The Benefits of Giving Back: Volunteerism in Adolescence and Emerging Adulthood

Kaitlyn Bouthillette
Assumption College

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“The Benefits of Giving Back: Volunteerism in Adolescence and Emerging Adulthood”

Kaitlyn Bouthillette

Faculty Supervisor: Professor Alison Cares

Sociology

A Thesis Submitted to Fulfill the Requirements of the Honors Program at Assumption College

Spring 2015
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Introduction

Volunteerism on college campuses has been on the rise the past two decades, with institutions creating co-curricular programs, clubs, and courses designed to encourage undergraduate students to volunteer (Griffith, 2011). This increase in college volunteerism has been aided by an increase in opportunities for service, such as through co-curricular programs, service-learning courses, service immersion trips, and summer service internships. The focus of this thesis is co-curricular community service programs (i.e., volunteerism) that students chose to participate in without receiving class credit or some sort of grade evaluation. Co-curricular service programs that are not linked to academic courses are largely believed to influence the development of students’ leadership, social, and civic values and skills in a stronger and more influential way than other types of volunteer opportunities, such as service learning classes (Astin & Sax, 1998; Vogelgesang & Astin, 2000). Due to this increase in emphasis on volunteering, researchers have investigated which groups of students are more likely to become involved with volunteerism, what motivates students initially to volunteer, and the short and long-term impacts of volunteerism. One important factor is that many undergraduate volunteers had previously volunteered in high school (Astin & Sax, 1998; Vogelgesang & Astin, 2000; Marks & Jones, 2004).

This thesis aims to understand volunteerism links between adolescence and emerging adulthood to add to the literature of volunteerism across the lifespan. The goal of this research is to determine which initial motivations to volunteer in high school continue to motivate the student to volunteer in college, as well as to investigate which factors increase the reward of undergraduate volunteerism. Volunteerism on college campuses is an important phenomenon to research because it facilitates students’ personal and academic growth and contributes to the
development of better citizens. By better understanding what makes volunteerism meaningful for students and what motivates them to continue, volunteer programs can be better implemented to serve students. Pinpointing these factors and improving volunteer programs accordingly will increase the likelihood that undergraduates will develop important skills and values associated with volunteerism. The skills and values that undergraduate students can develop through undergraduate volunteerism will not only benefit the individual student, but also the larger community. Understanding what initially motivates students to volunteer and if these motivations continue can also help volunteer programs recruit new members by knowing how best to advertise to different groups of students. The research questions guiding this investigation are: Which motivations to volunteer in high school continue to motivate students to volunteer in college? Which motivations to volunteer in college motivate students to continue to volunteer in college? Which factors produce the most meaningful undergraduate volunteer experiences? And finally, which factors of undergraduate volunteerism contribute to students’ continuation after college?

**Literature Review**

**Growth of Undergraduate Volunteerism**

Volunteerism has steadily gained popularity and emphasis on college campuses over the past twenty years. In 2006, the Chronicle of Higher Education reported results from a study by the Corporation of National and Community Service that found that the number of college volunteers had risen rapidly in only a few years. In 2005, 3.3 million college students between the ages of 16 and 24 reported participating in volunteerism compared with 2.7 million college students in 2002 (Farrell, 2006). In 2008, 38% of recent college students reported that they
performed some type of non-required service during their undergraduate years (Griffith, 2011). The students surveyed, a nationally representative sample from 1,730 institutions throughout the country, also reported volunteering an average of 17 hours a month (Griffith, 2011). The rate of volunteerism among college students has increased far more than the rate of student enrollment, with a 20% rise in volunteers from 2002-2005 and only an 8% rise in college enrollment for the same period (Farrell, 2006).

Motivations to Volunteer

The growing numbers of student volunteers on college campuses has led researchers to study the motivations driving service participation. Social participation theory offers one explanation of college student volunteerism, which states that students will involve themselves in volunteerism through either core or segmental participation (Marks & Jones, 2004). Core participation includes internal motivations such as personal values, commitment, and morals that are deeply ingrained in a person’s identity. Segmental participation reflects an external motivation to volunteer based on a cost-benefit analysis of the environment of their collegiate institution, peers, or opportunities at the present time (Marks & Jones, 2004). A number of studies have found support for core participation motivations, finding that college volunteers share common values, characteristics, interests, and background experiences that influence their decision to engage in service (Marks & Jones, 2004). Support for segmental participation comes from findings that students who are involved in other activities on campus, such as student government or performing arts, have higher chances of volunteerism than other peers, highlighting the important influence of peers and social groups (Cruce & Moore, 2007). Other findings support the theory’s belief regarding segmental volunteers that college environment in general also plays a role in service participation: students who live on campus and attend
relatively small institutions are more likely to volunteer during their first year of college (Cruce & Moore, 2007). Similarly, colleges whose mission includes a strong religious emphasis tend to have higher rates of volunteerism compared to other institutions (Sullivan, Ludden, & Singleton, 2013). Other examples of segmental participation include a student’s home environment: some researchers have found that students of minority backgrounds and students with at least one parent with a bachelor’s degree are also more likely to volunteer (Cruce & Moore, 2007). Influences in the social environment that they inhabit during college can sway undergraduates to choose to volunteer.

A related theory of undergraduate volunteerism explains volunteer participation as a relationship between the strength of students’ motivations and constraints (Gage & Thapa, 2011). Motivation to determine one’s future career path through volunteer experiences and internal commitment to helping others positively influenced students to volunteer, while structural constraints such as perceived lack of time, overload of commitments, and ignorance of volunteer opportunities were found to hinder service participation (Gage & Thapa, 2011). The core and segmental ways to volunteer mentioned above in the social participation theory are both examples of motivations that influence a student to volunteer. College environment and promotion of volunteer opportunities are particularly important in this theory for enabling volunteerism and are examples of segmental participation. Other research studies provide support for this particular set of motivations. Researchers discovered that students who were more familiar with the mission of their college were more likely to participate in community service programs on campus (Sullivan, Ludden, & Singleton, 2013). In particular, a strong emphasis in the mission statement on helping others in need and building community was shown to be influential on students’ decisions to volunteer (Sullivan, Ludden, & Singleton, 2013).
Researchers have also found other commonalities among students who volunteer. Frequent volunteers report not placing a strong emphasis on making money, but place a high value on helping others (Vogelgesang & Astin, 2000). Gender also influences rates of participation: women are much more likely than their male peers to be consistent volunteers during college (Marks & Jones, 2004; Ozorak, 2003). Finally, although in a number of studies religiosity is found to be associated with male and female volunteers, belief in God is a stronger sole motivation for service participation for men (Ozorak, 2003).

**High School Volunteerism**

The most common denominator among college volunteers is previous community service during high school (Astin, 1999; Vogelgesang & Astin, 2000; Marks & Jones, 2004). High school volunteerism was found to be the strongest predictor of undergraduate service participation compared to other predispositions such as leadership ability, religious involvement, community involvement, and gender (Astin & Sax, 1998). While approximately half of undergraduates surveyed reported volunteering during college, 47% of those volunteers also reported previous service participation during high school (Marks & Jones, 2004). Sustaining volunteerism through the transition into later adulthood is aided by community service participation beginning senior year of high school (Oesterle, Johnson, & Mortimer, 2004). Undergraduate volunteers who reported frequent service participation during high school were twice as likely to engage in some form of service post-college compared with non-high school volunteers (Astin, Sax, & Avalos, 1999; Hart, Donnelly, Youniss, & Atkins, 2007). This finding indicates that early exposure to community service can facilitate engagement and interest for students in the well being of their local community. For students who begin volunteering early in
adolescence, service becomes a sort of long-lasting routine or habit (Astin, Sax, & Avalos, 1999).

Although in some studies service participation in high school has been show to positively influence undergraduate volunteerism, in others it has seemed to negatively influence students’ continuation of service in college. Although Marks and Jones found that many students who volunteer in college had volunteered in high school, they also found that among students who dropped volunteerism in college, students who were required to volunteer during their senior year of high school represented the largest group (Marks & Jones, 2004). However, when students were encouraged, but not required, to participate in service during high school, they were more likely to continue to volunteer in college (Marks & Jones, 2004). Students who participated in compulsory high school service state that exposure to volunteerism fosters an interest that can continue later in life, but individual experiences at service sites and the strictness of the requirement element can alter this interest (Henderson, Pancer, & Brown, 2013). This finding suggests that the stricter the requirement for service, the less engaged the student is because he or she simply sees it as a means to an end, such as graduation. However, another study conducted by Hart and his colleagues also found that frequent high school volunteers were far more likely to volunteer eight years after high school than peers with no or infrequent volunteer experience, regardless of if the service was required, voluntary, or mixed (Hart, Donnelly, Youniss, & Atkins, 2007). This suggests that the type and amount of service performed in high school influences whether or not students continue to volunteer in college, rather than solely if it was a requirement or not.

**Outcomes of Undergraduate Volunteerism**
Undergraduate volunteerism has been shown to produce benefits for the students involved. Service participation as an undergraduate impacts the development of students’ academic skills, their sense of civic responsibility, personal values, leadership abilities, and interpersonal skills (Astin & Sax, 1998; Dugan & Komives, 2010, Sax 2004). Volunteerism is most influential in fostering the values of participating in community action programs, influencing social values, and helping others (Astin & Sax, 1998). Service participation can show a student how much of an impact one person can make, leading to a sense of individual empowerment. Similarly, in a study comparing the effects of service learning and volunteerism, voluntary service was found to have a stronger impact on students’ sense that an individual can create change in society than service learning (Vogelgesang & Astin, 2000). Findings such as these illustrate the importance of undergraduate volunteer programs in the development of well-rounded, engaged members of society.

Volunteerism positively influences students’ communication skills and cultural competence, most significantly by enhancing their understanding and awareness of the world, particularly the society surrounding them (Astin & Sax, 1998). Students participating in a four-year intensive volunteerism program grew most significantly between freshman and senior year in their ability to create dialogue across perceived boundaries, such as between members of racial, ethnic, or socioeconomic groups different from their own and in the importance of working for social justice (Keen & Hall, 2009). Although this program is much more in-depth than most undergraduate volunteerism, these findings illustrate how influential community service can be in shaping a student’s social skills. Compared to non-volunteer students, volunteer students show larger growth throughout college in understanding community
problems, knowledge and acceptance of different cultures, the ability to work cooperatively, conflict resolution skills, and critical thinking skills (Astin & Sax, 1998).

Volunteerism has also been found to influence students’ leadership skills (Astin & Sax, 1998; Dugan & Komives, 2010). Interestingly, self-rated leadership abilities and social confidence are found to increase in volunteer students, but non-volunteer students show a decrease in self-rated leadership ability during the undergraduate years (Astin & Sax, 1998). Dugan and Komives (2010) also reported results from a study that illustrates the positive effects of service participation on leadership abilities. Specifically, service participation contributes to the development of socially responsible leadership, which emphasizes collaboration with others, values, and positive social change and is characterized by seven core values (Dugan & Komives, 2010). Dugan and Komives found that students who participated in community service showed significant development in congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship, while the only leadership outcomes not influenced were consciousness of self and adaption to change in a social environment (Dugan & Komives, 2010). Students who participate in volunteerism during college exhibit development in skills and abilities that will aide their success later in life.

A few scholars have researched the long-term effects and benefits of volunteerism on students post-graduation. First, exposure to volunteerism during college is found to promote continued volunteerism throughout adulthood. Students who volunteered six or more hours per week throughout college were substantially more likely to participate in community service after graduation (Astin, Sax, & Avalos, 1999). The continuation of civic skills and involvement post-college is an important measure that relates to democratic participation and voting. Through volunteer experiences, young adults are given a first-hand experience and foundation of certain
civic skills, such as working with others, communication, and exploring a variety of different ideas to create a plan to follow that can later contribute to increased civic participation (Kirlin, 2002). The values developed through undergraduate service participation are also sustained: A student’s sense of empowerment and of an individual’s ability to promote social change are found to continue through the first few years after college (Astin, Sax, & Avalos, 1999). Helping others in need, promoting racial understanding, and participating in community action programs are all positively associated with participation in undergraduate volunteerism (Astin, Sax, & Avalos, 1999). These studies illustrate the benefits of undergraduate volunteerism on the development of the student as a whole not only within the college institution, but also beyond college as the student moves forward in life.

Hypotheses

This thesis aims to further investigate the factors that contribute to the continuation of volunteerism between high school and college, during college, and into post-college life. It aims to add to the existing literature which motivations to volunteer in high school continue to influence students to volunteer in college and which motivations to volunteer in college influence students to continue during their undergraduate years. This thesis also aims to discover what makes service more rewarding and meaningful at the undergraduate level for students at a particular undergraduate institution in order to better understand and implement volunteer programs.

My first hypothesis is that among students who volunteered in high school and college, intrinsic motivations to volunteer in high school will be the most likely to continue to influence students to volunteer in college. Based on social participation theory, core volunteers who are motivated by intrinsic desires would likely be students who continue to volunteer in adolescence
and throughout young adulthood (Mark and Jones, 2004). As this theory states that core
volunteers will initially be motivated based on intrinsic motives, it is logical to assume that these
intrinsic desires would continue to influence the student to volunteer in college. My next
hypothesis is that factors such as engagement in the Reach Out Center and the development of
skills and values associated with undergraduate volunteerism, specifically belief in social
change, will increase the volunteers’ level of reward. Previous research has demonstrated that
undergraduate volunteers can gain cultural competence, develop communication skills,
understand the importance of helping others, and believe that an individual can have a large
impact on society through their service (Astin & Sax, 1998; Vogelgesang & Astin, 2000). As
students develop skills and values that give their service purpose, context, and show them that it
will make a difference in the community, their volunteerism will become more personally
rewarding.

My third hypothesis is that the environment of the college, specifically at a small,
Catholic institution, will influence how students perceive volunteerism and how rewarding they
rate their service. Previous research has found that students from colleges with strong, service-
oriented mission statements have found undergraduate volunteerism to be more meaningful
(Crue and Moore, 2007; Sullivan, Ludden, and Singleton, 2013). Therefore, it is logical to
assume that the more students endorse statements regarding the environment of Assumption
College and its relation to volunteerism, the more rewarding and engaging students will rate their
undergraduate service. My final hypothesis is that the more rewarding a student finds his or her
Reach Out Center volunteerism, the more likely it is that he or she will intend to continue to
volunteer while in college and after graduation. If volunteerism brings the student personal
reward and satisfaction, it will become more important to them and they will be more motivated.
to continue. As the motivations and constraints theory suggests, once a student internalizes his or her commitment to helping others, he or she will be more motivated to continue, despite the constraints of other time demands (Gage & Thapa, 2011). As volunteerism becomes a more personally meaningful experience for the student, the strength of this motivation will outweigh any structural constraints.

**Methodology**

To investigate undergraduate students’ attitudes towards and experiences with volunteerism, I designed an anonymous web-based survey using Survey Monkey. I was able to keep the survey open for an extended period of time, allowing participants to take or return to the survey at their convenience, in an effort to maximize the response rate. My target sample was undergraduate students at Assumption College who volunteer through the Reach Out Center. The Reach Out Center is a club on campus that is the main opportunity for students’ involvement in volunteerism. There is typically a large amount of student involvement in the Reach Out Center, with an average of 200-250 new and returning volunteers each semester and twenty student leaders (Service Directors) involved in the organization. Initially, my goal was to have a 45% response rate, as this is typical of past surveys conducted by the Reach Out Center. Given my role as a Service Director in the Reach Out Center, I was able to obtain a complete list of the names of volunteers and their emails for the Fall 2014 semester in early October of 2014.

The 34-question survey drew on the measures used in past research on the impacts that undergraduate service has on a number of outcomes including leadership abilities, commitment to the community, and belief in the ability of an individual to inspire social change (Astin & Sax 1998, Dugan and Komives 2010, Vogelgesang & Astin 2000), as well as including new measures based on prior knowledge of the Reach Out Center, its programs, and volunteerism in
general (See Appendix A). The survey consisted of close-ended questions with defined response categories for participants to select. Several questions offered the response of “other” and provided the option to write in a response. The questions’ responses included statements and categories that participants could select that best described themselves or their attitudes, as well as statements that participants could agree or disagree with on a scale of 1 through 5. The survey asked about participants’ demographic information, volunteer involvement in high school, Reach Out Center experiences, volunteer involvement in college, attitudes towards volunteerism, and three outcomes of volunteerism: leadership skills, commitment, and belief in social change. Once the Institutional Review Board at Assumption College approved my research as exempt, I tested the survey with several volunteers. All of the testers were college students who were not Reach Out Center volunteers, so they were not eligible to be in the survey sample, but several were Assumption students or were familiar with the college and its programs.

The survey was fielded in early October of 2014. I sent an email to the list of current volunteers and service directors (myself excluded) containing a brief description of my project and the survey, as well as a link to the survey. The survey was open for three weeks. I sent weekly reminders to participants who had not yet completed the survey and three days before the closing of the survey, I sent daily reminders. In mid-November, a new group of participants from a program that began later than the other programs was added to the sample. This group received similar weekly reminders and then daily reminders beginning three days before the survey closed. The survey was open for two additional weeks for this second group.

Sample

The sample was drawn from the population of current undergraduate students at Assumption College who were participating in a volunteer program through the Reach Out
Center for the fall 2014 semester. Assumption College has a little less than 2,000 undergraduate students, and 139 of those students were listed as volunteers for the Reach Out Center for the fall 2014 semester as of October 2, 2014. Of the 139 volunteers who were contacted via email to participate in the survey, 44 responded and 34 of those completed the entire survey (31.6% response rate). Of the 44 initial respondents, five (11.4%) were male and thirty-nine (88.6%), were female. Past studies have shown that undergraduate volunteers in general are more likely to be women (Marks & Jones, 2004; Ozorak, 2003). The respondents mainly ranged in age from 18-21, 18 years old (31.8%), 19 years old (22.7%), 20 years old (27.3%), and 21 years old (15.9%), with one respondent at 24 years old. All 44 respondents identified as white, with two respondents also identifying as Black/African-American/Afro-Caribbean and Asian. Of 42 respondents, 3 (7.1%) attended private, non-Catholic high schools, 10 (23.8%) attended Catholic schools, 30 (71.4%) attended public schools, and 1 (2.4%) was home-schooled. The most commonly selected expected year of graduation was first-year (31.8%), followed by junior (29.5%), sophomore (22.7%), seniors (13.6%), and graduate (2.3%). A little over half of the respondents were currently participating in their first semester of volunteering through the Reach Out Center.

All but 1 of the 42 participants who answered the question indicated that they volunteered in high school. Sixty-two percent (n=25) tutored/mentored children, thirty-two percent (n=13) coached a sports team, thirty percent (n=12) volunteered in a soup kitchen, ten percent (n=4) rebuilt homes, twenty-seven percent (n=11) participated in neighborhood cleanup, thirty-two percent (n=13) visited the elderly, five percent (n=2) volunteered in an animal shelter, and thirty-two percent (n=13) selected “other”. Current Reach Out Center programs respondents were

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1 Percentages total to more than 100% because students were able to select more than one option.
involved in were: Book Buddies Nelson Place (20%, n=8), Matthew 25 (20%, n=8), Rainbow Preschool (17%, n=7), BIGS (12%, n=5), The Nativity School (10%, n=4), Community Harvest Project (7%, n=3), Mercy Center (7%, n=3), Special Olympics (7%, n=3), Pernet Homework Club (7%, n=3), Elm Park Literacy Program (5%, n=2), Lincoln Street Elementary School (5%, n=2), and three other participants volunteered at three other elementary age tutoring programs respectively (program names omitted to keep respondents anonymous).²

**Findings**

**Dependent Variables**

How rewarding respondents found college service was measured by a single question, with a rating scale from 1 (not at all rewarding) to 5 (very rewarding). Most students reported finding their Reach Out Center service very rewarding (59%). Notably, no respondents reported finding their service not at all or only a little rewarding (0%). This measure was utilized to test hypotheses two, three, and four.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all rewarding</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>A little rewarding</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fairly rewarding</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Rewarding</td>
<td>14</td>
<td>35.9%</td>
</tr>
<tr>
<td>Very rewarding</td>
<td>23</td>
<td>59%</td>
</tr>
</tbody>
</table>

N 39

² Percentages total to more than 100% because students were able to select more than one option. Forty of the forty-one who volunteered in high school also answered this question.
² The responses for other included mission trips, camp counselor, fundraising, working with sick children, volunteer naturalist, church sponsored events, volunteering at a community center, and working with individuals with disabilities.
Students’ intentions to continue volunteering while at Assumption and after college were each measured with a single question, with the choice of three responses: no, unsure, or yes. Most students intend to continue to volunteer both while at Assumption (92.3%) and after college (86.1%). These measures were utilized to test hypothesis four.

<table>
<thead>
<tr>
<th>Table 2: Intentions to Continue Volunteerism</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Assumption</td>
</tr>
<tr>
<td>Count</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Unsure</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

**Measures of Volunteerism**

There are multiple dimensions of volunteerism and each dimension was measured by multiple items that were combined into scales. Scales were created based on principal components factor analysis with varimax rotation. The cut off for a factor was an Eigenvalues of 1.00. Items were grouped together under factors based on both statistical and theoretical information. Reliability of the new scales was measured using Cronbach’s Alpha. Once created, these scales were utilized to test my hypotheses.

**Reasons to volunteer in high school**

Reasons to volunteer in high school was assessed with seven check box questions. Respondents could endorse as many as applied, and almost all respondents selected more than one. The initial factor analysis initially yielded a four-factor solution. The first factor indicated an external requirement from the respondents’ high school as the motivation to volunteer, so this
scale was called the School Scale (See Table 3). The third item on this scale, *It was required as a part of my membership for a civic or service organization (e.g., honor society, Boy Scouts.*)* (30%, n=12) was dropped from the scale and used individually as an independent variable, both because statistically it loaded negatively on the factor (which in this case could not statistically or theoretically be corrected by reverse coding) and theoretically it did not appear clearly related to the other items. The second factor included the items *It was required through my church and/or religious organization* (27.5%, n=11) and *It was encouraged by my school but I received no credit for it* (37.5%, n=15). The second item loaded negatively on this factor and the motivation to volunteer seemed to be more of a personal choice than a requirement, so both items were used individually as independent variables and no scale was created. Finally, the third and fourth factors included the items *It was something that I wanted to do* (90%, n=36) and *It was expected by my family* (15%, N=6) respectively, and as such these items were used individually as independent variables.

**Motivations to Volunteer through the Reach Out Center**

Reasons to volunteer through the Reach Out Center was assessed with ten check box questions. Respondents could endorse as many as applied, and almost all the respondents selected more than one. The factor analysis yielded a four-factor solution. The first factor included two items that reflect the desire to help people, so this scale was called the Help Scale (See Table 3). The second factor included four items that point to a motivation to volunteer in order to achieve a goal that is separate from the experience of volunteering. Volunteering is seen as more of a means to an end than an end in and of itself. For example, these items indicated that respondents chose to volunteer in order to meet people, get involved, or to fulfill a sense of obligation, so this scale was called the Goals Scale (See Table 3). The third factor included two
items that highlight the motivation to volunteer stemming from others’ influences rather than an innate desire to volunteer. This scale was named the Influence Scale (See Table 3). The fourth factor included the items the items *I liked volunteering in high school* (80%, n=32) and *It will look good on my résumé* (32.5%, n=13). These items were used individually as independent variables and no scale was created because the first item appears to stem from intrinsic motivation, while the second item loaded negatively and reflects extrinsic motivation.

**Will Continue to Volunteer at Assumption**

If respondents indicated that they intend to continue to volunteer at Assumption, they were asked to select all applicable responses from a six-item list that best described their reasons for continuing. The factor analysis yielded a three-factor solution. The first factor included two items that show a sense of responsibility and duty to volunteer and was named the Duty Scale (See Table 3). The second factor included two items that indicate an underlying desire to use volunteer work to grow personal talents, skills, and passions, and therefore was named the Growth Scale (See Table 3). The third factor includes two items that point to a view of volunteerism as something that brings the participant happiness and a source of intrinsic reward, and was named the Happiness Scale (See Table 3).

Table 3 below lists these scales for items that required a yes/no response as well as the Cronbach’s Alpha for each scale, the scale mean, the number of responses for that scale or item, and the item response percentage. Items used individually as independent variables were not included in the table.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scale</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Range</th>
<th>Item Response</th>
<th>Cronbach’s Alpha</th>
<th>N</th>
</tr>
</thead>
</table>

Table 3: Scales for items with a endorsed/not endorsed response
### Reasons to volunteer in high school

<table>
<thead>
<tr>
<th>School scale</th>
<th>.21</th>
<th>.32</th>
<th>0-1</th>
<th>.46</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td>40</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>40</td>
</tr>
</tbody>
</table>

### Motivations to volunteer through the Reach Out Center

<table>
<thead>
<tr>
<th>Help Scale</th>
<th>.78</th>
<th>.36</th>
<th>0-1</th>
<th>.60</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that it is important to give back to the community.</td>
<td></td>
<td></td>
<td></td>
<td>80%</td>
<td>40</td>
</tr>
<tr>
<td>I believe that it is important to help others in need.</td>
<td></td>
<td></td>
<td></td>
<td>75%</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals Scale</th>
<th>.40</th>
<th>.36</th>
<th>0-1</th>
<th>.54</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to get involved on campus.</td>
<td></td>
<td></td>
<td></td>
<td>92.5%</td>
<td>40</td>
</tr>
<tr>
<td>I wanted to meet new people who share my interests.</td>
<td></td>
<td></td>
<td></td>
<td>52.5%</td>
<td>40</td>
</tr>
<tr>
<td>My religious beliefs encourage volunteering.</td>
<td></td>
<td></td>
<td></td>
<td>7.5%</td>
<td>40</td>
</tr>
<tr>
<td>Everyone has an obligation to give back to the community they live in.</td>
<td></td>
<td></td>
<td></td>
<td>40%</td>
<td>40</td>
</tr>
</tbody>
</table>

---

*Respondents could select more than one answer.*

*Respondents could select more than one response.*
<table>
<thead>
<tr>
<th>Scale</th>
<th>0</th>
<th>1</th>
<th>0-1</th>
<th>0.26</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence Scale</td>
<td>.30</td>
<td>.32</td>
<td>0-1</td>
<td>.26</td>
<td>40</td>
</tr>
<tr>
<td>My volunteer work relates to my future profession.</td>
<td>50%</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends and I joined a program together.</td>
<td>10%</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Will continue to volunteer at Assumption**

<table>
<thead>
<tr>
<th>Scale</th>
<th>0</th>
<th>1</th>
<th>0-1</th>
<th>0.55</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty Scale</td>
<td>.23</td>
<td>.35</td>
<td>0-1</td>
<td>.55</td>
<td>37</td>
</tr>
<tr>
<td>I feel obligated to continue to volunteer with my site.</td>
<td>13.5%</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that I have a duty to volunteer.</td>
<td>32.4%</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale</th>
<th>0</th>
<th>1</th>
<th>0-1</th>
<th>0.43</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Scale</td>
<td>.70</td>
<td>.34</td>
<td>0-1</td>
<td>.43</td>
<td>37</td>
</tr>
<tr>
<td>I find volunteering personally rewarding.</td>
<td>89.2%</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My volunteer work relates to my future profession.</td>
<td>51.4%</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale</th>
<th>0</th>
<th>1</th>
<th>0-1</th>
<th>0.36</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness Scale</td>
<td>.88</td>
<td>.25</td>
<td>0-1</td>
<td>.36</td>
<td>37</td>
</tr>
<tr>
<td>I enjoy being involved with the Reach Out Center community.</td>
<td>78.4%</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy knowing that I have helped people and the community.</td>
<td>97.3%</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

5 Respondents could select more than one response.
**Attitudes Towards Reach Out Center Service**

Respondents indicated their attitudes towards the Reach Out Center and their service by responding to six statements on a scale of 1 to 5 (“1” being strongly disagree and “5” being strongly agree). Two of these statements were reverse coded. The first factor included four items that indicate the respondents’ level of interest, investment, and engagement in their service site, so this scale was named the Engagement Scale (See Table 4). The remaining two items, *Volunteering is not an important part of my life* and *Volunteering is something fun to be involved in, but is not very meaningful to me personally*, were dropped from the scale. These items were not used in further analysis because other items in the scale reflected the same underlying views and these items did not appear to add to the predictive value of the scale.

**Attitudes Towards Assumption College**

Respondents indicated their attitudes towards the environment of Assumption College as it relates to volunteerism by responding to four statements on a scale of 1 to 5 (“1” being strongly disagree and “5” being strongly agree). All of the items loaded onto one factor, so scores on all four items were combined to create a mean scale named the Environment Scale (see Table 4).

**Leadership Skills**

Respondents were asked about their personal leadership skills by responding to five statements on a scale of 1 to 5 (“1” being strongly disagree and “5” being strongly agree. A factor analysis revealed a one factor solution, so the scores on all five statements were combined to create a mean scale named the Leadership Scale (see Table 4).

**Commitment to Assumption College**
Respondents were asked about their commitment to the Assumption community by responding to five statements on a scale from 1 to 5 (“1” being strongly disagree and “5” being strongly agree). Negatively worded statements were reverse coded. A factor analysis yielded a two-factor solution. The first factor included three items that indicate the level of civic responsibility and agency the participant felt within Assumption College, as well as the respondents’ sense of importance of civic knowledge. This scale was named the Civic Engagement Scale (See Table 4). The second factor included three items that indicate how attached the participant feels towards Assumption and its community, so this scale was named the Attachment Scale (See Table 4).

**Commitment to the Worcester community**

Respondents were asked about their commitment to and attitudes towards the surrounding Worcester community by responding to five statements on a scale from 1 to 5 (“1” being strongly disagree and “5” being strongly agree). Negatively worded statements were reverse coded. A factor analysis yielded a two-factor solution. The first factor included the single item *I do not believe that I have a responsibility to help others in difficulty in the Worcester community*, so this item was used individually as an independent variable (*M*=1.9, *SD*=1.1). The second factor included the rest of the items and was named the Investment Scale because these items indicated the level of investment in and responsibility for the Worcester community felt by the participant (See Table 4).

**Social Change**

Finally, respondents were asked about their belief in social change by responding to five statements on a scale from 1 to 5 (“1” being strongly disagree and “5” being strongly agree). Negatively worded statements were reverse coded. A factor analysis revealed that all of the items
loaded on a single factor, so scores on all five items were combined to create a mean scale titled the Social Change Scale (see Table 4).

Table 4 lists the scales whose items were on a continuum, as well as the Cronbach’s Alpha for each scale, the mean for each item, the scale mean, and the number of responses for that scale or item.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scale</th>
<th>Standard</th>
<th>Range</th>
<th>Item</th>
<th>Cronbach’s Alpha</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitudes towards Reach Out Center Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement Scale</td>
<td>3.47</td>
<td>.51</td>
<td>1-5</td>
<td>.75</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><em>I look forward to going to my volunteer site</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.65</td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><em>I feel that I have made personal connections through my volunteering.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.41</td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><em>I understand some of the social issues that affect my volunteer site and the population that I work with.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.38</td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><em>Although sometimes I may not feel like going to my volunteer site, afterwards I am always happy that I went.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.59</td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes Toward Assumption College</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment Scale</td>
<td>3.24</td>
<td>.75</td>
<td>1-5</td>
<td>.85</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>
I feel that the environment of Assumption College is very encouraging and supportive of volunteerism in general.  

<table>
<thead>
<tr>
<th>I believe that many of my peers are also involved in volunteerism.</th>
<th>3.78</th>
<th>37</th>
</tr>
</thead>
</table>

I feel as if the values of Assumption College and its mission statement are in line with providing service to others.  

<table>
<thead>
<tr>
<th>The environment of Assumption College motivated me to become involved with community service.</th>
<th>3.97</th>
<th>39</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Leadership Scale</th>
<th>3.26</th>
<th>.55</th>
<th>1-5</th>
<th>.86</th>
<th>34</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I feel confident in my ability to organize and guide a group in order to accomplish a goal.</th>
<th>4.32</th>
<th>34</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I believe that I communicate my thoughts and ideas well to others.</th>
<th>4.26</th>
<th>34</th>
</tr>
</thead>
</table>

My leadership abilities have grown since I entered college.  

<table>
<thead>
<tr>
<th>When I have an idea that will resolve a problem, I feel comfortable bringing it to the group.</th>
<th>4.24</th>
<th>34</th>
</tr>
</thead>
</table>

I am able to resolve conflicts skillfully.  

| 4.18 | 34 |
### Commitment to Assumption College

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
<th>Reverse Coded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Engagement Scale</td>
<td>2.73</td>
<td>.66</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>It is important to cast my vote in student government elections.</td>
<td>3.73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My vote in student government elections will not make a difference in the outcome. 6</td>
<td>2.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important to stay up to date on any changes occurring within the college.</td>
<td>3.97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attachment Scale</td>
<td>3.02</td>
<td>.74</td>
<td>1-5</td>
<td>.6</td>
</tr>
<tr>
<td>I see myself as part of the Assumption College community and feel a sense of belonging here.</td>
<td>4.18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not care much about what happens to the courses and programs I enjoy at Assumption after I graduate. 7</td>
<td>2.12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Commitment to the Surrounding Community

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
<th>Reverse Coded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment Scale</td>
<td>3.26</td>
<td>.58</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>It is important to devote time and energy to my service site, even when life gets hectic.</td>
<td>4.44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important to understand the problems facing your surrounding</td>
<td>4.41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

6 Reverse coded.  
7 Reverse coded.
As a student at a college in Worcester, I consider myself a member of the Worcester community. 4.03 34

I care very little about improving social problems in Worcester.8 1.85 34

<table>
<thead>
<tr>
<th>Social Change Scale</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the power to make a difference in the community.</td>
<td>4.21</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One individual’s contribution can make an impact on a social issue such as poverty or injustice.</td>
<td>4.12</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An individual can do little to bring about change in society.9</td>
<td>2.18</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My volunteerism positively impacts the people directly affected by it.</td>
<td>4.45</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My volunteerism will not matter in the long-term for the site or community I work in.10</td>
<td>1.71</td>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

8 Reverse coded.
9 Reverse coded.
10 Reverse coded.
**Hypothesis One: High School to College Motivations**

To test my first hypothesis, I ran analyses to determine if any motivations to volunteer in high school were significantly related to motivations to volunteer in college. In general, why a student was motivated to volunteer in high school was not related to later motivations to volunteer in college. The exception to this was the finding that two intrinsic motivations to volunteer in high school were related to one intrinsic motivation to volunteer in college.

Respondents who volunteered in high school because it was encouraged, compared to those who did not, were more likely to volunteer in college because they liked volunteering in high school ($\chi^2(1, 38)=5.60, p<.05$, see Table 5). Being encouraged to volunteer in high school did not appear to be linked to other motivations to volunteer in college (Help Scale, $F(1, 38)=1.57$, $p>.05$, Goals Scale $F(1, 38)=.02, p>.05$, Influence Scale $F(1, 38)=.46, p>.05$, Look good on resume $\chi^2(2, 38)=.54, p>.05$).

**Table 5: Cross-Tabs for encouraged to volunteer in high school and volunteer in college because liked volunteering in high school**

<table>
<thead>
<tr>
<th>Volunteer in College because liked volunteering in high school</th>
<th>Encouraged to volunteer in high school</th>
<th>Not endorsed</th>
<th>Endorsed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraged to volunteer in high school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not endorsed</td>
<td>30.4% (7)</td>
<td>69.6% (16)</td>
<td>100% (23)</td>
<td></td>
</tr>
<tr>
<td>Endorsed</td>
<td>0.0% (0)</td>
<td>100% (15)</td>
<td>100% (15)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18.4% (7)</td>
<td>81.6% (31)</td>
<td>100% (38)</td>
<td></td>
</tr>
</tbody>
</table>

Respondents who volunteered in high school because they wanted to, when compared to those who did not, were more likely to volunteer in college because they liked volunteering in high school ($\chi^2(1,38)=19.80, p<.001$, See Table 6). When compared to those who volunteered in high school because they wanted to, those who did not want to volunteer in high school were
significantly more likely to say they volunteered in college because it would look good on their résumé ($\chi^2(1, 38)=9.69, p<.01$, See Table 7). Other motivations to continue to volunteer in college did not appear to be related to respondents’ wanting to volunteer in high school (Help Scale $F(1, 38)=.02, p>.05$, Goals Scale $F(1,38)=-.4, p>.05$, and Influence Scale $F(1,38)=.07, p>.05$).

Table 6: Cross-Tabs for want to volunteer in high school and volunteer in college because liked volunteering in high school

<table>
<thead>
<tr>
<th>Want to volunteer in high school</th>
<th>Not endorsed</th>
<th>Endorsed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not endorsed</td>
<td>100% (4)</td>
<td>0.0% (0)</td>
<td>100% (4)</td>
</tr>
<tr>
<td>Endorsed</td>
<td>8.8% (3)</td>
<td>91.2% (31)</td>
<td>100% (34)</td>
</tr>
<tr>
<td>Total</td>
<td>18.4% (7)</td>
<td>86.6% (31)</td>
<td>100% (38)</td>
</tr>
</tbody>
</table>

Table 7: Cross-Tabs for reasons for want to volunteer in high school and believe volunteering will look good on a résumé

<table>
<thead>
<tr>
<th>Want to volunteer in high school</th>
<th>Not endorsed</th>
<th>Endorsed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0.0% (0)</td>
<td>100% (4)</td>
<td>100% (4)</td>
</tr>
<tr>
<td>Yes</td>
<td>76.5% (26)</td>
<td>23.5% (8)</td>
<td>100% (34)</td>
</tr>
<tr>
<td>Total</td>
<td>68.4% (26)</td>
<td>31.6% (12)</td>
<td>100% (38)</td>
</tr>
</tbody>
</table>

Those who volunteered in high school because of items on the School Scale did not differ from those who did not on any college level volunteer motivations (Help Scale $r=.05, p>.05$, Goals Scale $r=.07, p>.05$, Influence Scale $r=-.21, p>.05$, liked high school volunteering $F(1,$
Similarly, those who volunteered in high school because of a religiously based requirement did not differ from those who did not on any college level volunteer motivations (Help Scale $F(1,38)=.01, p>.05$, Goals Scale $F(1,38)=.52, p>.05$, Influence Scale, $F(1, 38)=.57, p>.05$, liked high school volunteering $\chi^2 (2, 38)=.001, p > .05$, and look good on résumé $\chi^2 (2, 38)=.13, p > .05$).

Those who volunteered in high school because of a requirement from a civic organization did not differ from those who did not on any college level volunteer motivations (Help Scale $F(1, 38)=1.31, p>.05$, Goals Scale $F(1, 38)=.55, p>.05$, Influence Scale $F(1, 38)=.01, p>.05$, liked high school volunteering $\chi^2 (2, 38)=.51, p > .05$, and look good on résumé $\chi^2 (2, 38)=.03, p>.05$). Finally, those who volunteered in high school because of a family expectation did not differ from those who did not on any college level volunteer motivations (Help Scale, $F(1, 38)=.67, p>.05$, Goals Scale $F(1, 38)=1.26, p>.05$, Influence Scale $F(1, 38)=.01, p>.05$, liked high school volunteering $\chi^2 (2, 38)=1.78, p > .05$, and look good on résumé $\chi^2 (2, 38)=.19, p > .05$).

**Hypothesis Two: Impact of Engagement, Skills, and Values**

To test my second hypothesis, I ran analyses to determine if leadership skills, commitment to Assumption and the Worcester community, and belief in social change impact how rewarding respondents find their college service. Outcomes of volunteerism related to leadership skills and commitment appear to be related to how meaningful volunteerism is for respondents. Respondents’ who had higher endorsements of their own leadership skills find their Reach Out Center service more rewarding ($r=.55, p<.001$).

Level of reward is also positively related to respondents’ endorsement of their attachment to the Assumption Community ($r=.37, p < .05$). Respondents with higher endorsements of their investment in the surrounding community also had a higher level of reward of Reach Out Center
service \((r=0.61, p < .001)\). Level of reward of Reach Out Center service also appears to be positively related to respondents’ endorsements of their belief in social change \((r=0.60, p< .001)\). Other values associated with undergraduate volunteerism did not appear to be related to level of reward of Reach Out Center service (Civic Engagement Scale \(r=0.2, p>.05\), Do not have a responsibility to help in Worcester community \(r=0.13, p>.05)\).

To determine which factors make volunteerism meaningful, analyses on the impact of engagement in Reach Out Center service were also run. Respondents’ engagement in Reach Out Center service seems to be related to certain skills and values, such as leadership skills, commitment to the surrounding community, and belief in social change. Respondents’ endorsements of their leadership skills is positively related to their level of engagement in their service \((r=0.48, p < .01)\). Respondents’ endorsements of their investment in the community is also positively related to their level of engagement in their service \((r=0.62, p < .001)\). Similarly, respondents’ endorsement of their belief in social change was positively related to the level of engagement in their Reach Out Center service \((r=0.61, p < .001)\). Level of engagement in service also appears to be related to how meaningful volunteerism is for the respondent. The more respondents’ endorsed statements about their engagement in their service, the higher the level of reward of Reach Out Center service \((r=0.52, p < .001)\). Outcomes of volunteerism related to commitment to the Assumption community did not appear to be related to the level of engagement in service (Civic Engagement Scale \(r=0.28, p>.05\), Attachment Scale \(r=0.29, p>.05\), do not have a responsibility to help in Worcester \(r=0.32, p>.05)\).

Given the significant correlations previously presented, multiple regressions were run to determine if volunteerism and engagement independently impact how rewarding students find their service. The multiple linear regression, presented in Table 9, showed that the engagement
scale and the social change scale were significantly, positively associated with level of reward of Reach Out Center service. The model also explained 41% of the variance in level of reward ($r^2=.41$).

<table>
<thead>
<tr>
<th>Measure</th>
<th>B</th>
<th>Standard Error</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.73</td>
<td>.59</td>
<td>1.24</td>
</tr>
<tr>
<td>Engagement Scale</td>
<td>.47*</td>
<td>.21</td>
<td>2.24</td>
</tr>
<tr>
<td>Social Change</td>
<td>.36*</td>
<td>.17</td>
<td>2.21</td>
</tr>
</tbody>
</table>

*p<.05

**Hypothesis Three: Impact of Environment of Assumption College**

To test my third hypothesis, analyses were run to determine if the environment of Assumption College impacted respondents’ views of their volunteerism. The respondents’ attitude towards the environment of Assumption College did not appear to impact how meaningful they rated their volunteerism (Engagement Scale $r=.14$, $p>.05$, level of reward $r=.03$, $p>.05$). Those who intended to continue to volunteer while at Assumption and those who were unsure of their continuation did not differ in their endorsement of the environment of Assumption ($F(1, 37)=.82$, $p>.05$).

**Hypothesis Four: Continuation in College**

To test my fourth hypothesis, analyses were run to determine if engagement, level of reward, and number of semesters spent volunteering impact students’ decisions to continue to volunteer while at Assumption. While engagement in the Reach Out Center appears to be related to intentions to continue, reward of service does not. Respondents who intend to continue to volunteer more strongly endorsed the engagement scale ($M=3.51$, $SD=.46$) than those who were unsure about continued volunteering ($M=2.92$, $SD=.76$), $F(1, 37)=4.17$, $p < .05$. However, those
who intended to continue to volunteer did not differ from those who were unsure about continued volunteering in level of reward of service ($F(1, 37) = 2.89, p > .05$).

To further test this hypothesis, analyses were also run to determine if motivations to volunteer in college were related to reasons to continue to volunteer while at Assumption. Intentions to continue to volunteer based on a sense of obligation appear to be related to the number of semesters a respondent has volunteered and certain initial motivations to volunteer in college. The more semesters a student volunteered with the Reach Out Center, the higher sense of duty to volunteer they reported feeling ($r = .38, p < .05$). Among respondents who intend to continue to volunteer while at Assumption, those who volunteered initially in college to achieve some sort of other goal reported feeling a sense of duty to continue ($r = .34, p < .05$). Among volunteers who did intend to continue at Assumption, other initial motivations to volunteer in college were not related to feeling a sense of duty to continue (Help Scale $r = .32, p > .05$, Influence Scale $r = .28, p > .05$, liked high school volunteering $F(1, 37) = 2.49, p > .05$, and look good on résumé $F(1, 37) = .23, p > .05$).

Respondents who initially volunteered in order to achieve some sort of other goal were more likely to intend to continue based on a sense of happiness from volunteering ($r = .35, p < .05$). Among respondents who intend to continue to volunteer, doing so based on happiness from volunteering does not appear to be related to any other initial motivations to volunteer in college (Help Scale $r = .3, p > .05$, Influence Scale $r = .05, p > .05$, liked high school volunteering $F(1, 37) = .72, p > .05$, and look good on résumé $F(1, 37) = .65, p > .05$). Continuing based on happiness was also not related to the number of semesters respondents’ had volunteered with the Reach Out Center ($r = .19, p > .05$). Finally, respondents who were initially influenced by others to volunteer in college were more likely to intend to continue based on personal growth and reward from
volunteerism ($r = .55, p < .001$). However, continuing based on this personal growth does not appear to be related to any other motivations to initially volunteer through the Reach Out Center (Help Scale $r = .11, p > .05$, Goals Scale $r = -.14, p > .05$, liked high school volunteering $F(1, 37) = .52, p > .05$, and look good on a resume $F(1, 37) = .02, p > .05$). The Growth Scale also does not appear to be related to the number of semesters respondents have volunteered with the Reach Out Center ($r = .07, p > .05$).

**Continuation After College**

Analyses were also run to determine if level of reward, engagement in service, environment of the college, or intentions to continue volunteering while at Assumption impact respondents’ intentions to continue to volunteer after college. It appears that the respondents’ intentions to continue to volunteer after college were not impacted by any of these factors (Engagement Scale $F(1, 36) = .39, p > .05$, level of reward $F(1, 36) = .74, p > .05$, Environment Scale, $F(1, 36) = 4.07, p > .05$, intention to continue while at Assumption $\chi^2 (2, 36) = .53, p > .05$).

**Discussion**

My findings highlight several important factors in the continuation and meaningfulness of volunteerism in adolescence and emerging adulthood. It appears that certain motivations to initially volunteer do continue to influence why students continue to volunteer, both from high school to college and throughout college. My findings also support previous research that shows that the presence of certain skills and values has an important role in undergraduate volunteerism’s context, purpose, and meaning by positively impacting engagement in and level of reward of service (Astin & Sax, 1998; Dugan and Komives, 2010). Engagement in service is also an important factor in students’ intentions to continue to volunteer while in college and how rewarding students find their undergraduate service. It appears that level of reward and the
environment of the college do not influence students’ intentions to continue to volunteer while at Assumption or after college, although this could be explained by a lack of variability in these measures. The factors that influence students’ intentions to continue to volunteer after college remain unclear after these analyses.

**Hypothesis One: High School to College Motivations**

One reason students who wanted to volunteer in high school continued to volunteer in college was because they liked their high school volunteer experience. Similarly, respondents who were encouraged to volunteer in high school but received no credit for it continued to volunteer in college because they liked their high school volunteer experience. These findings support my first hypothesis that students who volunteer in high school for intrinsic reasons will also continue to volunteer in college for intrinsic reasons. This indicates that there are important links between why students initially volunteer in high school and their choice to continue to volunteer in college. Consistent with the social participation theory (Marks & Jones, 2004), this motivation to continue volunteering in college points to an internal desire to continue an experience that was personally enjoyable for that student, highlighting that intrinsic motivations are a powerful factor in the continuation of volunteerism. It also appears that once a student volunteers for intrinsic reasons, it is unlikely that he or she will continue to volunteer for purely extrinsic reason. For example, students who wanted to volunteer in high school were less likely to continue to volunteer in college because it would look good on a résumé. This motivation to volunteer in college reflects a purely external motivation that is unrelated to the experience of volunteerism and the students’ initial motivations to volunteer in high school.

The prevalence of these internal motives also supports previous research regarding social participation theory (Marks & Jones, 2004). Previous research has found that many college
volunteers share values and interests that contribute to core participation motivations to volunteer, which is supported by these findings. Almost all of the forty respondents who indicated their reasons for volunteering in high school and college selected wanting to volunteer in high school (36) and liking high school volunteerism (36). However, there were other intrinsic motivations to continue to volunteer in college that were not significantly related to this motivation to volunteer in high school. The items on the Help Scale, which place an emphasis on giving back to the community and helping those in need, reflect intrinsic values but were not significantly related to wanting to volunteer in high school. This finding, as well as the option for students to select more than one reason for volunteering in high school and college, indicates that while certain intrinsic motivations may be linked, there is still more to be discovered about the relationship between these motivations. Other extrinsic motivations to volunteer in high school and to continue in college did not appear to be significantly linked. Students volunteer in high school and continue to volunteer in college for a combination of different reasons and the links between initial reasons to volunteer and reasons to continue may be complicated. Further research is needed to investigate the connections between these motivations.

**Hypothesis Two: Impact of Engagement, Skills, and Values**

My second hypothesis, that engagement in the Reach Out Center and skills and values associated with undergraduate volunteerism would increase how rewarding students found their service, was supported by my findings. Respondents’ endorsement of statements about their engagement in the Reach Out Center was positively related to level of reward of service. It appears that the more respondents’ endorsed statements about certain skills and values that previous research has found to be associated with undergraduate volunteerism, the more rewarding the respondent found his or her Reach Out Center volunteerism. Leadership skills,
attachment to the Assumption community, investment in the surrounding Worcester community, and belief in social change were all positively associated with levels of reward of Reach Out Center service. This indicates that the presence of these skills and values adds context, purpose, and overall meaning to undergraduate volunteerism, leading to a potential increase in reward. This finding shows that the skills featured in the items on the leadership scale such as communication, self-rated leadership abilities, confidence, and conflict resolution have an important connection to undergraduate volunteerism and supports previous research (Astin & Sax, 1998; Dugan and Komives, 2010). Although it cannot be concluded directly from my findings that volunteerism increases these skills, it is clear that having these skills adds to the overall meaning of the volunteer experience.

Similarly, the items on the Attachment Scale related to commitment to Assumption College could be related to the students’ level of reward because it puts their volunteerism into a larger context. By being involved in a large campus organization such as the Reach Out Center, students may begin to be attached to something bigger than themselves and identify with a particular group in the college, leading them to be more motivated to continue with the program.

The items on the Investment Scale related to commitment to the surrounding Worcester community could be related to level of reward because it gives volunteerism a greater sense of purpose. By understanding the specific problems facing the community that students volunteer in and feeling connected to that community, it gives greater meaning to the service that students perform and can increase their sense of contribution. Finally, the items on the Social Change Scale could be related to the respondents’ level of reward because believing one’s service makes a difference will make that service seem more important, meaningful, and significant.
Leadership skills, investment in the surrounding community, and belief in social change were positively associated with the level of engagement in Reach Out Center service. The items on the engagement scale regarding looking forward to and enjoying volunteering, feeling a personal connection through volunteerism, and understanding issues the service site is facing all point to an increase in the respondents’ investment in their volunteerism. These findings indicate that the more purpose and agency a respondent feels regarding his or her volunteerism, the more invested he or she will be in it. Feeling a part of the Worcester community, understanding the community’s social problems, and believing that one’s individual volunteerism makes a difference in the long run in particular make it more likely that respondents will find a sense of meaning, purpose, enjoyment and investment in their volunteerism. This is illustrated in the finding that in a multiple regression, endorsement of the engagement scale and the social change scale predicted the level of reward of service. This highlights that the relationship between the respondents’ investment in the Reach Out Center and the belief that their service makes a difference impacts how rewarding the experience is for them. The presence of leadership skills, commitment to the college and the surrounding community, and belief in social change in the respondents’ service experiences support previous research on the outcomes of undergraduate volunteerism (Astin & Sax, 1998; Vogelgesang & Astin, 2000).

Hypothesis Three: Impact of Environment of Assumption College

My next hypothesis, that the environment of Assumption College as a small, Catholic institution would influence how students perceive volunteerism and how rewarding they rate their service, was not supported. Based on previous research, I believed that the more students endorsed statements regarding the environment of Assumption College and it’s relation to volunteerism, the more rewarding and engaging students would rate their undergraduate service
(Cruce & Moore, 2007; Sullivan, Ludden, and Singleton, 2013). However, my findings show that despite respondents’ positive endorsement of statements regarding the environment of Assumption College (with the exception of one outlier), it had no significant effect on level of engagement, level of reward, or intention to continue to volunteer while at Assumption. This finding could be explained by the lack of variability among the respondents’ attitudes towards the environment of Assumption College.

**Hypothesis Four: Continuation in College**

My final hypothesis, that the more rewarding a student finds his or her Reach Out Center volunteerism, the more likely it is that he or she will intend continue to volunteer while in college and after graduation, was not supported. My findings showed that level of reward was not related to intention to continue volunteering while at Assumption, but engagement in the Reach Out Center was significantly related. Those who reported being more engaged in the Reach Out Center were more likely to think that they would continue volunteering there. This finding suggests that while reward may not play a significant role in intention to continue, as respondents become more engaged and invested in their service, it becomes more important to them. In support of the motivations and constraints theory, this engagement and investment may strengthen students’ motivations to continue to volunteer and lessen the impact of other constraints (Gage & Thapa, 2011). My findings also show that respondents’ intentions to continue to volunteer after college were not related to engagement in service, level of reward, or intention to continue to volunteer while at Assumption. It appears that more research is needed to determine which factors influence intentions to continue to volunteer after graduation. It is possible that motivations to continue to volunteer in college could influence this decision.
My findings also indicate that several motivations to initially volunteer in college may be connected to motivations to continue while in college. Items on the Duty Scale, such as feeling obligated to continue volunteering at a service site, were related both to items on the Goals Scale and the number of semesters spent volunteering. This finding suggests that the amount of time spent at a volunteer site may increase a respondents’ sense that his or her contributions are necessary and lead to a greater investment in the site, therefore increasing a sense of duty to continue. It also suggests that items on the Goals Scale, such as believing one has an obligation to give back to the community and wanting to be involved on campus, may be reinforced by volunteer experiences and increase a respondents’ sense of duty. Items on the Goals Scale were also significantly related to items on the Happiness Scale. This finding could suggest that respondents’ initial belief that one has an obligation to give back to the community may be rewarded by volunteer experiences and the knowledge that he or she is helping. It also may indicate that respondents who wish to volunteer for the greater experience of being involved in a campus organization and meeting new people are more open to the experience of volunteering. Finally, items on the Influence Scale, such as volunteerism relating to a future profession or joining the program with friends, were related to items on the Growth Scale, such as continuing volunteering because it is personally rewarding and because it relates to a future profession. It appears that respondents who volunteer to gain experience in a particular field find their service rewarding and grow in their knowledge and experience of that profession.

**Limitations**

There were several limitations present in this research study. First, there is limited variability on a number of my variables, such as level of reward of Reach Out Center service and intentions to continue volunteering. The small response rate and the loss of a handful of respondents throughout the course of the survey also make it difficult to generalize these results.
to the general population of undergraduate volunteers. This lack of variability, combined with a small sample size, means that differences have to be large in order to be detected statistically.

Next, my choice to only survey students at one small, liberal arts, Catholic college in New England also limits the generalizability of my results. All students surveyed shared the commonality of choosing Assumption College as their undergraduate institution, so the results of this study could be different at a public institution or in a different region. Similarly, the sample used in this study was very limited. My choice to survey only student volunteers limited the conclusions I could draw about their motivations to volunteer in high school and to continue in college. If I had surveyed a representative sample of the entire undergraduate population at Assumption, not just volunteers, I could have compared students who chose to continue their high school volunteerism with students who did not and investigate why students chose not to continue. This broader sample would have allowed a deeper understanding of the factors involved in the decision to continue to volunteer. Fourth, by using a cross-sectional sample, I was unable to track changes in the respondents over time. Many of the respondents were first-year students and in their first semester of volunteering through the Reach Out Center, so it is possible that the responses to many of the questions would be different with more experience. Finally, I created my own survey questions rather than using measures established in previous studies. This could account for the negative rotated component matrix present for several items during the creation of the scales used in the data analysis, as perhaps respondents did not answer several questions in the way I intended them to, which could have influenced the results. Future research should be designed to address these shortcomings.
Conclusion

As volunteerism continues to expand on college campuses across the country, it becomes increasingly important to understand in order to develop and improve service programs. Well run service programs that produce meaningful experiences for undergraduate volunteers may lead to the development of skills and values that are beneficial to both the individual student and the greater community. As previous researchers have discovered, undergraduate volunteerism can equip students with skills and values that lead to more engaged, socially aware, and caring citizens (Astin & Sax, 1998; Vogelgesang & Sax, 2000). The popularity of the Reach Out Center, mission trips, and other volunteer opportunities at Assumption College illustrate the prevalence of undergraduate volunteerism, making it even more vital to research this subject. This thesis aimed to better understand which motivations to volunteer influence a student in high school and continue into college, which motivation influence a student to continue to volunteer in college, and which factors associated with undergraduate volunteerism create a more meaningful experience for volunteers.

While there are still more to be discovered, my research illustrates several facets of undergraduate volunteerism. First, the relatively high levels of reward indicated by the respondents shows that undergraduate volunteerism is something that students are enjoying, whatever their initial motivations or intentions to continue may be. This overall positive rating of undergraduate volunteerism highlights how important it is to understand this phenomenon. My research also shows that the development of several skills and values associated with volunteerism and engagement in service are important for how meaningful undergraduate service is for students. Finally, it indicates that there are certain motivations to volunteer in high school that continue to motivate students to volunteer in college, as well as motivations to volunteer in
college that influence students to continue while undergraduates. Future research should further investigate why certain motivations continue into college and others do not. Future studies should also investigate what motivates students to intend to continue to volunteer after they graduate and which factors other than the ones used in this study influence this decision. Finally, future research should focus on how measures of volunteerism, specifically the reward of undergraduate volunteerism, change over time as the respondents continue to volunteer throughout college.
References


Appendix A: Survey

A Study of High School and College Volunteerism

You are invited to take part in a research study examining the potential link between high school service and undergraduate volunteerism and its impact on the potential outcomes of undergraduate volunteerism. You were invited to take part in this survey because I am interested in surveying undergraduates at Assumption College who currently volunteer through the Reach Out Center.

**Procedures:** If you choose to participate in the study, you will be asked to complete an online survey. The survey asks questions regarding background demographic information, any previous high school volunteer experiences, your experiences volunteering through the Reach Out Center, motivations to volunteer, and your opinions on statements regarding leadership, Assumption and the surrounding community, and social change. This survey takes approximately 20-25 minutes to complete.

**Benefits:** This study may be of no direct benefit to you, but it will improve our knowledge of Reach Out Center volunteer experiences and the potential connection between high school service and undergraduate volunteerism. The survey may help you to be more aware of your personal opinions and motivations to volunteer, leading to a new insight on your volunteer experiences.

**Potential Risks:** There are no inherent physical risks in the procedures themselves, and it is not anticipated that participants will experience risks in completing the survey. You will not be exposed to any more risk of harm or discomfort than those ordinarily encountered in daily life. Occasionally, the survey may ask for an opinion or about an experience that you do not feel comfortable sharing. You may exit the survey at anytime and choose not to complete it or skip particular questions you are not comfortable answering. Whether or not you participate will not be known by the Reach Out Center staff and participation will not impact your relationship with the Reach Out Center, its staff, or its programs.

**Confidentiality:** The information from the surveys will be used for research purposes only. Your responses will be identified by a number and the identity of all participants will be kept anonymous. Your responses will only be seen by myself and my faculty advisor, Professor Alison Cares. Your name will not be attached to the online survey that you complete. In addition, your name will not be used in any reports or publications of this study.

**Freedom of Choice to Participate:** You are free (1) to decide whether or not to participate, (2) choose not to answer any particular questions and (3) to withdraw from the study at any time. A decision not to participate will not adversely affect any interactions with the investigator or any representative/employee of Assumption College, including the Reach Out Center.

**Questions:** Before you continue to the survey, please ask any questions on any part of this study that is unclear to you. You may take as much time as necessary to think this over. At any point in the study, you may question the Principal Investigator about the study (Kait Bouthillette, (401) 536-6789, kaitlyn.bouthillette@assumption.edu) or the faculty advisor (Professor Alison Cares, 508-767-7608, a.cares@assumption.edu). In addition, you are free to contact the Institutional Review Board representative about any concerns (Dr. Deborah Kisatsky, dkisatsky@assumption.edu, 508-767-7561).

**Consent:** This project has been explained to me to my satisfaction and in language I can understand. I understand that if I wish to have a copy of this form, I may print it now. I understand what my participation will involve and I agree to take part in this project under the terms of this agreement. I understand that I am not giving up my legal rights by agreeing to this form. I also certify that I am 18 years of age or older.

*1. By clicking “continue” and beginning the survey, you are indicating that you read and understand the above consent form and are 18 years of age or older. Clicking “continue” indicates your informed consent to participate in this survey.*

☐ Continue
A Study of High School and College Volunteerism

This first section asks about basic background information. Please select the category that best describes you or fill in the information that the question is asking for.

2. Please select the gender that you self-identify as:
   - Male
   - Female
   - Transgender
   - Other (please specify)

   Other (please specify)

3. Please select your age:

4. Please select the race or ethnicity that you identify with (select all that apply)
   - White
   - Black/African American/Afro-Caribbean
   - Asian
   - American Indian or Native Alaskan
   - Native Hawaiian or Pacific Islander
   - Hispanic/Latino/Latina
   - Other (please specify)

   Other (please specify)

5. Please select your expected year of graduation:

   Other (please specify)
A Study of High School and College Volunteerism

6. Are you a student leader on campus through a formal organization or an elected position (i.e. Student Government Association, Campus Activities Board, sports team captain, etc.)?
   - Yes
   - No
   - Not currently, but I was in the past.

7. What organization do/did you hold a leadership position in? Please select all that apply.
   - Student Government Association
   - Campus Activities Board
   - ALANA
   - Reach Out Center Service Director
   - Campus Ministry Core Team
   - PAWS
   - AC Allies
   - Habitat for Humanity
   - Sports Team (Captain)
   - Academic Support Center (Head Tutor)
   - Other (please specify):
     - Other (please specify)

8. Are you a Resident Assistant at Assumption?
   - Yes
   - No
   - Not currently, but I was in the past

9. Have you been an Orientation Leader at Assumption?
   - Yes
   - No
A Study of High School and College Volunteerism

10. Are you a peer tutor in the Academic Support Center?

☐ Yes
☐ No
☐ Not currently, but I was in the past.
A Study of High School and College Volunteerism

This next section asks about your high school and previous volunteer experiences.

11. What type of high school did you attend? Please select all that apply.
   - Private
   - Catholic
   - Religiously affiliated (Non-Catholic)
   - Public
   - Charter
   - Magnet
   - Home School

12. Did you volunteer while in high school?
   - Yes
   - No
13. What were the reasons that you volunteered in high school? Please select all that apply

☐ It was required for a class.
☐ It was required for graduation.
☐ It was required through my church and/or religious organization.
☐ It was required as a part of my membership in a civic or service organization (e.g., honor society, boy scouts).
☐ It was expected in my family.
☐ It was encouraged by my school, but I received no credit for it.
☐ It was something that I wanted to do.

14. Which response best describes how you viewed your volunteer work at the time? Please select all that apply.

☐ I believed that it is important to give back to the community.
☐ It was important to help others who are in need.
☐ I felt that I had an obligation to volunteer.
☐ I found volunteering personally rewarding.
☐ I believed that my service would make a difference in the world.
☐ My religious beliefs encouraged volunteering.
☐ My friends and I joined the same volunteer program to spend time together.
☐ I believed it would look good on my college applications.
☐ I wanted to meet other people who have the same values that I do.
A Study of High School and College Volunteerism

15. What type of volunteer work did you do? Please select all that apply

☐ Tutoring/Mentoring children
☐ Coaching a sports team
☐ Soup Kitchen
☐ Rebuilding homes
☐ Neighborhood cleanup
☐ Visiting the elderly
☐ Animal shelter
☐ Other (please specify):

Other (please specify)

16. How committed were you to your volunteering?

☐ Not committed at all
☐ A little committed
☐ Mostly committed
☐ Very committed

17. How rewarding did you find your volunteering?

☐ Not rewarding at all
☐ A little rewarding
☐ Fairly rewarding
☐ Rewarding
☐ Very rewarding
A Study of High School and College Volunteerism

The third section asks questions regarding your experience volunteering through the Reach Out Center at Assumption.

18. Please indicate how many semesters you have volunteered through the Reach Out Center (including this current semester):

- One semester
- Two semesters
- Three semesters
- Four semesters
- Five semesters
- Six semesters
- Seven semesters
- More than seven semesters.
### A Study of High School and College Volunteerism

#### 19. Which programs are you currently involved in? Please select all that apply.

- [ ] Rainbow Preschool
- [ ] Book Buddies Nelson Place
- [ ] Elm Park Literacy Program
- [ ] Our Lady of the Angels Afterschool
- [ ] Permet Homework Club
- [ ] Rainbow Afterschool Program
- [ ] Union Hills Literacy Program
- [ ] BiGS
- [ ] Lincoln Street Elementary School
- [ ] Kids Klub
- [ ] St. Peter's Mentoring
- [ ] Positive Directions
- [ ] The Nativity School
- [ ] Matthew 25
- [ ] Community Harvest Project
- [ ] Disneo House
- [ ] Mercy Center
- [ ] Special Olympics
20. What motivated you to become involved in the Reach Out Center? Please select all that apply.

- [ ] I liked volunteering in high school.
- [ ] I wanted to get involved on campus.
- [ ] My friends and I joined a program together.
- [ ] I wanted to meet new people who share my interests.
- [ ] My religious beliefs encourage volunteering.
- [ ] I feel that it is important to give back to the community.
- [ ] I believe that it is important to help others in need.
- [ ] Everyone has an obligation to give back to the community they live in.
- [ ] It will look good on my resume.
- [ ] My volunteer work relates to my future profession.

21. Please indicate to what extent you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that the environment of Assumption College is very encouraging and supportive of volunteering in general.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I believe that many of my peers are also involved in volunteering.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I feel as if the values of Assumption College and its mission statement are in line with providing service to others.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>The environment of Assumption College motivated me to become involved with community service.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>
A Study of High School and College Volunteerism

22. How rewarding do you find the service you perform?

☐ Not rewarding at all.
☐ A little rewarding.
☐ Fairly rewarding.
☐ Rewarding.
☐ Very rewarding.

23. Do you intend to continue volunteering throughout your time at Assumption?

☐ Yes
☐ Unsure
☐ No
24. Which response best describes why you intend to continue volunteering throughout your time at Assumption? Please select all that apply.

☐ I find volunteering personally rewarding.
☐ I enjoy knowing that I have helped people and the community.
☐ I feel obligated to continue to volunteer with my site.
☐ I believe that I have a duty to volunteer.
☐ I enjoy being involved with the Reach Out Center community.
☐ My volunteer work relates to my future profession.
25. Which response best describes why you are unsure about whether you intend to continue volunteering throughout your time at Assumption? Please select all that apply.

☐ I am not sure how many other commitments I will have in the coming semesters

☐ I have not spent enough time at my current volunteer site to determine whether I want to continue or not.

☐ I want to know what my class schedule will be like before I decide whether I will continue volunteering.

☐ I have not thought about it much.

☐ Other (please specify):

Other (please specify)
26. Which response best describes why you do not intend to continue volunteering throughout your time at Assumption? Please select all that apply.

☐ I do not find volunteering rewarding.
☐ I do not believe that my volunteering is affecting the people I encounter or the community.
☐ I have too many other commitments.
☐ There are other activities I would like to get involved in.
☐ I did not enjoy my experience with the Reach Out Center.
### 27. After graduation, do you intend to continue to volunteer in some way?

- Yes
- Unsure
- No

### 28. Please indicate the extent to which you agree or disagree with the following statements regarding volunteering through the Reach Out Center

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I look forward to going to my volunteer site</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that I have made personal connections through my volunteering.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I understand some of the social issues that affect my volunteer site and the population that I work with.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Volunteering is not an important part of my life.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Although sometimes I may not feel like going to my volunteer site, afterwards I am always happy that I went.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Volunteering is something fun to be involved in, but it is not very meaningful to me personally.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### 29. Have you ever taken a Community Service Learning class?

- Yes
- No
A Study of High School and College Volunteerism

30. Have you participated in volunteering outside of the Reach Out Center during your time at Assumption? Please select all that apply.

- Yes, through SEND trips.
- Yes, through Habitat for Humanity.
- Yes, through my Honor Society.
- Yes, through another organization on campus I am involved in.
- Yes, through an organization in my hometown.
- Yes, through an organization in Worcester that the Reach Out Center does not send volunteers to.
- Yes, through a mission trip offered by an outside organization.
- Yes, through pastoral outreach at Christ the King.
- Yes, through pastoral outreach at Old English Road Visitation.
- No, I have not.
- Yes, through a different opportunity (please specify):

Yes, through a different opportunity (please specify):
The final section is designed to measure the potential outcomes of undergraduate volunteerism. Please select the response that best describes your experience.

### 31. Please indicate the extent to which you agree or disagree with the following statements regarding leadership.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel confident in my ability to organize and guide a group in order to accomplish a goal.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe that I communicate my thoughts and ideas well to others.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My leadership abilities have grown since I entered college.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>When I have an idea that will resolve a problem, I feel comfortable bringing it to the group.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am able to resolve conflicts skillfully.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### 32. Please indicate the extent to which you agree or disagree with the following statements regarding Assumption.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to cast my vote in student government elections</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I see myself as part of the Assumption College community and feel a sense of belonging here.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My vote in student government elections will not make a difference in the outcome.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>It is important to stay up to date on any changes occurring within the college.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I do not care much about what happens to the courses and programs I enjoy at Assumption after I graduate.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### 33. Please indicate the extent to which you agree or disagree with the following statements regarding the Worcester community.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to devote time and energy to my service site, even when life gets hectic.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I do not believe that I have a responsibility to help others in difficulty in the Worcester community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>It is important to understand the problems facing your surrounding community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>As a student at a college in Worcester, I consider myself a member of the Worcester community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I care very little about improving social problems in Worcester.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### A Study of High School and College Volunteerism

#### 34. Please indicate the extent to which you agree or disagree with the following statements regarding social change

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the power to make a difference in the community</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>One individual’s contribution can make an impact on a social issue such as poverty or injustice</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>An individual can do little to bring about change in society</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My volunteerism positively impacts the people directly affected by it</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My volunteerism will not matter in the long-term for the site or community I work in</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Thank you! The survey is now complete. Your time and effort is appreciated.