (2015). Developing Leaders through Service at the University of Wisconsin-Whitewater. *Learning Communities: Research & Practice, 3*(1).

Collet-Klingenberg, Hribar, and Fenwick (2015) looks at the impact of service-learning classes, with integrated practices on attitudes, outcomes, and experiences on college freshmen. The results of the study did not show a change in attitude between those who participated in service-learning classes and those who did not, but there did seem to be a rise in those who were volunteering. Students who had been in service-learning classes expressed that they were more likely to volunteer again than those who did not participate in these classes. Those that were in the classes usually saw a higher GPA and expressed that they were proud of what they had done for the betterment of the school.

I think that hearing from the students really adds to the results of the study because we understand why students do better in classes and why their experience had such an impact on them. I think that this article could be useful in the comparison of how the students involved in these courses did in relation to those who did not participate.

DeLuca, E., Andrews, L., & Hale, P. (2004). "You Learn How to Act": The Impact of Service with Elders on Student Learning. *Journal of Higher Education Outreach and Engagement, 9*(2), 91-105

DeLuca, Andrews, and Hale (2004) looked at the impact that working with the elderly, through a service project, had on beginning nursing students. Through required service learning for a community health course, students were able to develop communication skills necessary for their career. The study researched a class at a university in which communication skills were taught in the classroom through lectures, case studies, and videos which were then developed further during their required service-learning experience. The most important benefits that were identified by the study were volunteering to help others, improving oral communication skills, helping others, developing new skills, and developing an awareness of social problems. The study also identified the students' least important benefits from their service-learning experience which were ability to work cooperatively with others, personal satisfaction, developing a personal value system, finding a career helpful to others, and developing interpersonal skills. In the journals the students used to communicate with advisors, they expressed that the service-learning experience helped them learn how to effectively communicate with the elderly to better themselves for their future careers.

I think that this article shows some impact that service-learning and volunteering have on the students that participate, which is relevant as I would like to understand how volunteering impacts the skills of the volunteer, especially the social aspect. I also think that it is important to understand that every individual has specific benefits that draw them to participate and impact what they will get out of their experience.

Francis, J. E. (2011). The functions and norms that drive university student volunteering. *International Journal of Nonprofit & Voluntary Sector Marketing*, 16(1), 1-12.
<https://doi-org.ezproxy.bgsu.edu/10.1002/nvsm.390>

Francis (2001) recognizes young adults as a vital component in volunteer work and says that there has not been nearly enough research done into the need and motives of the demographic to volunteer. In the article, it looks into the various research that has been done on young adults and their engagements in volunteering. It presents the model that says there are three stages to volunteerism; factors prior to volunteering, experiences as a volunteer, and the interaction between the first two stages. The main motives of volunteers defined in the article are values, protective, enhancement, understanding, career, and social. The benefits listed in the article are new experiences, resume building, career networking, personal image, confidence building, and making friends. The article also talks about how we should better encourage students to engage in volunteer activities. By better studying young adults and their motives to volunteer or the benefits they are looking for from the experience, then we can better market the opportunities.

I think that this article could be a great look into motives for volunteering as well as how there is a difference in views between adults and young adults or college students. Between the different

articles, I think that it is important to compare what studies are looking for and how they are surveying people. This article gives a perspective into the lack of focus on student volunteers and how we get them engaged.

Knapp, Tim, Bradley Fisher, and Chantal Levesque-Bristol. 2010. "Service-Learning's Impact on College Students' Commitment to Future Civic Engagement, Self-Efficacy, and Social Empowerment." *Journal of Community Practice* 18 (2/3), 233-251.
<https://doi:10.1080/10705422.2010.490152>

Knapp, Fisher, and Levesque-Bristol (2010) points to student volunteers as vital in the foundation of community vitality as well democracy in the United States, studying how their perspective toward volunteering impacts their willingness to participate. The study involved two control groups, one involved in community service and one which were not involved in any service, and one experimental group which were in a 2-year service-learning program. The results showed that those who participated in the service-learning were twice as likely to volunteer five years later than the control groups. The control groups also became less concerned with their civic responsibility over the two year period. The study findings demonstrate how service-learning has a positive effect on the social development of college students and their commitment to civic engagement.

I think that findings supporting the increase in social development through community service and service-learning could be very helpful for my research and could help to explain why some students are more likely to continually be active in their community.

Kwenani, D. (Farwick), & Yu, X. (2018). Maximizing International Students' Service-Learning and Community Engagement Experience: A Case Study of Student Voices on the Benefits and Barriers. *Journal of Higher Education Outreach and Engagement*, 22(4), 29-52.

Kwenani and Yu (2018) talks about a study done on Midwest international college students and their time spent volunteering, both the benefits they got and the barriers they faced. Many colleges have classes that incorporate service-learning into their curriculum, organizations that host volunteer opportunities, and departments that specialize in "community-engaged learning". In recent years, colleges have found that they have seen an increase in international student volunteers and this could be linked to the lack of experience seen on international students' resumes. For this study, international students participated in a focus group to give perspective into the barriers they were facing and the perceived benefits. The study results show the majors of the volunteers, if they've had previous experience, and subjective topics such as what volunteering means to them, benefits, perspective, interactions, and barriers. The main benefits that were expressed were either personal feelings such as self-confidence or sense of reward and

knowledge that could be considered a life lesson. The barriers that students faced were time, process required to become a volunteer, transportation, culture, and language. This article also gave specific ways in which universities, staff, and agencies hosting volunteer or service-learning opportunities could better support international students.

I think that the benefits described in the study could be useful to compare to my research and could potentially raise questions as to whether other students face these same barriers. I do not think it is completely relevant because this study was conducted looking specifically into international students but I think it gives some insight into how being an international student may impact their responses to study questions.

Llenaes I. I., & Deocaris, C. C. (2019). Volunteerism Is Associated with Improved Soft Skills of Marine Engineering Students in the Phillipines. *Journal of Interdisciplinary Studies in Education*, 8(2), 57-73.

Llenaes and Deocaris (2019) gives background on how students who volunteer show improved academic performance, development of leadership potential, self-confidence boost, as well as an expansion of career paths and personal wellbeing. The specific soft skills that were assessed in the study were professional competence, critical thinking, communication skills, lifelong learning, social and ethical responsibility, productivity, and interpersonal skills. Data was also gathered on the students' gender, age, GPA, parents' education, and combined monthly family income to determine how it affected the outcome of the study. The results show that first-time volunteers and regular volunteers had better developed soft skills than non-regular volunteers.

I think that the article could be useful in the way that it looked into the soft skills that the students had during their time volunteering. I do not believe, however, that it will be useful in helping understand how volunteering helps develop their soft skills.

Moely, B. E., & Ilustre, V. (2019). Service Involvement and Civic Attitudes of University Alumni: Later Correlates of Required Public Service Participation during College. *Michigan Journal of Community Service Learning*. 25(1), 30-42

Moely and Ilustre (2019) looks into the requirement set in place at Tulane University after Hurricane Katrina in which students must complete two service-learning or community engagement courses in order to graduate. In the years after the requirement was added, the students showed a growth in civic attitudes, knowledge, and skills. This study also found that those who were more involved produced gains in political engagement and support of political candidates. The study also found that these students maintained their political engagement up to six years after college. Alumni who had completed the service-learning requirement were very

positive about the program and felt as though the experience was rewarding. The alumni also indicated that their participation had a favorable impact on their careers and often contributed to them earning higher salaries.

I think that this article gives a very good perspective on how volunteering impacts career, even in a monetary aspect as well as how it impacts one's contribution to the community, such as political engagement. I think that it is interesting that their engagement fell off after six years. This could be something to look at among alumni and how long they have been out of college in my research.

MOORE, E. W., WARTA, S., & ERICHSEN, K. (2014). College Students' Volunteering: Factors Related to Current Volunteer Settings, and Motives for Volunteering. *College Student Journal*, 48 (3), 386-396.

Moore, Warta, and Erichsen (2014) starts by giving the statistics of declining volunteerism in the United States and states that previous findings have shown the benefits of volunteering including cognitive gains and moral development, improved leadership skills, teamwork and time management, academic performance, and self-confidence. It continues about a study done on the motivations to volunteer and the benefits students got from their time volunteering. The study showed that students majoring in the social sciences or humanities were more likely to volunteer than any other majors. Other factors that were found to impact the decision to volunteer were gender, location, time commitment, career benefits, and social setting. The main motives that the study saw students receive from volunteering were helping others, self-improvement for their career or to evoke a beneficial feeling in themselves.

I think that this is a great article to use because it explains the factors that contribute to the likelihood someone is to volunteer, as well as the motives and benefits many have expressed about their experiences. I think that this study further confirms the main motives of college students to volunteer which is something that can be used for my own research.

Practicing what you preach: gauging the civic engagement of college graduates. (2000). *Change*, 32(6), 53-56. <https://doi-org.ezproxy.bgsu.edu/10.1080/00091380009601769>

Practice what you preach: gauging the civic engagement of college graduates (2000) looked at how college graduates participate in politics as well as how often they involve themselves in volunteer opportunities after graduation and how important these are to their lives. The results of the study show that the majority of graduated college students thought volunteering and keeping informed about politics was "somewhat important". They also expressed that most never worked in a political campaign and occasionally to never performed volunteer work.

I think that this is great in showing how volunteering impacts life after graduation, which in this case appears as though it had no impact. The students were not as involved after graduation as one may think. This is very different from what Moely and Ilustre (2019) found, where graduates were active in political campaigns for around six years after graduation. This study found that graduates were almost never involved and did not find it important to participate in political campaigns which contrasts the findings of Moely and Ilustre (2019). I would wonder if the time of the studies have anything to do with it at Moely and Ilustre (2019) was done almost 20 years later.

Preston, K. B., & Jean-Louise, K. (2020). A Community Service Organization Focused on the Arts to Develop Empathy in Pharmacy Students. *American Journal of Pharmaceutical Education* 84 (4): 514-19. doi:10.5688/ajpe7723.

Preston and Jean-Louise (2020) looks at Pro Mé, a student volunteer organization that creates opportunities for those with talents in the arts to use these talents to promote emotional wellbeing, helping students develop true connections with the patients unlike those of healthcare associated volunteer organizations. In around a year, the organization's membership grew from 27 to 66 and two members received Community Service Awards from the college. In the survey that was given to members of the organization, no negative thoughts were expressed either toward the organization or the benefits that it provided its members.

I think that this article could give insight as to the changes that volunteering evokes from volunteers, in this case empathy, and goes to show how volunteering helps to create connections to others.

Repeckiene, A., Kvedaraite, N., Zvireliene, R., & Glinskiene, R. (2014). Motives and benefits of students participation in voluntary activities. *Socialiniai Tyrimai*, 2, 96-107.

Repeckien, Kvedaraite, Zvireliene, and Glinskiene (2014) describes the motives for volunteering and the different perspectives associated with volunteering in other countries. The authors describe the three main categories that motives are placed in; helping others, need for novelty, and self-development. The United States has one of the highest rates of volunteerism compared to other countries, especially among college students. This study compared the percent of college students to the rest of the public who participated in volunteer activities in Lithuania, and broke it down into demographics by how far they were in their programs, gender, and if they were in a relationship. The results showed that a very low percentage of Lithuanian students (about 18.4%) were involved in such activities, but most of these individuals opted for long-term volunteerism which is great for community development.

I think that this article could be useful in explaining and categorizing motivations behind volunteering and the impacts it has on the community as well as the volunteer. I do not think, though, that the study in this journal is relevant to my research questions as I am not looking into the volunteering trends of other countries. I think this gave really good insight as to how, even though everyone may have a different reason to volunteer, we are still making a positive impact in our lives and our community. I think that this could be used alongside other articles on career development such as Burns, Toncar, Anderson, and Wells, (2008) and Choo, Tan, Ong, Tiong, Nair, Ong, and Chan (2019).

Simons, L., & Cleary, B. (2006). The Influence of Service Learning on Students' Personal and Social Development. *College Teaching*, 54(4), 307-319.
<https://doi-org.ezproxy.bgsu.edu/10.3200?CTCH.54.4.307-319>

Simons and Cleary (2006) addresses methodological limitations by looking at how service-learning impacts learning and social outcomes. The results of the study showed that gender, year in school and major all factor into the likelihood of someone to participate in service-learning and volunteer work. The study asked for statements from the students that were enrolled in the service learning in which they showed that their experience gave them a different outlook than they had previously had and the impacts it had on them personally or professionally.

This article was able to give personal statements from students which could be very beneficial in answering my questions from the perspective of the volunteer. I think that it was able to break down the categories in which students benefited from their experiences and shows the factors that play a role in determining likelihood of volunteering. This study can be compared to a few other studies including Repeckiene, Kvedaraite, Zvireliene, and Glinskiene (2014) and Francis (2011).

Yancy, D. C., Sutton-Haywood, M., Hermitte, E., Dawkins, P. W., Rainey, K., & Parker, F. E. (2008). The Impact of the Freshman Academy/Learning Communities on Student Progression and Engagement. *Journal of Negro Education*, 77(3), 250-263.

Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey, and Parker (2008) looks into a learning community that was put in place at a college that guarantees educational credits and is designed to better prepare students and help them achieve academic success. The results saw an increase in academic performance, student satisfaction, and student engagement.

This article highlights the benefits of service-learning and the impacts it can have on the student in positive ways. I think that this could be helpful in addressing the outcomes of volunteering for students. This can be related to any research I gather on service-learning students in particular as compared to those who just volunteer on their own. This study could be compared to Simons and

Cleary (2006) and the findings of their study of the impacts service-learning had on students and their willingness to participate in volunteer activities.

	Service learning	Career development/ Social network	Personal gain/ Self esteem/ Self confidence/ academics	Graduates/ later volunteering	Gender influence	Education influence/ major	Responsibility/ Moral Obligation	Community benefit/ helping others
1			x				x	
2		x		x	x		x	x
3		x	x		x	x		
4	x	x	x					
5					x			
6	x		x					x
7		x	x					x
8		x	x					
9	x		x	x		x		
10		x	x					
11		x	x		x	x		x
12	x	x		x				x
13		x	x			x		
14				x				x
15		x	x					
16			x	x		x		x
17	x	x	x					
18	x	x	x					

Developing Marketing Strategies to Enhance Students' Perception of Service
Within the Thompson Scholarship Program

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Honors Project

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Abstract

Volunteering is a large aspect of organizations and can be a very useful way of teaching people valuable skills, such as career preparation, communication, and relationship building. While past research has shown that volunteering requirements for students have had many positive benefits such as readiness for a future career, confidence building, and improved GPA, it does not accurately assess their past experiences and improvements that can be made when trying to attract students to volunteer opportunities. The Thompson Scholarship Program at Bowling Green State University is a program that provides students a scholarship one of the requirements for the scholarship being that scholars volunteer at least 10 hours of their time per semester. The Thompson Scholarship Program markets service opportunities that they have arranged as well as opportunities with partner organizations to offer hours needed to maintain their scholarship. To understand the experiences had by Thompson Family Scholars and offer a way for them to input areas they feel can be improved, I created a survey distributed to Thompson Family Scholars. The survey asked for background information about their year and area of study, and the scholarship cohort to which they belong. The survey then asked them where they find their service opportunities, how many service hours they plan to log for the upcoming semester, and their perceptions of past experiences volunteering as well as their experiences volunteering with the Thompson Scholarship Program. From my research, I found that the majority of Thompson Family Scholars volunteer through the program some of the time to never and often look elsewhere for service hours. I believe that this data can be used to improve upon what is already being done to get more students engaged with the service opportunities being offered by the Thompson Scholarship Program.

Introduction

Most know that organizations are always looking for volunteers, especially within the university, and many of those volunteer positions are left unfulfilled. At the beginning of this project, I was looking to research students' perceptions of their volunteering experiences and how we can improve such events in the future so that students would be more inclined to volunteer. I was hoping to see what they were looking for from these experiences so that those expectations could be used to target certain students for different opportunities. From the background research, I decided to change my interests and look specifically at the Thompson Scholarship Program and the marketing they use to provide their scholars with service opportunities.

I decided to change my interest in the Thompson Scholarship Program specifically because, while I myself am a Thompson Family Scholar, I rarely participate in service opportunities promoted by the program and wanted to know if others were the same way and understand why scholars may not be participating in these opportunities. I also wanted to look into the number of service hours that scholars were logging to see if they were only volunteering to log their required hours to maintain their scholarship or if they were going beyond that for other reasons. I felt that if I could gather data on these topics from other scholars, I could make suggestions of certain aspects that could be changed or improved to increase scholar engagement, not only in Thompson-promoted service but engagement in service that pushes them past the 10-hour requirement of the scholarship.

Through my research, I was looking to understand what current Thompson Family Scholars think about how service opportunities are marketed to them and see where this can be improved to keep scholars interested and engaged in service. The survey given was not only

asking about background information on scholars but also the experiences they have had with volunteering and the program itself to see the areas that can be changed or improved upon to make scholars more inclined to volunteer more than required of them by the scholarship.

The past research that I found about volunteering explains the benefits of volunteering as well as the motivations pulling one to volunteer. Through this research, I focused on the gap, how to attract more volunteers and better engage them in opportunities that are presented instead of such organizations having to seek out volunteers and spots being potentially left unfulfilled. Organizations can offer opportunities and incentives to bring in volunteers, but it really comes down to perceptions that the volunteer has and how their past experiences have impacted their willingness to volunteer.

I believe that by understanding the perceptions that Thompson Family Scholars have about the program and from their past experiences we can suggest areas that can be changed to encourage students to give more of their time to organizations that need volunteers to keep doing what they are doing throughout the community. With this survey, I hoped to find how past experiences have impacted how willing students are to keep participating in volunteering, especially with the same organization. The Thompson Scholarship Program promotes service and I am looking to understand how to get scholars to volunteer more than required by the scholarship.

Literature Review

Volunteering, especially among students, is a driving force of our society, not only because it aims to better communities, but it encompasses many benefits to the volunteers themselves. Service-learning, while not completely voluntary in some cases, has shown much success for the students and the community it serves through the guidance and opportunities it

provides to students. Research shows that certain factors have a greater impact on the likelihood of someone to participate in voluntary activities such as their education, gender, and what they believe they will receive in exchange for their time. When students consider volunteering, many look at the possible benefits for themselves, whether this is for their career or their own personal gain.

Research has shown that service-learning makes up a large portion of volunteerism amongst college students and has shown to have great benefits resulting from the experiences they have had, whether these be a graduation requirement or additional opportunities provided within the university. When service learning was made a requirement for graduation, studies show that students showed major growth in several different areas including their civic attitude, knowledge, and communication. In particular, optional service-learning experiences showed positive impacts on the students such as a higher GPA, personal and professional impacts, and greater student engagement. Researchers also found that students who had participated in a service-learning class expressed that they were proud of what they had accomplished during this time and were more likely to volunteer again than those who were not in the service-learning classes. (Moely & Llustre, 2019; Deluca, Andrews, & Hale, 2004; Collet-Klingenberg, Hribar, & Fenwick, 2015; Simons & Cleary, 2006; Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey, & Parker, 2008). (Moely & Llustre, 2019; Deluca, Andrews, & Hale, 2004; Collet-Klingenberg, Hribar, & Fenwick, 2015; Simons & Cleary, 2006; Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey, & Parker, 2008).

A multitude of studies have been done looking into the motivation of college students to participate in volunteer activities, some deeming it their social responsibility and others saying students play a vital role in the community, but most can agree that gender, education, feeling of

moral obligation, and benefit to their community are key to participation. Several researchers concluded that females are more willing to participate in volunteer activities than their male counterparts. (Berei, 2020; Burns, Toncar, Anderson, & Wells, 2008; Civico-Ariza, Colomo-Magana, Gonzalez-Garcia, & Sanchez-Rivas, 2020; Burns, 2020). Another demographic that helps us understand students' likelihood of volunteering is their education, which includes their major and year of study. Studies show that students majoring in the social sciences or humanities were more likely to volunteer than any other major, as well as students in the first few years of their program. (Moore, Warta, & Erichsen, 2014; Berei, 2020). From past studies, another important motivation students have for volunteering is the betterment of their community through their service. Researchers discovered that students connected the likelihood to volunteer with a perceived moral obligation they had to help their community or society as a whole experienced improved communication skills, felt a sense of accomplishment, and were proud of what they had done for the betterment of their school. (Bailey & Russell, 2010; Deluca, Andrews, & Hale, 2004; Berei, 2020, Collet-Klingenberg, Hribar, & Fenwick, 2015).

The benefits that volunteering experiences can give students also have a great deal of impact on the likelihood that they will participate as most students would like to receive something in return for the time they are giving. Previous studies show that the main motivation students have to volunteer is their career and the preparation that the experience can give them. It was found that volunteering helped students build their resumes and network for their future careers. Also noted as an important benefit was personal gain, including the impacts on their personal image, confidence building, and friendship building. In another study, students said that their outlook on volunteering had changed when the experience had an impact on them in a

personal capacity. (Choo, Tan, Ong, Tiong, Nair, Ong, and Chan, 2019; Francis, 2001; Moely and Ilustre, 2019; Llenaresm and Deocarism, 2019; Simons and Cleary, 2006).

Volunteering can greatly impact our society and it has been shown that student volunteers play a vital role, being key to keeping our society positive and intact. Plenty of positive effects have been studied through service-learning, while not always voluntary, which can be a great way to get students involved while providing them with resources to better them academically, personally, and professionally. Research shows that the willingness of someone to volunteer can be estimated by looking at their gender, education, and motivations they have going into the experience. A number of sources have found the main benefits of volunteering to be a career or personal gain for the volunteer, which can make them more prepared for life through communication and career readiness. This research, while very helpful, shows the lack of research into strategies to get more students involved which is the gap I would like to fill with research of my own.

Methods

To gain valuable information about the perceptions Thompson Family Scholars have about volunteering, I used a Qualtrics survey distributed to current Thompson Family Scholars at Bowling Green State University. This method gave me the opportunity to understand their past experiences with volunteering and what, if anything, they felt the Thompson Scholarship Program could improve upon to engage more students in the opportunities they provide and connections with service partners that could help them get more involved. The survey started with asking for consent and explaining the details of the survey, including the purpose, which was using the perceptions Thompson Family Scholars have about volunteering to make suggestions for the improvement of the marketing strategies employed by the Thompson

Scholarship Program. Background information collected included questions about their year of study, major, scholarship cohort, and how they find service opportunities. The survey then turned to questions more solely focused on the Thompson Scholarship Program and past experiences scholars have had. Respondents were asked questions more focused on their scholarship such as how many hours they planned to log for the summer/fall semester, how difficult they thought finding service was, what qualities they looked for when searching for service, and their perception of the opportunities the Thompson Scholarship Program has provided. Certain questions only appeared when scholars chose a particular response to a previous question, such as the question “Do you let a Thompson Scholarship Program advisor know when you are struggling?” only appeared if the respondent had answered “No” when asked, “Would you say that it is easy to find service hours?”. By doing this, it allowed for more extensive questions to those who were struggling or had issues to be able to share their experiences more in-depth, which could aid in making better suggestions for improvements to the marketing strategies used by the Thompson Scholarship Program.

The survey includes a range of different question types to accurately gather data from the respondents. Some questions were set up as Likert scales, allowing respondents to rate how likely they would be to participate in service based on certain qualities, positive or negative impacts, and frequencies of time. Other questions were written responses that enabled the respondent to give their experiences in their own words and space to explain how they have felt about certain areas of their volunteering or the program. The select-all-that-apply questions gave scholars a variety of different answers and they could pick the options that best fit their participation in previous service, in some cases, they even had an option for an “Other” response where they could write in an answer that was best for them but was not listed.

I felt that a survey would be the best option because it allows for the voices of Thompson Family Scholars to be heard and gives them a way to provide improvements that can be made in the future. Through this method of surveying Thompson Family Scholars, I was able to provide them with an opportunity to earn service for their scholarship while trying to improve upon the program itself so that Thompson Family Scholars will be more engaged in service and the program can create well-rounded scholars.

Results

The goal of the data is to understand background knowledge and experiences had by Thompson Scholars to suggest improvements that can be made to the marketing strategies used by the Thompson Scholarship Program based on the perceptions of scholars and the trends in their volunteering through the program. Future research could be employing a similar survey to scholars to understand how scholars feel about the program and any improvements they feel can be made and the aspects of the program that they feel are working really well.

Figure 1. Scholar Year of Study

Year of Study	Number of Responses	Percentage of Responses
First Year	17	20.99%
Second Year	21	25.93%
Third Year	11	13.58%
Fourth Year	12	14.81%
No Response	20	24.69%

From the results of *Figure 1*, this data is useful in determining those who participated in the survey given some background knowledge in understanding their perceptions of the strategies

employed by the Thompson Scholarship Program. The results give a better range of the experiences had by scholars and how perceptions differ by their year of study.

Figure 2. Scholar Cohort

Scholarship Cohort	Number of Responses	Percentage of Participants
2018	2	2.47%
A2019	4	4.94%
T2020	0	0%
A2020	7	8.64%
2020	5	6.17%
A2021	15	18.52%
2021	17	20.99%
T2021	7	8.64%
No Response	24	29.63%

The results in *Figure 2* show what cohort the scholars are a part of which is effective in recognizing who participated in the survey so we can see the perceptions of each cohort and if perceptions change as scholars are in the program longer.

Figure 3. Scholars' Areas of Study

Major	Number of Responses	Percentage of Participants
Science	27	33.33%
Education	13	16.05%
Business	6	7.41%
Social Sciences/Humanities	6	7.41%
Arts	5	6.17%

Undecided	1	1.23%
No Response	23	28.40%

The data shown in *Figure 3* displays the majors of those who participated in the survey and could add to previous data of which majors are more likely to volunteer over others. This could also give insight as to how certain opportunities can be targeted toward scholars based on their area of study to better engage them in service.

Figure 4. Planned Volunteer Hours For Summer/Fall Semester

Number of Volunteer Hours	Number of Responses	Percentage of Participants
10 hours	18	22.22%
> 10 hours	27	33.33%
> 20 hours	11	13.58%
> 30 hours	2	2.47%
> 40 hours	3	3.70%
No Response	20	24.69%

Figure 4 shows the number of service hours that the respondents plan to log for the summer/fall semester for their scholarship. This is helpful by showing the percentage of scholars who meet the requirement for the scholarship and those who go beyond the required number of hours. I am hoping that if improvements or changes are made to what is currently being done, then the number of responses with a greater number of service hours will begin to increase.

Figure 5. Where Thompson Family Scholars Look to Find Service Opportunities

Strategy	Number of Responses
Peers/Friends	8
Parents/Family	4
TFS (Thompson Family Scholarship)	30
Online/Google	6
Locally/Community	11
Social Media	2
Campus	5
Clubs/Organizations	8
Home	6
Major/Professors/Mentors	6
Emails	6
No Response	2

By assessing the information in *Figure 5* we can see where Thompson Family Scholars are searching to find their service hours. Looking at the data we can determine what is working best to attract volunteers and can take what aspects are working and improve them within the Thompson Scholarship Program to engage more volunteers.

Figure 6a. Scholar Perception of Ability to Find Service

Response	Number of Responses	Percentage of Participants
No	11	13.58%
Yes	46	56.79%
No Response	24	29.63%

The data in *Figure 6a* shows how difficult scholars perceive finding service opportunities to be. By understanding the difficulty of finding service, improvements can be made to market better opportunities or review with scholars ways to find service when they are having troubles. This could help to make it easier for scholars to find service on their own and better engage them in volunteer opportunities.

Figure 6b. Scholar Outreach When Struggling to Find Service

Response	Number of Responses
No	3
Yes	9

The results of *Figure 6b* shows us if scholars reach out to let someone know that they are struggling to find service and if not, look into why they are not letting somebody know. This could also exhibit a need to reiterate to scholars that they can always reach out for help.

Figure 6c. Issues Scholars Had When Searching For Service

Issues	Number of Responses
Time/schedule conflicts	7
Lack of Interest	3
Lack of Transportation	3
Other	3

The information in *Figure 6c* gives some insight as to the obstacles that scholars face when they are searching and maybe allow the Thompson Scholarship Program to combat some of these issues or give suggestions of other options that scholars may be interested in if they are unable to attend a certain opportunity. By understanding the conflicts scholars face, the Thompson

Scholarship Program can suggest solutions to engage more scholars in opportunities they are interested in.

Figure 7. Scholar Frequency of Participating in Thompson Promoted Service

Frequency of Service with Thompson Scholarship Program	Number of Responses	Percentage of Participants
All of the time	2	2.47%
Most of the time	10	12.35%
Some of the time	22	27.16%
Rarely	16	19.75%
Never	6	7.41%
No Response	25	30.86%

The data in *Figure 7* shows how often the respondents participated in volunteer opportunities promoted by the Thompson Scholarship Program. By understanding how often scholars participate in the experiences promoted by the program, improvement can be made to find what scholars look for in their service and how the Thompson Scholarship Program can target opportunities for its scholars.

Figure 8. Scholar Perception of Successful Strategies Thompson Scholarship Program Uses to Promote Service

Marketing Strategy	Number of Responses
Service opportunity spreadsheet	30
Service opportunity emails	42
Canvas announcements	30
Canvas calendar	7
TFS social media account	10
TFS Newsletter	7
TFS advisor	17
Other	1

From the results in *Figure 8*, they show which strategies are used more by scholars to find their service. This can be used to see what strategies are working really well and improve those so that they are useful to more scholars when looking for service opportunities.

Figure 9. Types of Service in Which Scholars Choose to Participate

Type of Service	Number of Responses
Thomson Scholarship Program promoted	41
University promoted	26
Service with an organization on campus (greek life, honor society, student organization)	18
Continued service with a place from home or on campus	29
Other	4

The data in *Figure 9*, demonstrates where Thompson Family Scholars volunteer and can be used to evaluate the strategies that are used by other service opportunities to engage volunteers that may be different than those employed by the Thompson Scholarship Program. Through this data, improvements can be suggested to attract more volunteers to participate in opportunities promoted by the Thompson Scholarship Program.

Figure 10. Qualities Scholars Look for in Service Opportunities

Quality	Number of Responses
Communication	26
Teamwork	29
Career Preparation	18
Positive impact on Academic Performance	22
Fostering friendships/relationship	25
Feeling of Betterment of the Community	39
Sense of Accomplishment	33
Leadership	18
Other	3

From the data in *Figure 10*, it can be seen where priorities are placed when Thompson Family Scholars are looking for when searching for volunteer opportunities. This can be used to attract volunteers by displaying their potential motivations and targeting them toward Thompson Family Scholars.

Figure 11. Likeliness of Scholars to Volunteer Based on Qualities and Knowledge Related to the Service

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
The possible benefits of the experience	34	17	1	0
Transportation would be provided	36	15	1	0
You knew friends that were also going	38	11	2	1
You had more notice about the opportunity	36	13	2	1
Relation to your major or specific interests	37	14	1	0
Other	30	12	3	6

The results from *Figure 11* display knowledge that, if provided, would impact a Thompson Family Scholars' likeliness to participate in the volunteer opportunity. This can be used to make improvements to how service opportunities are presented by giving more information to Thompson Family Scholars about the service being promoted.

Figure 12. Scholar Perceptions of Thompson Scholarship Program Volunteer Experiences

Perception of Volunteer Experiences	Number of Responses	Percentage of Participants
Mostly positive	35	85.37%
Somewhat positive	5	6.17%
Somewhat negative	0	0%
Mostly negative	0	0%
No Response	1	1.23%

Figure 12 shows the responses of the participants about their perceptions of their experiences volunteering with Thompson-promoted service opportunities. By understanding scholar perceptions, we can determine what is being done that positively impacts Thompson Family Scholars' likeliness to participate in such volunteer opportunities and use that to target other scholars.

Figure 13. Scholar Perceptions of How Qualities Impact Their Overall Volunteer Experience

Quality	Mostly Positive	Somewhat Positive	Somewhat Negative	Mostly Negative
Communication	27	14	0	0
Teamwork	27	14	0	0
Career Preparation	17	19	4	1
Academic Performance	21	15	4	1
Friendships	22	14	4	1
Feeling of Betterment of the Community	29	12	0	0
Sense of Accomplishment	28	12	1	0
Leadership	21	18	2	0

The data in *Figure 13* shows what areas scholars had positive and negative impacts on their overall volunteering experiences through the Thompson Scholarship Program. By understanding the impacts each quality has on the perception of Thompson Family Scholars' volunteer experiences, the Thompson Scholarship Program can see what areas affect scholars' perceptions the most and see what ways this can be improved.

Figure 14. Other Perceived Areas of Benefit From Thompson-Promoted Service Opportunities

Response	Number of Responses
Yes	13
No	27

Figure 14 gave Thompson Family Scholars a place to talk about any other areas that they felt they benefited from their volunteer experiences that had not already been asked about in previous questions. This could be used to discuss the benefits that scholars could gain from their time volunteering aside from maintaining their scholarship and helping the community.

Figure 15. Scholar Opinion on if the Thompson Scholarship Program Provides a Variety of Service Opportunities

Response	Number of Responses	Percentage of Participants
Yes	47	58.02%
No	6	7.41%
No Response	28	34.57%

The results in *Figure 15* can be used to determine how scholars perceive the variation of service opportunities promoted by the Thompson Scholarship Program. These results can be used to improve the variety of service opportunities promoted by the Thompson Scholarship Program or allow input from those students unhappy with the variety provided to give suggestions of opportunities they would like to see promoted.

Figure 16. Scholar Opinion on if the Thompson Scholarship Program Provides a Good Frequency of Service Opportunities

Response	Number of Responses	Percentage of Participants
Yes	59	72.84%
No	1	1.23%
No Response	21	25.93%

The data in *Figure 16* displays how scholars feel about how frequently the Thompson Scholarship Programs promotes and sends out information about service opportunities. Since almost all of the respondents believe that the frequency of service opportunities is good, the Thompson Scholarship may be inclined to find a way to better target certain opportunities to different scholars.

Figure 17. The Best Ways Scholars Can Be Reached About Service Opportunities

Marketing Strategy	Number of Responses
Service Opportunity Spreadsheet	26
Service Opportunity Emails	44
Canvas Announcements	35
Canvas Calendar	12
TFS Social Media	15
TFS Newsletter	14
TFS Advisor	19
Other	1

Figure 17 shows which strategies are working well for scholars. By determining the strategies that are working well for scholars, areas that are not doing as well can be improved to draw in more attention from scholars. These results can also be used so that scholars use the methods that

work for them instead of being overwhelmed by all the ways that the Thompson Scholarship Program promotes their service opportunities.

Discussion

Past research and the results of the survey show that people want to get something out of their experience volunteering. What they take away from these opportunities and the impact the experience had on them is a likely indicator of how much they will volunteer in the future. If a student has had a negative experience in the past or the experience was of seemingly no benefit to them, they will be less likely to continue volunteering with the same organization or perhaps, volunteering in general. Past research and the results of my survey to Thompson Family Scholars show that volunteers want to take something away from the experience to make it worthwhile, whether this be a feeling of accomplishment or betterment of the community, development of skills, friends, or academic improvement, many students want to something in return for their time.

The background information asked was used to compare with past research as well as to understand who participated in the survey. Past research found that those majoring in the social sciences and humanities were more likely to volunteer than other majors (Moore, Warta, & Erichsen, 2014). Much research, however, found that 33.33% of participants in the survey have science majors and only 7.41% are majoring in the social sciences, which contradicts the past research. Other important background information included the cohort of the participant and their year of study. Another study found that those in their first couple years of college were more likely to volunteer than those who were closer to graduation (Berei, 2020). Of the results shown in Figure 1, 46.92% are in their first or second year and only 28.39% are in their third or

fourth year. This information supports the data from previous research that those closer to graduation are less likely to participate in volunteer opportunities.

Figure 6a shows that 13.58% of respondents had difficulty finding service opportunities. *Figure 6b* illustrates that of the 13.58%, 25% did not inform a Thompson Advisor that they were struggling. Of that 13.58% from *Figure 6a*, almost half (43.75%) of the respondents had issues with the time commitment or conflicts with their schedule, causing their difficulty in finding service (*Figure 6c*). To combat this issue, during a summer link informational session such as time management, some time can be taken to help students block out time for service in their schedule just as they would for studying or time for their social lives. Another solution for this is to introduce students to how to find service and the different marketing strategies that the Thompson Scholarship Program has in place to offer service opportunities to scholars.

Figure 7 relates to how often scholars participate in volunteer opportunities promoted by the Thompson Scholarship Program. 14.82% of respondents said that they volunteered “Most of the time” or “All of the time” and 54.32% said that they volunteered “Never”, “Rarely”, or “Some of the time”. If scholars are not finding service through the program then they have to be finding it somewhere else, by looking at this data and the results in *Figure 5* about where scholars find their service, strategies can be taken about how other organizations are marketing their service and the type of service that scholars usually participate in so as to attract more scholars to those opportunities promoted by the program. By allowing scholars to make suggestions or requests of the kinds of opportunities they would like to see or organizations they would like to see the program partner with, scholars may be more inclined to volunteer.

The results in *Figure 8* show the most and least successful strategies employed by the Thompson Scholarship Program to attract volunteers to service opportunities. According to the

results, service opportunity emails (42 responses) are the most successful, followed by the service opportunity spreadsheet (30 responses) and canvas announcements (30 responses). I believe that improvements can be made to those not as helpful, other strategies to make them more successful or more focus can be placed on the strategies that scholars like to use the most to make sure that opportunities are being added timely and accurately to attract more volunteers. Scholars were also asked which strategies they felt were the best to reach them about service opportunities, *Figure 17* shows that scholars feel that the top 3 ways to reach them are service opportunity emails (44 responses), followed by canvas announcements (35 responses), and then the service opportunity spreadsheet (26 responses). This reinforces the idea that scholars feel that they are able to navigate service opportunities by searching through the service opportunity spreadsheet.

When looking for service opportunities, scholars look for the ability to gain something from their service. *Figure 10* shows that scholars' top qualities they look for are feeling of betterment of the community (39 responses), sense of accomplishment (33 responses), and then teamwork (29 responses). *Figure 13* let scholars express how these qualities impacted their perception of their volunteer experience, showing that feeling of betterment of the community (29 responses) had the most positive impact, followed by sense of accomplishment (28 responses), and then teamwork (27 responses) and communication (27 responses). This supports past research that stated that moral responsibility was among the highest motivations of students to volunteer (Bailey and Russell, 2010; Berei, 2020).

Figure 11 allowed scholars to rate the impact that certain qualities or knowledge would have on their likeliness to volunteer. The results for each were very similar in the number of scholars that indicated they would be very likely to make them volunteer in the experience. From

most selected to least selected are “You knew friends were going” (38 responses), “Relation to your major or specific interests” (37 responses), “You had more notice about the opportunity” (36 responses), and “Transportation would be provided (36 responses), then “The possible benefits of the experience” (34 responses). Looking into each quality specifically, I believe that an excel where students sign up for events would let them see others who are also volunteering which would allow them to find their friends or pushes them out of their comfort zone to meet new people. As for major or interest-specific opportunities, I think a questionnaire or list scholars could add to would be great to see what sort of opportunities scholars would like whether it just be an interest they have or specific suggestions of an opportunity. Another suggestion is to make different sections or color-code service opportunities in the spreadsheet based on certain interests or majors so that they are easy to find. As for more notice of opportunities, sometimes there is not much that can be done about this considering when the program is given notice of certain opportunities or organizations that need help. Sometimes scholars may just need to look at the service opportunity spreadsheet more frequently to give themselves more time before the service. For issues with transportation to the service, extra service hours could be offered to those that are willing to drive others and a list could be made of those that are willing to drive and contact information so that interested scholars can reach out if a ride is needed. Lastly, some volunteers would like to know in advance how they can benefit from the service, if this is a place that the Thompson Family Scholarship Program has partnered with in the past or had scholars participate in this service, it could be interesting to get a reflection from them and advertise this to future scholars that may be interested.

In *Figure 12* scholars rated their perception of their volunteer experiences through the program and 85.37% said that they had a mostly positive experience and 6.17% had a somewhat

positive experience. To understand what is impacting these views, a reflection can be done for each experience after the scholar has volunteered to give feedback on the opportunity and what they felt most impacted them. Currently, scholars reflect on their service when they submit their hours and for some, this is way after they have volunteered and they are stuck thinking back to when they volunteered, but if a reflection was instead asked shortly after they volunteer, their reflection may be more accurate. This feedback can be used to make changes to the service opportunity or can be passed along to the organization so that they may be able to improve their own event or opportunity in the future.

Another aspect that seemed important to think about was the frequency and variety of service opportunities that the Thompson Scholarship Program markets and promotes to its scholars. Of the responses in *Figure 15*, 58.02% of Thompson Family Scholars that participated in the survey said that the Thompson Scholar Program provides a nice variety of service opportunities, and only 7.41% of those that participated do not think that there is a nice variety of service opportunities. *Figure 16*, 72.84% of scholars like the frequency of service opportunities that are provided, and 1.23% do not feel that there is a good frequency of events promoted by the Thompson Scholarship Program.

The implementation of even one or a few of these suggestions could greatly increase the number of scholars willing to participate in volunteer opportunities. Scholars may also have better perceptions of the work that they did and take away more from their experience. Many of these suggestions rely on the reflection and input of scholars themselves, which only works if Thompson Family Scholars are willing to give feedback and participate in surveys distributed by the Thompson Scholarship Program. For scholars to get more out of their experience, they have to be willing to put in a little work to help improve the program. Some of these suggestions could

also be accomplished with surveys given to Thompson Family Scholars and this could also be used as a guide for how the improvements have benefited scholars and the impact it has had on their perception of their service as well as the program as a whole.

References Cited

Bailey, A., & Russell, K. (2010). Predictors of Interpersonal Growth in Volunteer Tourism: A Latent Curve Approach. *Leisure Sciences*, 32(4), 352-368.

Bailey and Russell (2010) present a study in which the purpose was to determine how volunteer travel experiences impacted openness, civic attitudes, and wisdom of college participants. The motivations observed in this study from most important to least important were self-interest, enhancing their skills, and then a sense of moral obligation. This study also talked about a decline of civic engagement in America which in turn could lead to negative effects on a democratic society. Civic engagement can strengthen bonds between people who may already have things in common, but can also promote understanding between different social groups. The outcomes from the Pay It Forward Tour done by this organization were civic attitude, openness, and wisdom construct composed of cognition, affection, and reflection.

From this article, I think that the outcomes and how they changed from before their travel could be useful because it talks about the outcomes that were noticed from the experience, but I think that this study looks very specifically at travel volunteering instead of individual or group volunteering consistently and the motives behind it.

Berei, E. B. (2020). The Social Responsibility among Higher Education Students. *Education Sciences*, 10.

Berei (2020) tried to determine the social responsibility one affiliates with volunteering as well as the motivations behind their willingness to participate in volunteer activities. The motivations found by this study were learning or self-esteem, community benefit, social network, and work experience. The study also showed that those more willing to volunteer were female and in their first few years in college, and those closer to graduation were less likely to be involved in voluntary activities. The type of organization also played a part in students' willingness to volunteer, most students participated with non-profit organizations over profit organizations or with no volunteer group at all.

This article is useful in the factors that play into the willingness of a student to volunteer as well as who they prefer to work with. I also think that the motivations can be compared to those in other studies and can help in the categorization within my own study of why students choose to volunteer.

Burns, D. J., Toncar, M., Anderson, C., & Wells, C. (2008). The Effect of Gender on the Motivation of Members of Generation Y College Students to Volunteer. *Journal of Nonprofit & Public Sector Marketing*, 19(1), 99-118.

https://doi-org.ezproxy.bgsu.edu/10.1300/J054v19n01_05

Toncar, Anderson, and Wells (2008) study how the relationship between gender and motivation to volunteer in young adults as they play a vital role in the fulfillment of the missions of volunteer organizations. Most studies only look at spontaneous, one-time volunteer experiences instead of researching long-term volunteering commitments. One of the main

reasons for this study was to understand the volunteers that organizations were trying to recruit so as to better market to such persons. The six motives for volunteering identified by this study are career, esteem, social, protective, understanding, and value. It was shown that Generation Y (young adults) have greater involvement in volunteer activities than other generations, participation seems to be greatly impacted by gender and education. The results of the study showed that females have a significantly stronger motivation to volunteer than males did and they possessed stronger esteem motivations than their male counterparts.

This article could be useful in its research of the factors that influence a student's willingness and motivation to participate in voluntary activities. The motives for volunteering seem to be similar to those of other studies such as Francis, J. E. (2011) and MOORE, E. W., WARTA, S., & ERICHSEN, K. (2014) which could be used for my own research as well.

Choo, J., Tan, Y. K., Ong, F., Tiong, S. S., Nair, S., Ong, J., & Chan, A. (2019). What Works in Service-Learning?: Achieving Civic Outcomes, Academic Connection, Career Preparation, and Personal Growth in Students at Ngee Ann Polytechnic. *Michigan Journal of Community Service Learning*, 25(2), 95-132.

Choo, Tan, Ong, Tiong, Nair, Ong, and Chan (2019) interviewed college students, surveying them on the impacts of service learning as it pertained to improvement in personal and professional aspects of their lives. The results showed that they expressed a higher than average score for career preparation, academics, and civic outcomes. The study also mentions that it is important to have a reflection aspect of service learning in order for there to be a quality outcome

from the experience and the students expressed that they had gotten guidance from instructor which impacted the benefits they received.

I think that this article shows the benefits that service learning has on its participants and the tools that the experience uses to make sure students are getting the most from the time they contribute. I think that the benefits of the experience could be useful but the particulars of the course are not as beneficial to my research questions.

Civico-Ariza, A., Colomo-Magana, E., Gonzalez-Garcia, E., & Sanchez-Rivas, E. (2020).

Volunteering in the University ContextL Student Perception and Participation. *Education Sciences, 10*.

Civico-Ariza, Colomo-Magana, Gonzalez-Garcia, and Sanchez-Rivas (2020) give background to a study done, specifically in Spain, looking into the importance of volunteering to college students, participation in volunteer activities, how factors contribute to likelihood to volunteer, and students' view toward volunteering. This article believes that volunteerism is not promoted in schools as much as it should be to get people involved. The study showed that most students have a very positive perception of volunteering and gender is a major factor in how likely a student is to volunteer, females are more likely to volunteer than their male counterparts. Another major statistic that was shown was that about 25% of those studied had little to no trust in voluntary organizations.

I think that this article would be a good source of information regarding factors that contribute to the likelihood of a student volunteering and students' views of volunteering. I, however, do not think that the statistics about trust in a voluntary organization is relevant to the

questions I would like to ask for my research. It does not seem to align with information in other studies though.

Collet-Klingenberg, L. L., Hribar, K. E., & Fenwick, D. K. (2015). Developing Leaders through Service at the University of Wisconsin-Whitewater. *Learning Communities: Research & Practice*, 3(1).

Collet-Klingenberg, Hribar, and Fenwick (2015) look at the impact of service-learning classes, with integrated practices on attitudes, outcomes, and experiences of college freshmen. The results of the study did not show a change in attitude between those who participated in service-learning classes and those who did not, but there did seem to be a rise in those who were volunteering. Students who had been in service-learning classes expressed that they were more likely to volunteer again than those who did not participate in these classes. Those that were in the classes usually saw a higher GPA and expressed that they were proud of what they had done for the betterment of the school.

I think that hearing from the students really adds to the results of the study because we understand why students do better in classes and why their experiences had such an impact on them. I think that this article could be useful in the comparison of how the students involved in these courses did in relation to those who did not participate.

DeLuca, E., Andrews, L., & Hale, P. (2004). "You Learn How to Act": The Impact of Service with Elders on Student Learning. *Journal of Higher Education Outreach and Engagement*, 9(2), 91-105

DeLuca, Andrews, and Hale (2004) looked at the impact that working with the elderly, through a service project, had on beginning nursing students. Through required service learning for a community health course, students were able to develop communication skills necessary for their careers. The study researched a class at a university in which communication skills were taught in the classroom through lectures, case studies, and videos which were then developed further during their required service-learning experience. The most important benefits that were identified by the study were volunteering to help others, improving oral communication skills, helping others, developing new skills, and developing an awareness of social problems. The study also identified the students' least important benefits from their service-learning experience which were the ability to work cooperatively with others, personal satisfaction, developing a personal value system, finding a career helpful to others, and developing interpersonal skills. In the journals the students used to communicate with advisors, they expressed that the service-learning experience helped them learn how to effectively communicate with the elderly to better themselves for their future careers.

I think that this article shows some impact that service-learning and volunteering have on the students that participate, which is relevant as I would like to understand how volunteering impacts the skills of the volunteer, especially the social aspect. I also think that it is important to

understand that every individual has specific benefits that draw them to participate and impact what they will get out of their experience.

Francis, J. E. (2011). The functions and norms that drive university student volunteering.

International Journal of Nonprofit & Voluntary Sector Marketing, 16(1), 1-12.

<https://doi-org.ezproxy.bgsu.edu/10.1002/nvsm.390>

Francis (2011) recognizes young adults as a vital component in volunteer work and says that there has not been nearly enough research done into the need and motives of the demographic to volunteer. The article, looks into the various research that has been done on young adults and their engagements in volunteering. It presents the model that says there are three stages to volunteerism; factors prior to volunteering, experiences as a volunteer, and the interaction between the first two stages. The main motives of volunteers defined in the article are values, protective, enhancement, understanding, career, and social. The benefits listed in the article are new experiences, resume building, career networking, personal image, confidence building, and making friends. The article also talks about how we should better encourage students to engage in volunteer activities. By better studying young adults and their motives to volunteer or the benefits they are looking for from the experience, then we can better market the opportunities.

I think that this article could be a great look into motives for volunteering as well as how there is a difference in views between adults and young adults or college students. Between the different articles, I think that it is important to compare what studies are looking for and how

they are surveying people. This article gives a perspective on the lack of focus on student volunteers and how we get them engaged.

Knapp, Tim, Bradley Fisher, and Chantal Levesque-Bristol. 2010. "Service-Learning's Impact on College Students' Commitment to Future Civic Engagement, Self-Efficacy, and Social Empowerment." *Journal of Community Practice* 18 (2/3), 233-251.

<https://doi:10.1080/10705422.2010.490152>

Knapp, Fisher, and Levesque-Bristol (2010) point to student volunteers as vital in the foundation of community vitality as well as democracy in the United States, studying how their perspective toward volunteering impacts their willingness to participate. The study involved two control groups, one involved in community service and one which was not involved in any service, and one experimental group which was in a 2-year service-learning program. The results showed that those who participated in the service learning were twice as likely to volunteer five years later than the control groups. The control groups also became less concerned with their civic responsibility over the two-year period. The study findings demonstrate how service-learning has a positive effect on the social development of college students and their commitment to civic engagement.

I think that findings supporting the increase in social development through community service and service-learning could be very helpful for my research and could help to explain why some students are more likely to continually be active in their community.

Kwenani, D. (Farwick), & Yu, X. (2018). Maximizing International Students' Service-Learning and Community Engagement Experience: A Case Study of Student Voices on the Benefits and Barriers. *Journal of Higher Education Outreach and Engagement*, 22(4), 29-52.

Kwenani and Yu (2018) talk about a study done on Midwest international college students and their time spent volunteering, both the benefits they got and the barriers they faced. Many colleges have classes that incorporate service-learning into their curriculum, organizations that host volunteer opportunities, and departments that specialize in “community-engaged learning”. In recent years, colleges have found that they have seen an increase in international student volunteers and this could be linked to the lack of experience seen on international students' resumes. For this study, international students participated in a focus group to give perspective on the barriers they were facing and the perceived benefits. The study results show the majors of the volunteers if they've had previous experience, and subjective topics such as what volunteering means to them, benefits, perspective, interactions, and barriers. The main benefits that were expressed were either personal feelings such as self-confidence or sense of reward and knowledge that could be considered a life lesson. The barriers that students faced were time, the process required to become a volunteer, transportation, culture, and language. This article also gave specific ways in which universities, staff, and agencies hosting volunteer or service-learning opportunities could better support international students.

I think that the benefits described in the study could be useful to compare to my research and could potentially raise questions as to whether other students face these same barriers. I do not think it is completely relevant because this study was conducted looking specifically into

international students but I think it gives some insight into how being an international student may impact their responses to study questions.

Llenaresm I. I., & Deocaris, C. C. (2019). Volunteerism Is Associated with Improved Soft Skills of Marine Engineering Students in the Phillipines. *Journal of Interdisciplinary Studies in Education*, 8(2), 57-73.

Llenaresm and Deocaris (2019) give background on how students who volunteer show improved academic performance, development of leadership potential, self-confidence boost, as well as an expansion of career paths and personal wellbeing. The specific soft skills that were assessed in the study were professional competence, critical thinking, communication skills, lifelong learning, social and ethical responsibility, productivity, and interpersonal skills. Data was also gathered on the students' gender, age, GPA, parents' education, and combined monthly family income to determine how it affected the outcome of the study. The results show that first-time volunteers and regular volunteers had better developed soft skills than non-regular volunteers.

I think that the article could be useful in the way that it looked into the soft skills that the students had during their time volunteering. I do not believe, however, that it will be useful in helping understand how volunteering helps develop their soft skills.

Moely, B. E., & Ilustre, V. (2019). Service Involvement and Civic Attitudes of University Alumni: Later Correlates of Required Public Service Participation during College. *Michigan Journal of Community Service Learning*. 25(1), 30-42

Moely and Ilustre (2019) look into the requirement set in place at Tulane University after Hurricane Katrina in which students must complete two service-learning or community engagement courses in order to graduate. In the years after the requirement was added, the students showed growth in civic attitudes, knowledge, and skills. This study also found that those who were more involved produced gains in political engagement and support of political candidates. The study also found that these students maintained their political engagement up to six years after college. Alumni who had completed the service-learning requirement were very positive about the program and felt as though the experience was rewarding. The alumni also indicated that their participation had a favorable impact on their careers and often contributed to them earning higher salaries.

I think that this article gives a very good perspective on how volunteering impacts career, even in a monetary aspect as well as how it impacts one's contribution to the community, such as political engagement. I think that it is interesting that their engagement fell off after six years. This could be something to look at among alumni and how long they have been out of college in my research.

MOORE, E. W., WARTA, S., & ERICHSEN, K. (2014). College Students' Volunteering: Factors Related to Current Volunteer Settings, and Motives for Volunteering. *College Student Journal*, 48 (3), 386-396.

Moore, Warta, and Erichsen (2014) start by giving the statistics on declining volunteerism in the United States and state that previous findings have shown the benefits of

volunteering including cognitive gains and moral development, improved leadership skills, teamwork, and time management, academic performance, and self-confidence. It continues with a study done on the motivations to volunteer and the benefits students got from their time volunteering. The study showed that students majoring in the social sciences or humanities were more likely to volunteer than any other majors. Other factors that were found to impact the decision to volunteer were gender, location, time commitment, career benefits, and social setting. The main motives that the study saw students receive from volunteering were helping others, self-improvement for their career or evoking a beneficial feeling in themselves.

I think that this is a great article to use because it explains the factors that contribute to the likelihood someone is to volunteer, as well as the motives and benefits many have expressed about their experiences. I think that this study further confirms the main motives of college students to volunteer which is something that can be used for my own research.

Practicing what you preach: gauging the civic engagement of college graduates. (2000). *Change*, 32(6), 53-56. <https://doi-org.ezproxy.bgsu.edu/10.1080/00091380009601769>

Practice what you preach: gauging the civic engagement of college graduates (2000) looked at how college graduates participate in politics as well as how often they involve themselves in volunteer opportunities after graduation and how important these are to their lives. The results of the study show that the majority of graduated college students thought volunteering and keeping informed about politics was “somewhat important”. They also expressed that most never worked in a political campaign and occasionally to never performed volunteer work.

I think that this is great in showing how volunteering impacts life after graduation, which in this case appears as though it had no impact. The students were not as involved after graduation as one may think. This is very different from what Moely and Ilustre (2019) found, where graduates were active in political campaigns for around six years after graduation. This study found that graduates were almost never involved and did not find it important to participate in political campaigns which contrasts with the findings of Moely and Ilustre (2019). I would wonder if the time of the studies has anything to do with it at Moely and Ilustre (2019) was done almost 20 years later.

Preston, K. B., & Jean-Louise, K. (2020). A Community Service Organization Focused on the Arts to Develop Empathy in Pharmacy Students. *American Journal of Pharmaceutical Education* 84 (4): 514-19. doi:10.5688/ajpe7723.

Preston and Jean-Louise (2020) look at Pro Mé, a student volunteer organization that creates opportunities for those with talents in the arts to use these talents to promote emotional wellbeing, helping students develop true connections with the patients unlike those of healthcare-associated volunteer organizations. In around a year, the organization's membership grew from 27 to 66, and two members received Community Service Awards from the college. In the survey that was given to members of the organization, no negative thoughts were expressed either toward the organization or the benefits that it provided its members.

I think that this article could give insight as to the changes that volunteering evokes from volunteers, in this case, empathy, and goes to show how volunteering helps to create connections with others.

Repeckiene, A., Kvedaraite, N., Zvireliene, R., & Glinskiene, R. (2014). Motives and benefits of students participation in voluntary activities. *Socialiniai Tyrimai*, 2, 96-107.

Repeckien, Kvedaraite, Zvireliene, and Glinskiene (2014) describe the motives for volunteering and the different perspectives associated with volunteering in other countries. The authors describe the three main categories that motives are placed; helping others, need for novelty, and self-development. The United States has one of the highest rates of volunteerism compared to other countries, especially among college students. This study compared the percentage of college students to the rest of the public who participated in volunteer activities in Lithuania and broke it down into demographics by how far they were in their programs, gender, and if they were in a relationship. The results showed that a very low percentage of Lithuanian students (about 18.4%) were involved in such activities, but most of these individuals opted for long-term volunteerism which is great for community development.

I think that this article could be useful in explaining and categorizing motivations behind volunteering and the impacts it has on the community as well as the volunteer. I do not think, though, that the study in this journal is relevant to my research questions as I am not looking into the volunteering trends of other countries. I think this gave really good insight as to how, even though everyone may have a different reason to volunteer, we are still making a positive impact in our lives and our community. I think that this could be used alongside other articles on career development such as Burns, Toncar, Anderson, and Wells, (2008) and Choo, Tan, Ong, Tiong, Nair, Ong, and Chan (2019).

Simons, L., & Cleary, B. (2006). The Influence of Service Learning on Students' Personal and Social Development. *College Teaching*, 54(4), 307-319.

<https://doi-org.ezproxy.bgsu.edu/10.3200?CTCH.54.4.307-319>

Simons and Cleary (2006) address methodological limitations by looking at how service-learning impacts learning and social outcomes. The results of the study showed that gender, year in school, and major all factor into the likelihood of someone to participate in service-learning and volunteer work. The study asked for statements from the students that were enrolled in the service learning in which they showed that their experience gave them a different outlook than they had previously had and the impacts it had on them personally or professionally.

This article was able to give personal statements from students which could be very beneficial in answering my questions from the perspective of the volunteer. I think that it was able to break down the categories in which students benefited from their experiences and shows the factors that play a role in determining likelihood of volunteering. This study can be compared to a few other studies including Repeckiene, Kvedaraite, Zvireliene, and Glinskiene (2014) and Francis (2011).

Yancy, D. C., Sutton-Haywood, M., Hermitte, E., Dawkins, P. W., Rainey, K., & Parker, F. E. (2008). The Impact of the Freshman Academy/Learning Communities on Student Progression and Engagement. *Journal of Negro Education*, 77(3), 250-263.

Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey, and Parker (2008) looks into a learning community that was put in place at a college that guarantees educational credits and is designed to better prepare students and help them achieve academic success. The results saw an increase in academic performance, student satisfaction, and student engagement.

This article highlights the benefits of service learning and the impacts it can have on the student in positive ways. I think that this could be helpful in addressing the outcomes of volunteering for students. This can be related to any research I gather on service-learning students in particular as compared to those who just volunteer on their own. This study could be compared to Simons and Cleary (2006) and the findings of their study of the impacts service-learning had on students and their willingness to participate in volunteer activities.

Appendices

Appendix A: Survey

Appendix B: Scholar Responses to “What is your major?”

Appendix C: Scholar Responses to “How do you find your service opportunities?”

Appendix D: Scholar Written Responses to “Do you let a Thompson Program advisor know when you are struggling? If no, please explain.”

Appendix E: Scholar Other Responses to “What issues do you have when searching for service opportunities?”

Appendix F: Scholar Other Responses to “Which marketing strategies from the Thompson Scholarship Program do you think are most successful in helping you find volunteer opportunities?”

Appendix G: Scholar Other Responses to “What service opportunities do you participate in?”

Appendix H: Scholar Other Responses to “What qualities do you look for when finding volunteer opportunities?”

Appendix I: Scholar Responses to “Are there any other areas in which you have benefitted in from volunteering through the Thomspen Scholarship Program? If yes, please explain.”

Appendix J: Scholar Other Responses to “What are the best ways for the Thompson Scholarship Program to share service opportunities with you?”

Appendix A: Survey

Informed Consent Form

Summary of Key Information

The purpose of this research is to learn about your perceptions of volunteering and the benefits it has. You must be at least 18-years old to participate. If you choose to participate in this study, you will complete one brief survey. The survey should take no more than 20 minutes to complete. To protect your confidentiality, names and email addresses will be kept on a password-protected cloud server accessible only to Emileigh Kleps (Principal Investigator) and Holly Bird (Primary Project Advisor).

Purpose of the Research

My name is Emileigh Kleps. I am an Honors Student and Thompson Scholar at Bowling Green State University. We seek your consent as a Thompson Scholar, and hope you will help us answer our research question: How can the Thompson Scholarship Program improve how they market volunteer opportunities to students so that they will be more willing and eager to volunteer? Doing so will help us extend what we are learning about the impacts of volunteering and suggest a better way for the Thompson Scholarship Program to market volunteer opportunities to students.

Study Procedures

If you agree to participate, we will ask you to complete one brief survey. The survey should take no more than 20 minutes to complete.

Risks

The risks of participating in this study are no greater than that experienced in everyday life.

Your Rights to Participate or Withdraw

Participation in this research project is completely voluntary. You have the right to say no. You may change your mind at any time and withdraw. You may choose not to answer specific questions or to stop participating at any time. If you choose to stop participating, you will not receive the 30 minutes of service as compensation. Your decision to participate will not affect your relationship with BGSU or your status as a Thompson Scholar.

Taking an Electronic Survey If you agree to take the survey, please remember three things: (1) you may want to complete your survey on a personal computer because some employers may use tracking software, (2) do not leave survey open if using a public computer or a computer that others may have access to, (3) clear your browser cache and page history after completing the survey.

Your Privacy and Identity

To protect your confidentiality, names and email addresses will be kept on a password-protected cloud server accessible only to Emileigh Kleps (Principal Investigator) and Holly Bird (Primary Project Advisor). Data will only be assessed once identifying information has been removed from the data.

Costs and Compensation for Participating in the Study

Participating in this research project will require approximately 20 minutes of your time. As compensation, 30 minutes of service can be given for completion of the survey. To receive credit for your participation, you may use the PI, Emileigh Kleps as a contact to verify your service or screenshot the final screen of this survey to show as proof of completion.

Contact Information

If you have concerns or questions about this study, you can contact us at the following: Emileigh Kleps (Principal Investigator, Undergraduate Student at Bowling Green State University), ekleps@bgsu.edu, 440-417-5880 Holly Bird (Primary Project Advisor, English Professor at Bowling Green State University), hbird@bgsu.edu, 989-450-9003 If you have questions or concerns about your role and rights as a research participant, you may contact the Chair of BGSU Institutional Review Board at 419-372-7716 or irb@bgsu.edu. Documentation of Informed Consent By clicking "I consent" below, you indicate you have been informed about this research study and you are volunteering to participate.

I consent

I do not consent

What year are you?

First Year

Second Year

Third Year

Fourth Year

What cohort are you a part of? (NOTE: YEAR= received the scholarship when you started BG as a 1st year. Year is when you started college. A + YEAR= received the scholarship after 1 year at BG, starting in TFS as a 2nd year. Year is the school year funding started. T + YEAR= transferred into BG with scholarship, year is when you started at BG)

2018

A2019

T2020

A2020

2020

A2021

2021

T2021

What is your major?

How many volunteer hours do you plan to log for your scholarship this semester (summer/fall)?

10 hours

> 10 hours

> 20 hours

> 30 hours

> 40 hours

How do you find your service opportunities?

Would you say that it is easy to find service hours?

No

Yes



Do you let a Thompson Scholarship Program advisor know when you are struggling? If no, please explain.

Yes

No

What issues do you have when searching for service opportunities? Select all that apply.

Time/schedule conflicts

Lack of interest

Lack of transportation

Other

How often do you participate in Thompson Scholarship promoted events (service opportunities promoted by the Thompson Scholarship Program)?

All of the time

Most of the time

Some of the time

Rarely

Never

Which marketing strategies from the Thompson Scholarship Program do you think are the most successful in helping you find volunteer opportunities?

Service opportunity spreadsheet

Service opportunity emails

Canvas announcements

Canvas Calendar

TFS Social Media Account

TFS Newsletter

TFS Advisor

Other

What qualities do you look for when finding volunteer opportunities?

Communication

Teamwork

Career Preparation

Positive impact on Academic Performance

Fostering friendships/relationships

Feeling of Betterment of the Community

Sense of Accomplishment

Leadership

Other

Rate how likely you would be to participate in Thompson Scholarship Program volunteer activities if the following were provided:

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
The possible benefits of the experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation would be provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You knew friends that were also going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You had more notice about the opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relation to your major or specific interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



What are the best ways for the Thompson Scholarship Program to share service opportunities with you?

Service Opportunity Spreadsheet

Service Opportunity Emails

Canvas Announcements

Canvas Calendar

TFS Social Media

TFS Newsletter

TFS Advisor

Other



Do you feel that the Thompson Scholarship Program provides a variety of different volunteer opportunities?

Yes

No

Do you feel that the Thompson Scholarship Program provides a nice frequency of service opportunities?

Yes

No

Thank you for your participation. Your responses have been recorded.

Screenshot this page and use it as proof of completion to receive 30 minutes of service.

Appendix B: Scholar Responses to “What is your major?”

Neuroscience

Physics

Communication Sciences and Disorders

Architecture and Environmental Design

social work

Psychology

Psychology

Chemistry and Psychology

AYA ILA Education

Nursing

Accounting

Forensic Science

Supply Chain Management

Environmental Policy and Analysis

Intervention Specialist

Finance

Film Production

Psychology

e

Early Childhood Education

Adolescent/Young Adult Education

Nursing

AYA ILA Education

English Education

Inclusive Early Childhood Education

Exercise Science

Accounting & Finance

English

Microbiology

Middle Childhood Education

Secondary Childhood Education

Education

Human Development

Pre-med biology

Classical Civilization

Undecided

Forensic Examination

biology

Spanish Language Education

Applied Health Science

Social Work

Forensic Science

Applied Health Science

Education

Psychology

Business Administration

nursing

Business Management

Computer science

Forensic science

Chemistry

Environmental Science

Medical Laboratory Science

Nursing

Medical laboratory science

AYA ILA

kljkjkl

lkjkkjk

bio

bio

Appendix C: Scholar Responses to “How do you find your service opportunities?”

Ask peers, ask parents, ask advisors, search online

I like to look around locally and I watch social media for any places in need of volunteers.

On campus, through clubs and with emails from TFS

Through my students organizations and through Thompson Scholarship Program opportunities

Usually through my TFS advisor and volunteer opportunities with The Cocoon

Through family or through opportunities from on campus or on our Canvas page

Contacting my fellow TFS members

Through the groups I am in on campus.

The spreadsheet on the TFS canvas page, emails, events in my hometown

N/A

In my local Community

Opportunity spreadsheet

I am heavily involved in the community now, so reaching out to the places that I am regularly involved in to seek service opportunity is how I find mine.

Reach out to different organizations to receive information on how to help!

Personal connected, emails through TFS and spreadsheet of opportunities

The best way I find my service hours is through the Fraternity I joined.

Bgsu emails

Online through google

e

Emails and TFS service opportunity chart

Ask advisors and those around me

Via the Thompson Canvas page and through previous opportunities

TFS canvas page, emails, events in my hometown

The online spreadsheet where opportunities are added for in person and inline service.

Online, as well as asking local places that usually need volunteers.

Through family or through Thompson scholars

Through other campus activities and opportunities with my major

Emails and just searching around the community

Through the excel/google sheet and through many campus social media pages

Asking my professors, being involved in student organizations.

Friends and the TFS staff

Around the community

I ask other people

Mentors

Online search

I mostly rely on contact or service exposure from the program itself to find opportunities, but I hope to find better ways to find these opportunities.

I will ask around mainly, but I have been unable to find any as of now. This is due to my presence at BGSU not beginning until this August. Normally while volunteering I offer to help whenever I see that it is needed.

I volunteer in the herpetarium so I just keep doing that
the spreadsheet and emails!

Local events in BG that are posted.

TFS Announcements and volunteer opportunities excel sheet

Thompson emails, family/ friends, local announcements at work or church etc.

News letters, websites

Google Searches, TFS spreadsheet

Humane Societies and TFS boards

Through the organization

Emails and friends

Mostly through the TFS canvas page.

I talked with my tennis coach he told me about some things I could do

Emails and announcements from TFS or opportunities in my hometown

Mostly from my church, but I've also done university events

Through Thompson advisors/canvas shell - Summer Link Leader

Home and online list from TFS

Bgsu sends a lot of emails and notifications about opportunities and I also search for opportunities in my home town.

excel spreadsheet shared by TFS

Campus organizations

Appendix D: Scholar Written Responses to "Do you let a Thompson Program advisor know when you are struggling? If no, please explain."

I haven't had any issues yet, but I would if I did.

I just got the scholarship for my first year at BGSU, and so far it has seemed very straightforward.

I was only awarded this scholarship recently, and have been actively trying to find more service opportunities. I was initially unaware that reaching out was an option.

Appendix E: Scholar Other Responses to "What issues do you have when searching for service opportunities?"

Just finding where service opportunities are needed in general can be difficult.

Getting timely responses from those opportunities.

Over the summer it's hard to find places to volunteer bc of how small if a community I live in and the lack of digital footprints in businesses and organization have.

Appendix F: Scholar Other Responses to "Which marketing strategies from the Thompson Scholarship Program do you think are most successful in helping you find volunteer opportunities?"

I don't find them using any of these methods

Appendix G: Scholar Other Responses to "What service opportunities do you participate in?"

Due to an injury, I had to do my hours virtually, and I also always participate in the food drive.

I don't have any regular participation in a group, but whenever help is needed I offer my time.

American Legion

Human Societies promotions

Appendix H: Scholar Other Responses to "What qualities do you look for when finding volunteer opportunities?"

My favorites are the ones that help people in need, such as the Food Drive

Positive impact on Mental & Physical health

Appendix I: Scholar Responses to "Are there any other areas in which you have benefitted in from volunteering through the Thomspson Scholarship Program? If yes, please explain."

I think these are all great. Whether or not someone goes to few or many events you feel like you're in such a strong, caring place that will better yourself and everyone around you.

Community Outreach

Meeting lots of new people and surrounding myself with positive people.

Though not through the scholarship, volunteering at my local theater this year (mostly cleaning and organizing) has helped me to appreciate the value of hardwork.

I cannot wait to start volunteering for this program and meet new people!

Expanding my knowledge on different volunteer organizations and networking

It's very nice to have time with your friends working together to better the community/university. The best volunteer experience I had was helping BGSU students get their vaccines for covid, being able to help in even a small way for such an important community event allowed me to leave with a great sense of accomplishment and a more optimistic view for my university.

It has challenged me to become even more self-motivated

I volunteered at a Library. She was very pleased with the work we did that she is going to request the same people (me) next time she needs help.

Positive impact, betterment of community

Appendix J: Scholar Other Responses to "What are the best ways for the Thompson Scholarship Program to share service opportunities with you?"

All amazing.

Developing Marketing Strategies to Enhance Students' Perception of
Service within the Thompson Scholarship Program

Emileigh Kleps
Holly Bird and Dr. Travis Heggie





Research Questions

- How do different qualities relating to service opportunities or motivations to do service impact Thompson Family Scholars' willingness to volunteer?
- What current strategies employed by the Thompson Scholarship Program to market service opportunities are most beneficial to Thompson Family Scholars?
- Are Thompson Family Scholars struggling to find service to fulfill their service hour requirement, and if so, are they reaching out for help?
- What are the most important qualities Thompson Family Scholars look for when searching for service opportunities?



Methodology: Project Overview

When looking for answers to my research question, and looking to suggest strategies that can be implemented by the Thompson Scholarship Program to attract more volunteers, I looked to the Thompson Family Scholars to get their input. This took the shape of a Qualtrics survey distributed to current Thompson Family Scholars. The questions ranged from background information on their major, year of study, and scholarship cohort, to those asking about where they find service, the impacts qualities have had on their experience, perceptions of the marketing used by the Thompson Scholarship Program to promote service, and what qualities they look for when trying to find service opportunities.



Methodology: Justification

The survey included background information to compare to statistics from previous studies, multiple choice questions, select-all-that-apply, explaining certain responses, Likert-scale questions, and written responses. By using a variety of question types, I felt that I would be able to accurately gather information from scholars on an assortment of topics relating to the Thompson Scholarship Program and past volunteer experiences. By giving this survey to current Thompson Family Scholars, I felt that I could give better input as many respondents participated and this gave me the perspectives of many different Thompson Family Scholars on what they felt of the program. I felt that by asking for their opinions and experiences, they would feel as though they are being better represented in such research.



Methodology: Interdisciplinarity

Social psychology: studies how social influence, social perception and social interaction influence individual and group behavior (American Psychological Association)

My project uses social psychology by understanding the motivations of Thompson Family Scholars to volunteer in different opportunities and how their past experiences have impacted their willingness to volunteer in the future based on their own perceptions.

Marketing: the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large (American Marketing Association)

My project also incorporates marketing by looking at what strategies are already being used to promote service to Thompson Family Scholars and suggesting improvements or changes that can be used to attract more volunteers to service opportunities.



Methodology: Interdisciplinarity (cont.)

Sociology: the study of social life, social change, and the social causes and consequences of human behavior (American Sociological Association)

My project uses sociology by understanding how behavior and the social aspects of previous volunteer experiences have impacted how Thompson Family Scholars will behave in the future, whether this be continuing/discontinuing service with a certain organization or the impact the experience had on the individual such as how it benefited them.



Conclusions

Through this project, I have learned not only about the perceptions and experiences of Thompson Family Scholars, but I have also gained insight into the all the work that goes on to maintain the promoting of service opportunities within the Thompson Scholarship Program. My research found that many scholars appreciate the current efforts used to market service opportunities as well as the benefits they receive from these experiences. I have come to understand more in depth how negative aspects of previous experiences can greatly impact perceptions of Thompson Family Scholars and their future service participation. The data that I collected allowed me to understand where changes or Improvements can be focused in order to attract more volunteers to opportunities as well as better engaging scholars.



Project Strengths

My project does fill that gap in research that I was interested in exploring, as I was looking to see how to engage more volunteers in service opportunities. This was an area that I did not seem to find any research on. I feel that this research was important as it looks at perceptions of Thompson Family Scholars as well as what is currently being done to market service opportunities to try to understand how to better engage scholars to volunteer more than what is required of them to maintain their scholarship (10 service hours per semester). The benefits received from volunteering are extensive, from personal to academic or even career oriented, but this all depends on the volunteer or their perceptions. My research looked at these areas and focused on what can be done to target Thompson Family Scholars and connect them to these potential benefits. My research also helped to support past research into the motivations of students to volunteer and background information that influences the likelihood of someone to volunteer. I felt as though I was able to better understand and articulate the perceptions of Thompson Family Scholars to help improve the already amazing and all-encompassing opportunity that is the Thompson Scholarship Program.



Project Limitations

A large limitation of this project was the timeline being thrown off quite a bit. The IRB needed the form re-done and information added a few times which caused a late start on the actual research which was the survey. The survey could not be distributed until the IRB granted an exemption of the research and then the questions were looked over by the Thompson Scholarship Program before I was able to offer service for participation in the survey. Once the survey was distributed, it was June, the middle of the summer when many students aren't interested in thinking about school, and less than 10% of Thompson Family Scholars chose to participate. While this number was enough to gather data from and get responses that aided in my research, there were a large number of those that did choose to participate that consistently skipped questions and chose to not respond. This caused a number of "No Responses" that were greater than I would have liked considering the number of scholars that consented and chose to continue the survey. This also reinforced the idea that some Thompson Family Scholars are only trying to fulfill their 10 hours of service per semester as 30 minutes of service were offered in exchange for their time as long as they made it to the end of the survey.

Additional Information

An additional opportunity I took to better my research was to reach out to my Thompson Scholarship Advisor to understand what they are currently doing to promote service and to get their opinions of the wording of the questions I was asking and the answer choices that I made available. In my survey, two questions about difficulty finding service and how scholars react were only shown if the respondent indicated that they struggle to find service opportunities. These two questions were originally shown as normal questions in the survey but it was pointed out that they are unnecessary if the scholar does not struggle. It was also suggested to give “Other” options to almost every question and allow the respondent to explain their answer if they so choose. I think that this was great considering how many participants chose to utilize this option. Without being able to collaborate with the Thompson Scholarship Program, my research would not have as much depth and would leave a lot of room for additional questions.



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