

Recruiting College Student Volunteers for Habitat for Humanity Metro West ReStore



An Interactive Qualifying Project Report

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Sponsoring Agency: Habitat for Humanity

Sponsor Liaison: ReStore Director Debbie Hoak and Volunteer Coordinator Molly Pietrantonio

Advisors: Robert Traver and Jian Zou

Submitted by:

Christian Doscocil

Julie Valim

Kevin Wormer

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Abstract

The Habitat for Humanity Worcester ReStore collects and sells donated housing materials. All proceeds are used to eliminate poverty housing within the Worcester Region. A reliable and sustainable volunteer base is vital for the ReStore's success. Potential volunteers are abundant on nearly a dozen college campuses throughout Worcester. College student volunteers are a major untapped resource for the ReStore's success. This project delivered a directory consisting of each school's campus-wide connections that showed interest in participating in future ReStore volunteer efforts. Completion of this project required an immersion into the restore, survey collections, interviews of current college student volunteers at the ReStore, as well as interviews of the ReStore staff. Data analysis was conducted on both survey responses and interviews, and recommendations were made based on the findings. The recommendations consist of approaching schools differently in regards to marketing materials and social media, creating incentives for volunteers, and utilizing the directory for better connection management.

Executive Summary

The Habitat for Humanity MetroWest/Greater Worcester ReStore is a branch of the non-profit organization, Habitat for Humanity. The ReStore receives donations of new and gently used housing materials and sells them to the public at a discounted rate. The proceeds are put toward Habitat for Humanity to fund their primary goal of eliminating poverty housing. In order to maximize profits, volunteers are essential personnel. Increasing the number of volunteers decreases the workload for the paid staff, thus decreasing the store's overhead.

The ReStore needs a sustainable and reliable volunteer base to increase its overall performance. A major pool of potential volunteers is found at the eleven colleges and universities within the ReStore region. There are over 30,000 students throughout the area with various

volunteer inclinations and requirements. Unfortunately, recruiting student volunteers to the ReStore and maintaining a sustainable relationship with them is difficult for many reasons. They are typically enrolled at a particular institution for four years and, upon graduation, never return to the ReStore. Also, students may volunteer for a few hours to fulfill a requirement, but once the requirement is complete they feel no obligation to return. The constant student turnover makes it challenging to maintain sustainable relationships with student volunteers.

The goal of our project is to create sustainable relationships with college volunteers by increasing awareness of the ReStore and establishing campus connections that will be ongoing at all the colleges and universities within the ReStore region. A successful project will ultimately move Habitat for Humanity forward in its goal to eliminate poverty housing. Completion of the project requires:

1. Site assessment
2. Survey and interview collection
3. Establishment of campus connections
4. Data analysis
5. Creation of a campus contact directory
6. Creation of marketing materials

Several days were spent volunteering at the ReStore to understand how the store operated and to gain volunteer experience. Once we had a solid understanding of the ReStore we began distributing our surveys and conducting interviews. The responses from the surveys and interviews were analyzed to provide recommendations to the ReStore on how to recruit student volunteers on a sustainable basis. We also established personal connections with representatives of clubs, organizations, and faculty departments which required volunteering for any particular reason at

each of the included schools. These connections were then arranged by school and compiled into a campus contact directory for the ReStore. Finally, marketing materials were created which were tailored to each school based on knowledge gained from speaking with campus connections and results drawn from the surveys.

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1.0 Introduction

The Habitat for Humanity MetroWest/Greater Worcester ReStore outlet strives to eliminate poverty housing. The ReStore uses the sales profit from donated items to fund Habitat for Humanity building days, days where houses are built for the community. To raise money for their builds, ReStore offers home improvement accessories, building materials, furniture and appliances to the less fortunate at a considerably discounted price (Habitat For Humanity About Us, 2015). For this work, the ReStore relies on, among other things, volunteers to assist in organizing donated merchandise, price sale items, assist customers, and clean. To ensure the ReStore has volunteers to complete these tasks, the project increased student awareness, established campus connections and created sustainable volunteer relationships between ReStore and nearby college campuses. The campuses include all colleges and universities that offer at least a two year undergraduate degree and are located in the neighboring forty two cities and towns. There are eleven campuses in all.

Although each university campus is unique, together they pose several common challenges for recruitment. Perhaps the most difficult is to secure and retain the awareness of the ever changing student population. Frequently, non-profits develop relationships with student groups that dissolve upon graduation. Finding ways to help students make space in their busy schedules is also difficult (Brumble, M, 2012). Furthermore, if students have time, they often hold jobs rather than volunteer (Luzer, D, 2012). Additionally, transportation poses a significant obstacle to many college students.

To increase awareness and to inform recruitment strategies, interviews and surveys accessed current student knowledge, and informational table sitting allowed for the increase of student knowledge about ReStore. To develop campus connections, preexisting relationships with

ReStore were studied and information was gathered on their strengths and weaknesses. Faculty departments and student organizations were contacted to establish these connections and increase the pool of volunteers that ReStore can recruit from. To create sustainable volunteer relationships, case studies were reviewed and their successful techniques implemented. Social media was then used to get a view into their current volunteer marketing techniques. To ensure the strategies were effective, the project utilized the information gathered to develop a contact directory that allows ReStore to attract and retain a robust and sustainable volunteer workforce.

2.0 Literature Review

This section will look at past efforts on studying volunteers, their relationships with organizations, the ReStore's past recruitment methods, and possible techniques to overcome the challenges ReStore currently faces.

2.1 Non-profits' Major Challenge:

Non-profit organizations struggle to maintain relationships with college students in the United States. The percent of college student volunteers is declining, and of those students, less than one-third volunteer over 15 hours each month (Moore, E., Warta, S., & Ericksen, K, 2014). Intensifying the issue is the growing number of non-profit organizations. The United States has seen a 25% increase in nonprofits over the course of the past decade. This trend demands more student volunteers from an already dwindling pool (Making Sure Nonprofits Aren't All About Profit, 2012). To understand why the percentage of volunteers is declining, volunteer motivation and persistence must be understood.

2.2 Volunteering Factors:

The reasons individuals volunteer are many, but most can be placed in two general motivational categories: Egotistical and Altruistic. Egotistical volunteers seek self-fulfillment.

Studies show egotistical driven volunteers are more inclined to continue their efforts if their work is recognized publicly in newspapers, newsletters, etc. (Stirling, C., Kilpatrick, S., & Orpin, P, 2011). On the other hand, altruistic volunteers have a sincere concern for the wellness of others. They only continue their effort if they observe progress in their area of work, and feel they are making a legitimate difference in people's lives (Finkelstein, M. 2008).

Of these two reasons, most volunteers are driven by egotistical purposes. College students in particular volunteer for their own self-interests and a variety of reasons, including to fulfill graduation requirements, pad their resumé's, become qualified for scholarships, maintain scholarships, and simply give themselves a sense of pride and accomplishment. Many colleges throughout the United States require all students to log a minimum number of volunteer hours prior to graduation. For example, in 2008, Senate Bill 2079 required North Carolina college students to volunteer in order to receive a bachelor's degree (Schalin, J, 2008). In other cases, students must record a minimum number of community service hours in order to maintain certain scholarships or work study opportunities. At WPI, students who receive work study scholarships are not eligible for work study the following year unless they volunteer for at least fifteen hours throughout the academic year (Community Service Work Study). Additionally, many scholarship opportunities are opened to students who consistently participate in community service events. The aforementioned reasons all stem from extrinsic motivation. However, the fourth and final reason egotistically driven college students volunteer is completely intrinsic. They help others because it makes them feel better about themselves. They earn a sense of pride and accomplishment from their work, and have no altruistic purposes in mind.

Other students reach out for altruistic reasons. They may be more or less likely to volunteer based on their age, race, gender, involvement on campus, or other characteristics. For example,

research shows female college students are more likely to volunteer than male students. Additionally, in general, students active in Greek Organizations are nearly twice as likely to volunteer as those who are not. Also, students who live on campus are more likely to volunteer than students who commute (Moore, E., Warta, S., & Ericksen, K, 2014). Although Greek Organizations continue to volunteer altruistically, unfortunately their commitment alone cannot stem the decreasing national student volunteer rate (Brumble, M, 2012). The college student volunteer rate peaked between 2003 and 2005 at twenty nine percent. Since then it has experienced a steady decline to twenty five percent as of 2013 (Corporation for National and Community Service, 2013). This creates a challenge for organizations who rely heavily on volunteers. Understanding these trends gives an idea as to who should be targeted in order to maximize the number of student volunteers.

2.3 The Worcester ReStore Problem:

The Habitat for Humanity MetroWest/Greater Worcester ReStore is in great need of volunteers. The tasks currently completed by paid employees, such as organizing donated merchandise, pricing sale items, assisting customers, and cleaning, can be completed by student volunteers. This allows more work for less money. The store's overhead goes down and money is increased that can then be donated towards the Habitat for Humanity parent organization to fulfill its purpose of building homes (Volunteer, 2015).

Unfortunately, the ReStore does not engage as many college students in the Worcester community as it needs. Although there are over 30,000 college students within Worcester (Colleges & Universities, 2015), few of them actively volunteer their time with the Worcester ReStore. These college students represent a large untapped resource that, if properly mobilized, could transform the success that the ReStore experiences, both in sales and volunteer rates.

2.4 Approaches:

2.4a Increasing Awareness:

To improve college student awareness of Habitat for Humanity ReStore and the other Worcester nonprofits, modern means of communication had to be used. A study of a large public university in the southeast U.S. showed that the total amount of time students spend daily on the internet ranges from five hours to all day, and that the continuous session ranges from three hours to all day (Li, W., O'Brien, J., Snyder, S., & Howard, M, 2015). Thus the current college student population has a major online presence. Social media and text messaging programs on mobile phones have recently experienced increased popularity in the USA among college students (Turner, J., & Croucher, S, 2014).

A study conducted in 2014 looked to differentiate between the kinds of social media that adults use, including college students. This study revealed that seventy one percent of American adults who were present online used Facebook, and seventy four percent of college students and beyond used Facebook. Twitter is also another popular social media tool. Of online American adults, twenty three percent of them use Twitter and thirty percent of people either in college or graduated from college use it as well. Of adult internet users, twenty six percent use Instagram and twenty four percent of students either in college or who graduated from college use Instagram. With regard to Pinterest, the use among online adults is twenty eight percent and among students either in college or beyond is thirty two percent. Lastly, twenty eight percent of online adults and fifty percent of students either in college or beyond use LinkedIn. This study revealed the proportion of online adults who use social media, but also that college students or adults with a college degree used social media the most (Duggan, M., Ellison, N., Lampe, C., Lenhart, A., & Madden, M, 2015).

Another study conducted in 2015 showed that young adults from ages eighteen to twenty nine are still the most likely to use social media and that ninety percent of them do. Along those lines, those with at least some college experience are consistently more likely to use social media. Furthermore, sixty four percent of urban residents use social media (Perrin, A, 2015).

Using social media, as suggested by Mostafa, might prove a successful method to engage college students (Mostafa, R, 2015). Smith and Zook (2011) write that 'outbound marketing', where the organizations reach out to the people with things such as flyers and advertisements, should be joined with 'inbound marketing,' where social media allows organizations and their followers or customers to have more direct conversations.

Another recruiting method is special events that are designed to attract college students. The 2013 IQP project group that worked with Habitat for Humanity not only proposed but also established events. One such event was called "Spring Cleaning." It enabled Worcester area students and faculty to donate their unused furniture to ReStore before they moved out for the summer. The fall version was called "Welcome Back." It allowed students and faculty to buy items from ReStore for a discounted price when they moved back to school (DeLaCruz, Potter and Rubino, 2013). In addition to these, ReStore puts on events every year to attract volunteers, donors and shoppers. An example of one of these events is "Fall for All" staged in September, where there are deals on the store's inventory and all proceeds benefit the local Habitat for Humanity affiliate (ReStore to hold Fall for All sale Sept. 28, 2013). Events such as these engage students that would not normally be involved by giving them a chance to contribute without making a large commitment. Such events also act as awareness events that publicize the ReStore and emphasize its usefulness.

Informational tabling can also be very successful in spreading awareness. The process of tabling is setting up a table with information and sign-up forms at a high-traffic location to recruit potential members and inform them about your chosen topic (Swerdlow, 2013). Tabling on college campuses is a well-known and well used resource. Most campuses have a specified high traffic area where student organizations can set up tables to distribute literature and recruit members (Campus Publicity Techniques). This tabling technique proved helpful while spreading awareness on the many college campuses.

2.4b Establishing Campus Connections:

The culture of the universities was also taken into consideration when trying to create connections with each campus. Within the forty two cities and towns of the ReStore's recruitment region, the institutions differ from one another. These differences include; male to female ratio, academic programs, (liberal arts, public, technological) as well as the number of students who live on or off campus. Before the start of the recruitment process, it was essential to know how these differences affect the characteristics of volunteering. Schools, like Quinsigamond Community College, Worcester State University and Framingham State University, where there is a high percentage of commuting students, are less inclined to participate in volunteer efforts than private institutions like Worcester Polytechnic Institute (WPI), College of the Holy Cross, and Assumption College, where students live primarily on campus. Furthermore, the volunteer oriented Greek Life population at WPI produces more student volunteers overall than the other private schools. Another factor affecting a campus's volunteering culture is the ratio of males to females. Since women are overall more likely to volunteer than men, schools with more women students will produce more student volunteers. Liberal Arts colleges in the area typically have a higher percentage of women than men. These schools include Assumption College, Anna Maria College, Becker College, Clark University, and College of the Holy Cross. This data suggests that

some schools may be better sources of volunteers than others and that recruitment efforts should turn to them first.

Two other methods were used to find the best approaches to creating connections with student volunteers. First, interviews with current volunteers elicited their motivations and relationship with ReStore. Second, surveys of students from all campuses in the ReStore service region produced data on the likelihood of students volunteering from each school.

2.4c Creating Sustainable Volunteer Relationships:

The ReStore suffers from two major volunteering sustainability challenges. The first problem includes the recurring turnover that happens when the student volunteers graduate. ReStore has tried to maintain their volunteer numbers by reaching out to new students at each institution, but to date these efforts have proven unsuccessful. The time and effort that is spent reaching out to new students reduces the productivity of the limited staff. A sustainable relationship between college volunteers and the ReStore might solve this turnover problem. To be fully sustainable the established volunteer relationships must maintain their own viability by continuing each year with the changing student population.

Once new volunteers are recruited, the second major challenge deals with retaining these volunteers on a consistent basis. In order to retain students that volunteer at the Worcester ReStore, specific efforts must be made to ensure they are satisfied with their work. Although getting students to the location to volunteer is an important challenge, ensuring that it happens on a recurring basis is equally important. Students who volunteer at the ReStore once and do not return does not accomplish the goal of raising the number of sustained college volunteers. If the ReStore is able to enact certain practices that maximize the satisfaction the students receive from volunteering, they will continue to come back (Finkelstein, M, 2008). One such practice is matching tasks with

volunteers on an individual basis (Clary, E., & Snyder, M). Many volunteers will feel satisfied, and continue to volunteer if they feel their specific motives are being fulfilled (Davis, M., Hall, J., & Meyer, M, 2003). Additionally, recurring volunteers are likely to speak positively of the organization among friends and are able to increase the user base among their social circle. Identifying the volunteers' motives allows specific tasks to be performed by the volunteers that they will individually find fulfilling. As the volunteer continues to work with the ReStore, periodic reassessments should be conducted in case the motives evolve over time (Finkelstein, M, 2008). As the volunteers' motives and opinions evolve, their tasks should evolve with them, allowing the volunteers to be continually fulfilled by their duties.

Additionally, a psychological study on non-profit organizations and their volunteers identified specific management practices that are positively correlated to volunteer retention. This study looks at the psychological contract that is unofficially established between volunteers and the management of the organization. The volunteer has the perception that there is a reciprocal agreement with the organization that provides limited remuneration such as recognition, a feeling of being valued (Stirling, C., Kilpatrick, S., & Orpin, P, 2011). Effective volunteer management will ensure that the volunteer feels that his/her psychological contract is intact, and they are receiving something equal to what they put in. For many volunteers, this is fulfilled through public recognition. In the Stirling study, one participant said “The most important thing I think volunteers should be offered is recognition”. The Worcester ReStore can use this information to ensure that each volunteer feels as if his/her contributions are recognized. This will go a long way into retaining volunteers for a robust sustainable relationship.

3.0 Methodology

3.1 Approaches:

This project focused on three main approaches to solve the volunteering problem that Worcester ReStore currently faces; increasing awareness, establishing campus connections and creating sustainable volunteering relationships.

In order to increase awareness of ReStore on college campuses the nature of students who volunteer had to be understood. The two major ways of doing this were by using surveys and interviews. Surveys gathered information from college campuses in the ReStore service area and made it possible to target large numbers of students and obtain specific information without taking an unreasonable amount of time. Contacts were also made with certain volunteering representatives at each school for them to spread surveys. The goal was to survey one to two percent of the student population at each school, approximately thirty to forty on each campus. The results helped to appeal to the types of students who were most likely to volunteer, as well as find data on the volunteering cultures of each school. Interviews were conducted to explore the motivations of current volunteers, and determine their original reasons for volunteering with the ReStore. Social media was used to expand the campuses knowledge of ReStore and their volunteering opportunities.

To establish connections with campuses, interviews and surveys were given across campuses. These responses yielded insight into which faculty departments and students organizations were the most receptive to establishing a relationship with ReStore. These departments and organizations were then contacted to find the likelihood of each establishing volunteering opportunities with ReStore.

In order to maintain the relationships, case studies were used to provide examples of organizations which have successfully created sustainable relationships in the past. These examples assisted in the creation of sustainable connections between ReStore and the organizations on the many campuses. A historiography showed how effective past efforts were at recruiting more volunteers and raising awareness about the ReStore. The historiography was also helpful in identifying trends and noticing patterns with volunteers, such as when in their college career they begin to utilize the ReStore, how long they maintained their relationship and if students were more likely to volunteer in familiar groups or by themselves (DeLaCruz, Potter & Rubino, 2013). Social media was then used to ensure volunteers felt valued as well as to keep in contact with the volunteers.

3.2 Methods:

The following methods were taken to gather insight on the motivations of volunteers as well as volunteer relationships. Surveys were given to college students at the surrounding college campuses within the forty-two towns and cities that the Worcester ReStore services. Interviews were conducted with current ReStore volunteers to learn more about their volunteering experiences. Case studies were done on past IQP reports conducted about non-profit organizations and their sustained relationships with other volunteer oriented organizations. A historiography was used on the ReStore archives and their volunteer databases to gain further insight into trends of volunteers in the past. The result is the directory that gives the contact information of all departments and organizations on each campus to help the ReStore recruit student volunteers and maintain sustainable relationships with students.

3.3 Techniques:

3.3a Increasing Awareness:

The survey consisted of questions that inquired about the students' interest in volunteering. In order to formulate a recruitment strategy, the survey asked objective questions such as their school, graduation year, whether or not they live on campus, and the extra curriculars in which they participate. Students were also asked if they are required to volunteer for any academic or extracurricular reasons and whether they have volunteered in the past or are currently volunteering. They were asked if their school provided transportation to any volunteering opportunities, their time commitments to their current extracurricular activities, and what would motivate the students to volunteer. The survey also asked what the student's 'go to' places to eat off campus are to give an insight to the best food places to create connections with the ReStore. Refer to section 5.3.B Incentives in Recommendations. The strategy of targeting restaurants developed after interviewing ReStore student volunteers and finding they would be more motivated to volunteer if food was provided. Refer to section 4.3 Creating Sustainable Relationships in Findings. This survey was distributed to all college campuses within the Worcester ReStore region. The survey was created using an online resource that made it quick and simple to complete by the students. The survey was then presented to the students using an electronic device such as an iPad. Contact was made with the administration or student group of the schools that currently have some type of connection with the ReStore, and they were asked to distribute the online survey to the school's students. The results were categorized on various levels to identify commonalities between different response groups. The online resource was used to facilitate the collection and categorizing of the data from the surveys, so that a correct representation was shown. For example, surveys from students at each school were analyzed separately in order to understand the general opinion of volunteering on every campus. Additionally, the surveys were organized into other categories based on the

objective questions to develop an understanding of students' feelings toward volunteering. The results from the surveys showed the types of students who are most likely to volunteer, as well as what would motivate them to continue volunteering.

3.3b Establishing Campus Connections:

One way to establish relationships is with permanent departments at the colleges as well as with professors. The professors are great contacts because of their ability to continuously pass information about ReStore down to their students and other faculty members. Connections were made at each institute, and these connections provided information on what organizations and which persons might be interested in establishing a relationship with the ReStore. Once potential candidates were identified, the process of establishing the connection began. This included meetings with representatives of the organizations and discussing the ReStore, its benefits for students, and what type of relationship the organization was seeking. Different organizations had varying requirements for organizations to partner with, as well as differing goals for what the volunteers would get out of their volunteering. To develop this network at each school, campus were visited, and existing contacts were used to find other interested parties.

In order to enrich the understanding of who is most likely to volunteer, twenty nine current ReStore volunteers were interviewed about their motivations for volunteering. The responses yielded patterns and indicated specific factors that influenced these volunteers. Once the patterns were identified they were used to make recommendations to make specific strategies to recruit volunteers.

3.3c Creating Sustainable Volunteer Relationships:

Once awareness of and student involvement in the restore was successfully increased, the greatest challenge was to create sustainable relationships. Case studies proved to be a great resource to overcome this challenge. Case studies that explored sustainable relationships between

two organizations provided useful information about applicable techniques and processes. Additionally, these studies helped save time by eliminating poor options. For example, it was vital to assess previous attempts by the ReStore, and avoid past marketing and recruitment strategies that were unsuccessful. A prior Interdisciplinary Qualifying Project attempted to develop a marketing manual and a marketing plan for the ReStore (DeLaCruz, Potter & Rubino, 2013). In the time since the project was completed, some of the project proved successful, while other parts did not. The components that proved unsuccessful were useful in ensuring that this project did not follow suit. The successful components were adapted and merged with the new techniques to create successful marketing materials.

Specific marketing materials and strategies were developed that the ReStore could implement to sustain relationships with area colleges. These materials utilized the knowledge gained from surveys and interviews. Overall, the marketing materials and outreach programs needed to be coordinated. Templates that include 'good practices' can help. Restore currently has a few flyers but creating flyers for each school that explain about the different opportunities that each school has for volunteering at the ReStore as well as explaining the transportation, helps with the continuation of knowledge about the ReStore being passed down to each new class of students.

3.4 Ethics:

All interview and survey materials were submitted to the Institutional Review Board for approval prior to the beginning of the project. All persons remained anonymous in all interview and survey responses.

4.0 Findings

The findings follow from the methodology and reflect completion of the project goals. Each of the following subsections will expand on how our approaches effectively achieved each objective for each individual school.

4.1 Increasing Awareness

To effectively increase awareness of the ReStore, over four hundred surveys were completed by college students throughout the Worcester area. The vast majority of these surveys were filled out by students on their respective campuses at the tabling events. We had consistent success at these tabling events and learned through them that every college and university has a unique culture. Students were found to be more or less inclined to volunteer depending on the school they attend. As a result of these differences, every school was evaluated separately.

4.1a Increasing Awareness at Anna Maria College

Over two percent of Anna Maria's student population was informed of the ReStore's volunteer opportunities. While tabling at Anna Maria, we spoke with the recently elected Habitat for Humanity Club President. The President is working diligently to renew the campus club and its participation with the ReStore. This motivated us to create a marketing flyer for Anna Maria students that encourages them to join the club. Please see Appendix A for specific marketing material.

4.1b Increasing Awareness at Assumption College

Roughly one percent of Assumption students were informed of the volunteering opportunities at the ReStore. More than twenty eight percent of the survey responses from Assumption students showed that they had volunteering requirements for some type of campus club. See Appendix D.2: Assumption College. Additionally over ten percent of the responses also said that they had volunteering requirements for an academic course. While tabling, we spoke to

students who informed us of the Community Service Learning (CSL) minor offered at Assumption. The minor has a volunteering service requirement where the students must complete a certain number of hours volunteering for the community. Using this knowledge we created a marketing flyer for Assumption students that showed they could complete their CSL volunteering requirements at ReStore, as well as any volunteering requirements that they have for campus clubs. Please see appendix A for specific marketing materials.

4.1c Increasing Awareness at Becker College

While tabling at Becker over one percent of their students were informed of the ReStore's volunteering opportunities. Through our search of campus connections at Becker we found that there are courses that require the students to complete volunteering hours in the community. While tabling we also spoke to students who expressed that they would be interested in volunteering so they could add it to their resumé. This caused us to create a marketing flyer for Becker Students that promoted volunteering at ReStore as something to add to their resumé as well as something that could fulfill their courses' volunteering requirements. Through the survey responses from Becker students we found that over ninety five percent of the respondents were not aware that Becker provided transportation to volunteer. The survey responses also showed that over fifty percent of the respondents did not have their own transportation to volunteer. Using this knowledge we created a transportation flyer for Becker students that informed students of the campus shuttle they could use as well as promoted walking to ReStore since it was in close proximity. Please see appendix A for specific marketing material.

4.1d Increasing Awareness at Clark University

Survey results revealed only two percent of Clark students were involved in federal work study, this made it difficult to appeal to students in this form. Additionally, many students were

very interested in issues on campus and less interested in community outreach beyond school walls.

4.1e Increasing Awareness at Framingham State University

Throughout the seven week term contact with Framingham State was limited. Several attempts were made to reserve a table through various avenues on campus. All efforts proved unsuccessful and only twelve survey responses were obtained in total.

4.1f Increasing Awareness at College of the Holy Cross

Students at Holy Cross showed high interest in our tabling efforts on campus. We surveyed over one percent of their undergraduates, and were able to explain to them the opportunities ReStore offers. We also learned they have a Habitat for Humanity Club on campus. This motivated us to create specific marketing material to appeal to Holy Cross students, encouraging them to get involved with ReStore and join their campus club. Please see Appendix A for specific marketing material.

4.1g Increasing Awareness at MCPHS University, Worcester

Over one percent of MCPHS students were surveyed and informed of the ReStore's volunteer opportunities. Students were found to be required to volunteer for academic courses. This motivated us to create specific marketing material to appeal to MCPHS students, encouraging them to get involved with ReStore and fulfill academic course requirements. Please see Appendix A for specific marketing material.

4.1h Increasing Awareness at Nichols College

We explained ReStore's volunteer opportunities to nearly two percent of the Nichols student body. Based on their survey responses, we found students are required to volunteer for any athletics or clubs they are involved in on campus. In an effort to encourage more students to volunteer at ReStore, flyers were created specifically for Nichols students to raise awareness of

Nichols volunteer requirements. The flyers identify the ReStore as an acceptable location to fulfil the requirements. Please see Appendix A for specific marketing material.

4.1i Increasing Awareness at Quinsigamond Community College (QCC)

Students at QCC were more receptive than any other school. Students were often interested in what the informational tabling was for without us reaching out to them first. Students expressed high interest in ReStore's volunteer opportunities in order to boost resumé experience. Based on these findings we created volunteer flyers for QCC students which emphasize the advantages of having volunteer experience on a college resumé. Please see appendix A for specific marketing material.

4.1j Increasing Awareness at Worcester State University

Survey results revealed that almost ten percent of the Worcester State respondents were motivated to volunteer to put it on their resumé. Over thirty percent of the respondents stated that they were involved in campus clubs and of those, over seven percent of them also stated that they were required to volunteer for their campus clubs. This motivated us to create a marketing flyer for Worcester State students that highlighted volunteering at ReStore as a resumé booster as well as encouraged students to join their community service club "Woo Serve" where they could potentially volunteer for ReStore.

4.1k Increasing Awareness at Worcester Polytechnic Institute

Over two percent of WPI students were surveyed on their interests and motivations to volunteer. Federal Work Study, the Habitat for Humanity club, and Greek life were found to be extremely popular among students. Additionally, the vast majority of the surveyed students were unaware of the community service van which provides free transportation for students who need to fulfil volunteer requirements. Taking all this into consideration, we created flyers which advertised all transportation options for students. We also created a volunteer flyer which

encourages students to fulfill their requirements at the ReStore. Please see Appendix A for specific marketing material.

4.2 Establishing Campus Connections

To establish campus connections, we contacted various departments, and student organizations on every qualified college and university in the Worcester ReStore region. Departments contacted include residence life, financial aid, athletics, community outreach and student activities. Community service clubs were also contacted. All responses were saved, organized by school and summarized into a contact directory to assist the ReStore in obtaining more student volunteers. Department directors who expressed high interest in the ReStore's volunteer opportunities were immediately referred to the ReStore. Many were able to meet with our group, or the ReStore's volunteer coordinator in order to set up volunteer partnerships. Please see Appendix B for the complete contact directory.

4.2a Establishing Campus Connections at Anna Maria College

Anna Maria's Community Service Coordinator and Campus Ministry Assistant were contacted through email and expressed interest setting up a partnership with ReStore. After being referred to ReStore, they provided the contact information of the Assistant Director of Student Success and Assistant Dean of the School of Justice. Additionally, they helped us reserve a table on campus to distribute the survey. Anna Maria's Director of Residence Life also expressed interest in the ReStore, and will consider sending students there who must fulfill community service hours for disciplinary actions.

4.2b Establishing Campus Connections at Assumption College

Assumption's Assistant Director of Campus Ministry would like to know more about the ReStore and its volunteer opportunities. The Assistant Director will be meeting with the volunteer coordinator in the near future. We spoke with their Habitat for Humanity Club President at the

ReStore. The club President was the best person to go through in order to set up tabling at Assumption. Additionally they elect new executive members at the end of the second semester on an annual basis. This is the ideal time to renew a connection with the ReStore.

The Coordinator of the Community Service Learning (CSL) department was contacted by email. The Coordinator arranges the partnership programs for CSL on a semester basis. The Financial Aid and Student Employment Coordinator was contacted by email. They are responsible for stationing work study participants the work hours that they are required to fill. A certain percentage of the work study students are required to fulfill their working hours through community outreach, so we put the Coordinator in touch with ReStore's Volunteer Coordinator to set up a partnership to fulfill the community outreach hours at ReStore.

4.2c Establishing Campus Connections at Becker College

Becker's Assistant Director of Conferences and Summer Programs was the best point of contact to set up a marketing table. The Assistant Director is also involved in student activities and will be helpful if any community service clubs on campus develop in the future. The professor of Global Citizenship at Becker requires volunteering as part of her course's curriculum and offers the ReStore as a location for students to fill this requirement.

4.2d Establishing Campus Connections at Clark University

Clark's Community Engagement and Volunteer Officer was very willing to help us reserve a table to raise awareness of the ReStore's volunteer opportunities to students on campus.

4.2e Establishing Campus Connections at Framingham State University

Framingham State's Community Service Club President is the best person to be in contact with in order to reserve a marketing table to endorse the ReStore. The Community Service Club will send students to the ReStore as a part of their Alternative Spring Break trip in March 2016. Their Director of Residence Life expressed great interest in our project. Although they do not

currently require students who face disciplinary action to complete community service hours, the director is willing to assist any further efforts the ReStore makes to reach out to the Framingham State campus.

4.2f Establishing Campus Connections at College of the Holy Cross

Holy Cross Habitat for Humanity Club President explained they elect new executive members at the end of the first semester on an annual basis. This is the ideal time to reach out to the club to renew relations with the ReStore. The college's Assistant Director of Community Relations is the best point of contact to reserve a marketing table.

Director of Student Conduct and Community Relations expressed strong interest in creating a partnership with ReStore. Their contact information was passed along with the ReStore's volunteer coordinator, who met them in February, 2016.

4.2g Establishing Campus Connections at MCPHS University, Worcester

MCPHS's Assistant Director of Residence Life occasionally looks for locations for students who face disciplinary actions to serve the community. We referred the Assistant Director to the Volunteer Coordinator of the ReStore to create a partnership. Their Director of Civic Engagement expressed interest in partnering with the ReStore for a Service Learning course at MCPHS that requires students to volunteer for two hours per week for ten weeks. Assistant Director of Campus life is the best person on campus to contact in order to reserve a marketing table on campus.

4.2h Establishing Campus Connections at Nichols College

Nichols Director of Residence Life struggles to find locations for students who face disciplinary action to serve community service hours. The Director was referred to the ReStore's volunteer coordinator. The Community Standard Coordinator at Nichols will also consider sending students to the ReStore if the opportunity arises.

Nichols Director of Student Involvement must approve all community service hours completed by all the clubs on Campus. He is familiar with the ReStore and organizes trips to New Orleans for Habitat for Humanity.

4.2i Establishing Campus Connections at Quinsigamond Community College

The Assistant Dean of Student Life and Leadership is the best person to contact on campus to reserve a table. Distinguished Lead Advisor, and coordinator of Phi Theta Kappa honors society explained that there are over 400 active member in the honors society who are required to volunteer off campus two times. They believe the ReStore will be a great fit for students, and they met with the Volunteer Coordinator at the Restore in February, 2015

The Senior Financial Aid Counselor at QCC coordinated all work study assignments. Currently, it is believed ReStore would need to fund two dollars and fifty cents for every ten dollars made by a federal work student. They are looking into this and are very interested in placing work study students at the ReStore.

4.2j Establishing Campus Connections at Worcester State University

Worcester State's Woo Serve Community Service Club is very interested in learning more about the ReStore and possibly sending volunteers on a recurring basis. They are a group of about twenty five students and would like a ReStore representative to give a presentation on its volunteer opportunities. They have been referred to the ReStore's Volunteer Coordinator.

4.2k Establishing Campus Connections at Worcester Polytechnic Institute (WPI)

WPI's Senior Associate Director of Financial Aid is looking into WPI and the ReStore's Federal Work Study agreement in order to encourage other colleges in the area to adopt the same policy. Their Residential Services Assistant explained that WPI requires community service hours for students who face disciplinary actions and would be interested in setting up a partnership with the ReStore. They have been referred to the ReStore's Volunteer Coordinator.

The Habitat for Humanity Club President explained they elect new executive members in mid-January on an annual basis. This is the best time to reach out to the club to renew relations with the ReStore. Our group met with the Assistant Director of Student Activities and discussed the best strategies to raise awareness of the ReStore's volunteer opportunities. They believe raising awareness of the community service van and targeting students within two and a half miles of the ReStore will maximize results.

We contacted WPI's Assistant Director of Student Activities and Inter Fraternal Counsel Advisor. She is the best person to contact in order to reach all Greek life on campus. WPI's engineering honor society Tau Beta Pi has a volunteering hours requirement. The members of the honor society would often have trouble finding an organization to volunteer with to fulfill their hours. The officers of the honor society were relayed to ReStore's Volunteer Coordinator.

4.3 Creating Sustainable Relationships

Campus connections were successfully established at all targeted Institutions. Many newly formed connections expressed a desire to send volunteers to the ReStore on a recurring basis. However, other campus connections did not express as strong an interest. These connections may send volunteers to the ReStore one or two times, but the volunteer retention rate from such connections will most likely decline until the connection is dissolved completely. To create sustainable relationships, we determined it would be beneficial to hear from volunteers who have returned on a consistent basis for over a year. We conducted interviews with such volunteers and asked them what motivates them to return on a consistent basis. The interviews showed that the volunteers return because they serve in large groups with their friends, and because they see the difference they are making at the home dedication ceremonies Please see appendix D for graphical representations, and appendix E for all volunteer Interviews.

The survey had a question that asked what motivates the students to volunteer. The most common responses included some type of incentive. We found a high percentage of students would be motivated to volunteer if they were offered a store discount or food coupon. Please see appendix C for graphical representations.

5.0 Recommendations

Using the information gathered from our surveys, interviews, and connections, we provided a directory of relevant points of contact for each college campus. Additionally, the data gathered from our surveys, interviews, and observations lead to several recommendations for the Habitat for Humanity MetroWest/Greater Worcester ReStore. Our recommendations will assist the ReStore in the pursuit of a sustainable and reliable volunteer base to increase its overall performance.

5.1 Increasing Awareness

5.1a Social Media

Each college campus has a distinct culture and makeup. To fully take advantage of this, informational material must be tailored to each school. This allows for better appeal to groups who are likely to volunteer at ReStore. Informational material such as flyers that advertise the benefits of volunteering at ReStore, and the transportation options to ReStore were created for each school. The specific information on the flyers was chosen as a result of our survey and interview data analysis.

In order to get college students to the ReStore for the first time, relevant information about ReStore must be accessible. Currently the ReStore website has a page dedicated to volunteering. It contains information about what volunteers do at ReStore, the hours and shifts volunteers work, contact information for the Volunteer Coordinator, and how volunteers should sign up. However,

none of the information directly addresses college students. Therefore, it is strongly recommended that the information included on school flyers be included on the website. This can be done by adding a 'College Students' section to the website, with separate pages for each of the eleven colleges. This addition will make it easy for students from each school to determine what requirements volunteering at ReStore can fulfill for them, organizations on their campus currently volunteering at ReStore, as well as how they can travel to ReStore.

Linking all social media accounts used by ReStore will further improve their website. Currently the website contains links to their Facebook and Twitter accounts, but not to their Instagram account. Linking all the social media accounts together will streamline the experience for users, making it easier for them to find ReStore information on their preferred social media platform.

The social media accounts can be further utilized to appeal to college students. By posting information to their accounts such as how students can get to ReStore from their campus, what requirements ReStore can fulfill for them, as well as other groups currently involved with ReStore from their campuses, students will be more likely to volunteer. These posts can be directed toward different schools on different days or weeks. Each week a specific school could be targeted, both via social media usage targeted towards the specific school, as well as table sitting on campus to raise awareness of ReStore.

5.1b Table Sitting

By going on campus and table sitting, a larger and more diverse audience can be reached than simply utilizing pre-existing campus connections. Utilizing free giveaways such as candy is a fantastic resource to encourage students to talk with you. The incentive can be extremely small, such as lollipops, but still works to entice students to learn more about why you are there. This

opens up the opportunity to talk about ReStore, their purpose, and why students should volunteer there. Additionally, going on campus proved to be far more effective at setting up new connections.

5.2 Establishing Campus Connections

Often people are reluctant to respond to random emails, or forget and do not respond in a timely manner. Speaking with them in person shows the deep interest you have, and makes it easier to communicate initially about what goals you have about establishing a connection with them.

The large number of contacts that have been established at each campus is challenging to maintain. The directory can be utilized to keep track of the discussions with each specific contact. It can be used to record when the connection was last in contact, and ensure that proper follow-up is conducted to maintain a successful relationship. As the networks at each school continue to grow, the directory can be updated.

Each school has a variety of different groups with interest in volunteering. Certain schools also have coursework that requires students to volunteer. Such programs are called Community Service Learning (CSL) or Community Based Learning (CBL). These CSL/CBL programs have requirements that students volunteer within their community for a grade. Establishing a relationship with the CSL/CBL programs will establish a continuous and reliable source of volunteers for ReStore. Although the students themselves may not continue to volunteer at ReStore after their course ends, they will be replaced by new students in the same program.

5.3 Creating Sustainable Volunteer Relationships

Once students are aware of ReStore, and begin volunteering, it is necessary that they continue to return to ensure ReStore always has a consistent stream of volunteers. It is recommended that ReStore employ a variety of actions to ensure sustainable volunteer relationships

5.3a Directory

The directory developed for the campus connections can be utilized to secure sustainable volunteer relationships. The directory will allow for contact with campuses to be maintained and kept track of. As organizations evolve and leadership changes, the directory can be updated to ensure that there is always a contact person within the group. It also creates a central location to record correspondence so that a larger number of relationships can be successfully maintained at one time.

5.3b Incentives

Although some students will volunteer because they enjoy it, a large number of college students look for some type of reward or incentive for their volunteering. The survey data found that a large number of students are motivated to volunteer for free or discounted food. To accomplish this ReStore can develop partnerships with certain local restaurants. These partnerships can consist of providing students with some type of coupon or discount after volunteering, which can be redeemed at the restaurants. Specific locations to establish partnerships varies by school, so the survey results assisted in selecting potential partners.

Additionally, interviews with current student volunteers found that they would be interested in some type of discount for bringing friends to volunteer. If a system were established that rewarded volunteers who refer a quota of students to volunteer, it would greatly assist in maintaining the sustainability of volunteers at ReStore. These rewards could consist of an in-store discount that relates to the number of referrals they net, and also take into account how often the students they refer volunteer at ReStore.

5.3c Federal Work Study

During one of the student volunteer interviews we learned that the WPI Federal Work Study program allows students to volunteer at non-profit organizations (such as ReStore) and be

paid through WPI. Unfortunately the majority of the other schools do not have a similar system currently established. Several schools' Financial Aid Offices were unaware of the possibility, and unsure of its feasibility. Using the information gathered from the WPI Office of Student Aid and Financial Literacy the partnership can be replicated at other schools that participate in the Federal Work Study program.

5.3d Large Events

To attract a larger number of student volunteers, a variety of volunteering events should be planned. In addition to volunteering at ReStore on a recurring basis, students expressed interest in larger events. These larger events can be used to attract different groups of students that would typically volunteer at ReStore. Not only can these events accomplish a great deal in a short period of time for ReStore, but they can also serve to excite students, and get them invested so they return.

5.3e Interest Based Tasks

During our staff interviews we discovered that staff members attempt to match volunteers to tasks they will enjoy. This is usually done after observing the volunteers on several occasions so that they begin to learn what they like and do not like to do. Unfortunately this requires trial and error, and will result in the volunteer likely doing tasks that are not enjoyable or that they greatly dislike. This can create a negative attitude towards the ReStore in the volunteers mind, and make it less likely that they will enjoy volunteering there and recommend it to friends. If the volunteers were asked what types of tasks they enjoy at the start of their day, or even during orientation they could be better matched up with enjoyable activities. This will ensure they enjoy their time at ReStore, continue to return, and have a positive view of their experiences that will make them more likely to involve friends with their volunteering.

5.3f Volunteer Appreciation

The results of the surveys and interviews found that most students enjoy seeing the impact they make and being appreciated. To show the volunteers how much they are appreciated social media can be used to thank groups after they volunteer. Additionally, volunteers that continually contribute can be selected as a volunteer of the month as appreciation for their efforts. They can be acknowledged on social media accounts, the ReStore website, and by posting a picture of the volunteer in the physical ReStore. Also, adding a section to the volunteer newsletter that thanks the volunteers who contributed over the past month would show further appreciation. This section can include an overview of projects that were accomplished, sales numbers, and connect it back to building homes by giving status updates on the current builds and how the funds raised by ReStore have contributed.

6.0 Summary

After the completion of our project, an analysis of the data collection was provided. Additionally a working directory of contacts from the campus connections and recommendations to create new sustainable connections was provided. A large portion of the project included data collection from interviews and surveys. Interviews of current student volunteers and the ReStore staff were conducted to find their overall motivations as well as how they were introduced to the idea of volunteering at ReStore. Roughly 400 students from colleges within the ReStore region took the online student survey and this allowed for a large portion of data collection. The analysis of the survey responses generated a look into the volunteering cultures at each of the schools in addition to their knowledge of volunteering requirements at their schools. This knowledge assisted in creating sustainable connections on the campuses.

Through the contact directory ReStore is able to keep in better contact with their previous connections as well as newly created connections. The directory allows for an easy view into the purpose of the connections at each of the schools, the best individuals to contact from each campus, and the best times to contact them. The improvement in the campus connections along with the given recommendations will eventually lead to a sustainable pool of volunteers from each of the schools. This will then allow the ReStore to function with more assistance and a higher profit to go towards Habitat for Humanity building houses in the community.

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8.0 Appendix

Appendix A: Marketing Flyers

Appendix A.1: Anna Maria College



Make a Difference in your Community



It looks great on your Resume!

Join the Campus Club

Contact – bdriscoll@annamaria.edu

GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmvgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmvgw.org

Call 508-799-9259 ext. 113



Make a Difference in Your Community



Fulfill your CSL Requirement!

Join the Campus Club

Contact – erin.jovan@assumption.edu

GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteering@habitatmwgw.org

Call 508-799-9259 ext. 113



Make a Difference in your Community



It looks great on your Resume!

Fulfil Your Courses' Volunteer Requirements

GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwgw.org

Call 508-799-9259 ext. 113



How do I get to Habitat for Humanity ReStore without a car...

Walk to ReStore



11 Distributor Rd, Worcester, MA - off Gold Star Boulevard

Becker Shuttle



<http://www.becker.edu/student-life/transportation>

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwgw.org

Call 508-799-9259 ext. 113

Appendix A.4: Clark University

No flyers created

Appendix A.5: Framingham State University

No flyers created

Appendix A.6: College of the Holy Cross



Make a Difference in your Community



It looks great on your Resume!

Join the Campus Club

Contact – egste@g.holycross.edu

GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

Habitat for Humanity Club – egste@g.holycross.edu

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwgw.org

Call 508-799-9259 ext. 113



Make a Difference in your Community



It Looks Great on Your Resume

Fulfil Your Service Learning Requirements

Contact – carrie.graham@mcphs.edu

GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwgw.org

Call 508-799-9259 ext. 113



DO YOU NEED COMMUNITY SERVICE HOURS FOR...



Athletics

Contact – Brian.quinlan@nichols.edu



Campus Clubs

Contact – Brian.Quinlan@nichols.edu

GO TO **HABITAT FOR HUMANITY** ReStore
Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwg.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwg.org

Call 508-799-9259 ext. 113



DO YOU NEED COMMUNITY SERVICE HOURS FOR...

Phi Theta Kappa

Contact – BColeman@qcc.mass.edu



Your College Application

Contact – volunteer@habitatmwgw.org



Improving Your Resume



GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwgw.org

Call 508-799-9259 ext. 113



How do I get to Habitat for Humanity ReStore without a car...

Walk to ReStore



11 Distributor Rd, Worcester, MA - off Gold Star Boulevard

Bus # 30



Pickup – Corner of West Boylston & Quinsigamond

Dropoff – Corner of Grove and Chadwick

GO TO **HABITAT FOR HUMANITY** ReStore
Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwgw.org

Call 508-799-9259 ext. 113



DO YOU NEED COMMUNITY SERVICE HOURS FOR...

Federal Work Study

Contact – sao@wpi.edu



Greek Life

Contact – volunteer@habitatmwgw.org



Campus Clubs

Contact – volunteer@habitatmwgw.org



GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

Habitat for Humanity Club - habitatexec@wpi.edu

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

Call 508-799-9259 ext. 113



How do I get to Habitat for Humanity ReStore without a car...

Walk to ReStore

11 Distributor Rd, Worcester, MA - off Gold Star Boulevard



Community Service Van

<http://www.wpi.edu/offices/sao/servicevan.html>



Bus # 8

Pickup – Corner of Salisbury & Boynton St

Dropoff – Corner of West Boylston & Grove St



GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwgw.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwgw.org

Call 508-799-9259 ext. 113



Make a Difference in your Community



It looks great on your resume

Join the Woo Serve Campus Club

Contact – lallor@worchester.edu

GO TO HABITAT FOR HUMANITY ReStore

Located At: 11 Distributor Road, Worcester, MA 01605

TO GET INVOLVED CONTACT...

ReStore Volunteering Site - www.habitatmwwg.org/volunteer/

ReStore Volunteering Email – volunteer@habitatmwwg.org

Call 508-799-9259 ext. 113

Appendix B: Campus Connections Directory

Appendix B.1: Anna Maria College

Anna Maria					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Campus Ministry	Emma Gallagher egallagher@annamaria.edu (508) 849-3205	Emma is interested in sending students from campus ministry at Anna Maria to the ReStore on a recurring basis.	Met with Molly 2/2016	Campus Ministry Assistant & Coordinator of Community Outreach	Foundress Lower Level
	Fr. Manuel Clavijo mclavijo@annamaria.edu (508) 849-3280	At first was not interested in returning to volunteering at ReStore, his assistant was a lot more receptive.	Believed students did not have enough to do at ReStore, from experience from years ago	Director of Campus Ministry and campus Chaplain	Foundress Lower Level
Residence Life	Shawn Eddie sedie@annamaria.edu (508) 849-3271	Shawn occasionally looks for places for students who face disciplinary action to complete community service hours. He would like to know how to start a partnership with ReStore	Molly emailed 2/11	Director of Residence Life	Bishop Flanagan Campus Center
Habitat for Humanity Club	Liam Egan lfegan@amcats.edu	Liam is the new habitat club president on campus. He wants to restore the habitat club and begin sending volunteers to the ReStore on a recurring basis	Student	Reports to Barbara as club adviser	N/A
	Barbara Driscoll de Alvarado bdiscoll@annamaria.edu (508) 849-3533	Liam mentioned her to us	She could be helpful when the club gets going again	Club Advisor, Associate Professor	118 Trinity West
Career Services	Brooke Denver bdenver@annamaria.edu (508) 849-359	Emma gave you their contact information		Assistant director of Student Success	Trinity 1st Floor
Social Work Program	Dr. Jude Gonsalves jgonsalves@annamaria.edu (508) 849-333	Emma gave you their contact information		Assistant Dean of the School of Justice and Social Sciences	Trinity 2nd Floor
Unknown	Kelly Sullivan ksullivan@annamaria.edu	Kelly overseas field placements on campus	Contact provided by Jude Gonsalvez Meeting with Molly 2/17/2016	Unknown	Unknown
Financial Aid	Sandra Pereira spereira@annamaria.edu (508) 849-3363		Not very helpful or knowledgeable of the federal work study laws	Director of Financial Aid	Foundress
Honors Program	Dr. Lisa LeBlanc lleblanc@annamaria.edu (508) 849-3429		She could have more information on classes or other programs that require volunteering	Honors Program Director, Associate Professor English	Trinity West 118

Appendix B.2: Assumption College

Assumption					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Campus Ministry	Vincent Sullivan-Jacques vsullivanjacques@assumption.edu 508-767-7474	Vinnie is interested in learning more about the ReStore and the volunteer opportunity it offers. Also how to set up a partnership.	Wants to speak after Spring Break (March 5-12) Meeting with Molly 3/12/2016	Assistant Director of Campus Ministry/Director of Volunteer Outreach and Community Engagement	Tinsley Campus Ministry Center - Room 105
Habitat for Humanity Club	Erin Jovan erin.jovan@assumption.edu	Erin is Assumption's habitat for humanity club president.	Elections for new exec members are held each year in April/May Club Meetings take place every other Wednesday at 8PM	Student	N/A
Community Service Learning (CSL)	Michael Land miland@assumption.edu 508-767-7004	Mike is the director of the community service learning department at Assumption. (See appendix A, VI for exact correspondence)	He teaches a journalism class that requires volunteering, ReStore is already on list of places to choose	Director of Community Service Learning Department	Founders Hall - Room 224
	Susan Hayes shayes@assumption.edu 508-767-7652	Susan Arranges the partnership programs for Community Service Learning at Assumption on a semester basis.	She said most CSL courses stick to the same volunteering organizations, referred us to Mike Land	Student Services Representative Coordinator of CSL	Founders Hall - Room 223
Financial Aid	Phyllis Foote pfoote@assumption.edu 508-767-7368	She Coordinates Federal Work Study Students. A certain percentage of students are required to fulfill their working hours through community service	She referred us to Nikki DiOrio	Financial Aid/Student Employment Coordinator	Admissions House - Room 120
Business Studies	Cary J. LeBlanc vsullivanjacques@assumption.edu 508-767-7560	His Diversity in the Workplace and Global Social Entrepreneurship course participate in a build day with Habitat	Utilizes volunteering at ReStore for students that cannot attend build days.	Assistant Professor of Marketing/Management	Desautels 023
Career Development & Internship Center	Nicole M DiOrio nm.diorio@assumption.edu 508-767-7078	Contacted in the past mainly for alumni events and tabling at career/internship fair	very helpful with questions, referred us to Vinnie Sullivan-Jacque	Director of Career Development & Internship Center	Alumni Hall
Student Activities	Hannah Fatemi h.fatemi@assumption.edu 508-767-7493	Oversees the tabling requests, but to reserve a table you will need to do so with the habitat club	She will not let off campus organizations table without a sponsor	Director of Student Activities and Leadership Development	Hagan Campus Center
	Kaitlin M Bevins km.bevins@assumption.edu 508-767-7181	Facilitated a ReStore volunteer day with the executives from the Campus Actives Board		Assistant Director of Student Activities	
Residential Services	Joseph Zito jzito@assumption.edu 508-767-7505	Doesn't require volunteering hours for disciplinary actions		Director of Residential Life	Salisbury Hall - Room 108

Appendix B.3: Becker College

Becker College					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Global Citizenship	Debra Pallatto debra.pallatto.fontaine@becker.edu 508-373-9774	Debra is a professor for a Global Citizenship class at becker that requires volunteering as a part of her curriculum	Agreed to telling her students to volunteer with ReStore	Professor of Teacher Education and Family Studies	30 Roxbury Street
Student Activities	Sarah Santiago sarah.santiago@becker.edu 508.373.9547	Sarah helped us reserve a table on campus and will know of community service clubs that develop in the future.		Assistant Director for Conferences and Summer Programs	Linden Hall 32
Habitat for Humanity Club	Julie Merry jamerry.2008@mymail.becker.edu	Julie was unresponsive. We believe she is no longer associated with the club. As far as we know, the club is no longer active.	Graduated in 2012, not responsive, Habitat club no longer active	N/A	N/A
Student Activities	Dexter Viator dexter.viator@becker.edu 774-354-0455	Debra pointed us in his way for tabling, also in charge of clubs		Assistant Director of Campus Activities & Student Leadership Programming & Student Organizations	Campus Center, Second Floor- Leicester
Financial Aid	General Contact (508) 373-9440	They don't have federal work study		N/A	47 Sever Street Worcester, MA 01609

Appendix B.4: Clark University

Clark					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Community Engagement and volunteering Office	Ben Gardner BGardner@clarku.edu Main email: cev@clarku.edu 508-793-8815	In charge of booking the tables ReStore Volunteering positions are posted using their Facebook and recruiter site, very helpful with questions and tabling		Assistant Director of Community Engagement N/A	Dana Commons Dana Commons, Suite B
Residential Services	Sarah Bergeron Sbergeron@clarku.edu (508) 793-7453	They don't require volunteering hours for disciplinary actions		Associate Director of Residential Life and Housing	Unknown

Appendix B.5: Framingham State University

Framingham State					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Financial Aid	financialaid@framingham.edu 508-626-4534	No community service requirements for work study		N/A	5th floor McCarthy Center
Residential Services	David Stender Dstender@framingham.edu 508 6264635 Residentiallife@framingham.edu	Very helpful with questions No community service required for disciplinary actions		Associate Director of Residence Life and Student Conduct N/A	Corinne Hall Towers Corinne Hall Towers
Service and Civic Engagement	Will Reddy wreddy@framingham.edu	He is the primary advisor to the current Service Coordinator Interns		Program Coordinator for Student Involvement and Leadership Development (SILD)	McCarthy Center, Room 510
Office of Student Involvement and Leadership Development (SILD)	Colleen Schroth communityservice@framingham.edu	Will Spend 2 days in March, 2016 volunteering at the ReStore as part of an alternative spring break. She reports to Will Reddy	Student, Referred to Community Service Club	Service Coordinator Intern, community service club president	N/A
Student Affairs	Rachel L. Lucking rlucking@framingham.edu	Rachel works with campus departments, offices, and clubs on campus engagement initiatives		Assistant Dean for Campus Engagement	McCarthy Center 510
Community Service Club	communityservice@framingham.edu	They do Alternative Spring Break with HFH and 2 days in March at ReStore		N/A	N/A

Appendix B.6: College of the Holy Cross

College of the Holy Cross					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Habitat for humanity Club	Emily Stevenson este@g.holycross.edu	Emily is the club president. They bring a group of volunteers to the ReStore every other Saturday.	Elect new Board members in December	Club President, Student	N/A
Community Relations	Sue Hunt shunt@holycross.edu (508) 793-3995	Sue is the best point of contact to reserve a table for marketing on campus.		Assistant Director of Community Relations	Hogan 522
Student Affairs/Community Engagement	Paul Irish pirish@holycross.edu (508) 793-2669	Believes the Restore will be a good fit to for a partnership with holy cross	Met with molly 2/12/2016	Director of student conduct and community affairs	109 Hogan Campus Center
	Manny Henriquez mhenriq@holycross.edu 508-793-2200	Works under Paul Irish - Believes the ReStore would be a good fit for volunteering	Met with molly 2/12/2016	Unknown	Unknown
Student employment office	Patricia Halpin phalpin@holycross.edu (508) 793-2354	The person to talk to about work study and student employment		Records Coordinator	O'Kane 72
Financial Aid	Lynne M. Myers financialaid@holycross.edu (Fin-Aid office) 508-793-2265	No volunteering requirement for Work Study		Director of Financial Aid	Hogan Campus Center, Room 314
Residential Services	Susan Finne sfinne@holycross.edu 508-793-2411	Not very helpful, referred to Paul Irish		Residence Life and Housing Administrative Assistant	Hogan 122
Student Programs for Urban Development	Marty Kelly mkelly@holycross.edu 508-793-2617	Helpful with questions about campus clubs	ReStore doesn't fit with SPUD volunteering	Associate Chaplain and Advisor to SPUD	Campion House

Appendix B.7: MCPHS University

MCPHS					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Civic Engagement	Carrie Graham Carrie.Graham@mcpchs.edu 508-373-5613 508-890-5618	Interested in patterning with ReStore for service-learning course.	Met with Molly 2/11/2016	Director of Civic Engagement	School of Pharmacy - 225
Campus Life	Brian Foley Brian.Foley@mcpchs.edu 508-373-5642	Brian is the best point of contact to reserve a table for marketing on campus.	Met with Molly 2/11/2016	Assistant Director of Campus Life	Unknown
Residence Life	Rachel Newman rachel.newman@mcpchs.edu 508-373-5628	Rachel occasionally looks for locations for students to serve community service hours for disciplinary actions		Assistant Director of Residence Life	Unknown
Campus Club	Nicole Goyne Nicole.goyne@my.mcpchs.edu	Unresponsive		Vice President of Community Service Organization	N/A

Appendix B.8: Nichols College

Nichols					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Residence Life	Marney Buss marney.buss@nichols.edu 508-213-2101	Marney struggles to find locations where students can serve community service hours for disciplinary actions		Director of Residence Life	Unknown
Student Involvement	Brian Quinlan brian.quinlan@nichols.edu 508-213-2112	Brian approves all community service efforts by clubs on campus but prefers to limit volunteer efforts to towns surrounding Nichols	Organizes trips to New Orleans for builds	Director of Student Involvement	Unknown
Student Conduct	Jessica Ryan jessica.ryan@nichols.edu 508-213-2027	Jessica explained she does not currently require community service for disciplinary actions, but is interested in contacting the ReStore if the opportunity arises	Jessica mentioned that all athletes are required to complete community service. (Contact Below)	Community Standards Coordinator	Unknown
Athletics	Chris Colvin chris.colvin@nichols.edu 508-213-2036	Unresponsive		Athletic Director	Unknown
Career Services	Lori Smith lori.smith@nichols.edu 508-213-2389	Work Study students not required to have volunteering hours	Referred to Brian Quinlan	Associate Director of Career Services	Unknown
Financial Assistance	Jen Bianco jen.bianco@nichols.edu 508-213-2340	Very helpful with questions, directed to Lori Smith		Director of Financial Assistance	Unknown

Appendix B.9: Quinsigamond Community College (QCC)

QCC					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Academic Honor Society, Phi Theta Kappa	Bonnie Coleman BColeman@qcc.mass.edu (508) 854-7412	Students must volunteer for 2 non-profit events. She is very interested in setting up a sponsorship	Meeting with Molly 2/25/16	Distinguished Lead Adviser	154 Administration building
	Honor Society email phithetakappa@gmail.com	See above for Advisor		N/A	N/A
Financial Aid	Jason Kurland jkurland@qcc.mass.edu (508) 854-2724	Jason coordinates all workstudy assignments. He would like to set up a workstudy partnership like WPI has. he is looking into QCCs policy's on this.	We gave him Molly's contact information	Senior Financial Aid Counselor	147 Administration building
Student Life	Jonathan Miller jmiller@qcc.mass.edu (508) 854-4334	Jonathan is the best point of contact to reserve a table for marketing on campus.		Assistant Dean for Student Life & Leadership	103 Fuller Student Center
Student Employment & Transfer Center (COOP)	Nichole Wheeler nwheeler@qcc.mass.edu (508) 854-7476	Office has a job board for all open positions and volunteering opportunities. Volunteering happens usually through clubs, and fliers.		Career Placement Representative	Admin Building, Room 272A
Institutional Research and Planning	Stacey Kadish skadish@qcc.mass.edu (508) 854-7520	Very helpful for getting IRB approval of survey		Director/Institutional Research	101 Administration building

Appendix B.10: Worcester State University

Worcester State					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Civic Engagement	Mark Wagner mwagner2@worchester.edu 508-929-8635	Organizes Build days but no ReStore participation. His approval is required in order to table at WSU		Director of Civic Engagement	Student Center, Office S-322
Campus Club, Woo Serve	Lindsey Allor lallor@worchester.edu	Interested in bringing volunteers to the ReStore. Also would like a ReStore representative to come speak of the volunteer opportunities ReStore offers	Referred Lindsey to Molly on 2/17/2016	Main Contact for "Woo Serve" campus organization	N/A
	Maddie Thomas mthomas6@worchester.edu	Contact given from Mark Wagner		Main Contact for "Woo Serve"	N/A
Residential Services	Adrian Gage agage@worchester.edu 508-929-8563	Does not use community service for disciplinary sanctions		Assistant Dean/Student Affairs and Director	Sheehan Hall, Office SRH-101
Financial Aid	Jennifer English jenglish1@worchester.edu 508-929-8820	They do have work study, and students have the choice to volunteer with an off campus organization		Associate Director/Financial Aid	Administration Building, Office A-148

Appendix B.11: Worcester Polytechnic Institute

WPI					
Department	Contact	Contact Summary	Additional Info	Titles	Office Location
Student Activities Office	Christine Kobza ckobza@WPI.EDU (508) 831-4915	In charge of all Clubs as well Panhellenic Council. Contact her for any sorority questions	Very helpful and knows a lot about the involvement on campus	Assistant Director of Student Activities	3rd floor Campus Center
	General Office sao@wpi.edu			N/A	3rd Floor Campus Center
Interfraternity Council	Caitlin Donlan cmdonlan@wpi.edu 508-831-5961	In charge of IFC, person to contact when you want to get in touch with all of IFC		Assistant Director of Student Activities, IFC Advisor	3rd Floor Campus Center
	Ben Sarkis bsarkis@wpi.edu	The student to talk to about IFC involvement for volunteering	Positions change every C-term January	(Mid- IFC Community Service Chair	N/A
Habitat Club	Executives habitatexec@wpi.edu	Active for Saturdays	Positions change every C-term (Mid-January)	Executives of club	N/A
	Debra Dexter debra@wpi.edu 508-831-5197			Club Advisor	Gordon Library, Room 225
Engineering High Honor Society TauBetaPi	Officers Tbpofficers@wpi.edu	They have a volunteering hours requirement, often they are not sure where to go	Positions change every C term	Officers of honor society	N/A
Residential Services	Mallory Sequeira mhsequeira@wpi.edu 1-508-831-5645	They use volunteering hours for disciplinary actions, interested in ReStore		Residential Services Assistant	East Hall
	General Email Res-services@wpi.edu	general email		N/A	East Hall
Financial Aid	Michael J. DiRuzza, Jr. mdiruzza@wpi.edu 1-508-831-5469	One of his primary responsibilities in Financial Aid is the Federal Work Study Program		Senior Associate Director	2nd floor Bartlett Center
	General email finaid@wpi.edu	General email		N/A	2nd floor Bartlett Center
Alpha Phi Omega [APO]	Marisa Sposato msposato@wpi.edu	Community Service Fraternity		One of the Service Vice Presidents	N/A
Sigma Alpha Epsilon (SAE)	Conrad Ruiz cmruiz@wpi.edu	Reached out coordinate volunteer opportunities for Sigma Alpha Epsilon	(Class of 2017)		N/A
Alpha Xi Delta	Marissa Bernard mabernard@wpi.edu	Has events with ReStore	Positions change every C-Term January	(Mid- external philanthropy chair	N/A

Appendix C: Anonymous College Student Volunteering Survey



Volunteering Survey

* Required

Gender

- Male
- Female
- Other:

School? *

Class *

- Freshman
- Sophomore
- Junior
- Senior
- Other:

Do you live off or on campus? *

- Off Campus
- On Campus
- Other:

Would you have transportation to volunteer? *

- Yes
- No

Does your school provide transportation for volunteers? *

If yes, please specify under other

- No
- I don't know
- Other:

Rank your interest in volunteering *

1 2 3 4 5

Not interested at all Very interested

List and rank your extracurriculars by time commitment

First is most time consuming, last is least time consuming

Are you required to volunteer for any of the following? *

- Federal Work Study
- Greek Life
- Honors Program
- Academic Course
- Campus Club
- No volunteering requirement
- Other:

What does/would motivate you to volunteer? *

What do you enjoy about volunteering?

Please be specific

Which would you prefer volunteering with? *

- Large organized event
- Friends
- Independently
- Other:

Please select the days you are most available to volunteer *

- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

On those days, when are you more available? *

- 9:30 am - 1:30 pm
- 1:00 pm - 5:00 pm

What's your go to place to eat off campus?

Any additional comments?

Submit

Never submit passwords through Google Forms.

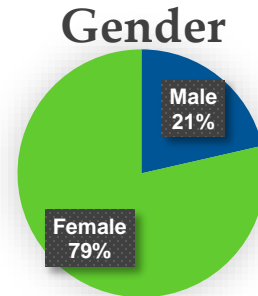
Appendix D: Anonymous College Student Volunteering Survey Results

Appendix D.1: Anna Maria College

- 28 Students surveyed out of 1430 students, 2% of the Student body

Gender:

- Male - 21.4% (6)
- Female - 78.6% (22)

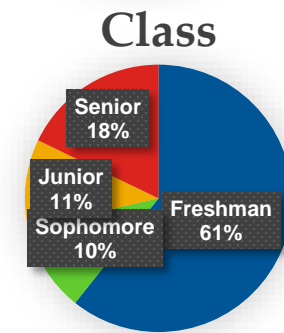


Live on or off campus:

- On Campus - 85.7% (24)
- Off Campus - 14.3% (4)

Class:

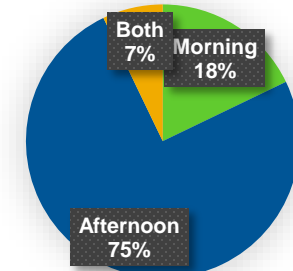
- Freshman - 60.7% (17)
- Sophomore - 10.7% (3)
- Junior - 10.7% (3)
- Senior - 17.9% (5)



Availability:

- Morning Shift - 17.9% (5, all Female)
- Afternoon Shift - 75.0% (21, Male 23.8%, Female 76.2%)
- Both - 7.1% (2, Male 50%, 1 Female 50%)

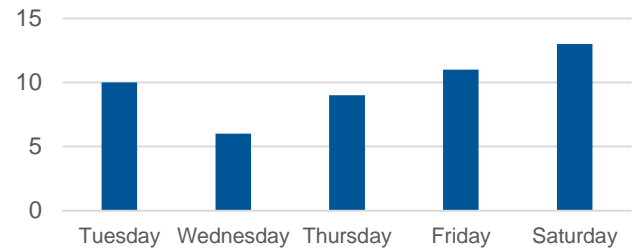
Shift Availability



Day availability:

- Tuesday - 35.7% (10)
- Wednesday - 21.4% (6)
- Thursday - 32.1% (9)
- Friday - 39.3% (11)
- Saturday - 46.4% (13)

Day Availabilitiy



Extracurricular involvement:

- Volunteering - 32.1% (9)
- Sports - 25.0% (7)

Transportation access:

- Have transportation to volunteer - 39.3% (11)
- Do not have transportation to volunteer - 60.7% (17)

School transportation knowledge:

- Don't know if school provides it - 60.7% (17)
- School doesn't provide it - 10.7% (3)
- School van - 28.6% (8)

Volunteering requirements:

- Campus Clubs - 21.4% (6)
- Federal Work Study - 17.9% (5)
- No volunteering Requirement - 64.3% (18)

Prefer volunteering with:

- Friends - 89.3% (25)
- Independently - 17.9% (5)
- Large organized event - 46.4% (13)

Motivations:

- Enjoy helping people - 50.0% (14)
- Want to make an impact - 17.9% (5)
- Want to be with people - 14.3% (4)
- Want a reward (food/money) - 7.1% (2)
- Other 7.1% - (2)
- Are not motivated 3.6% - (1)

Enjoy about volunteering (24 Responses):

- Helping people - 37.5% (9)
- Seeing the impact - 45.8% (11)
- Meeting people - 12.5% (3)
- Reward (food) - 4.17% (1)

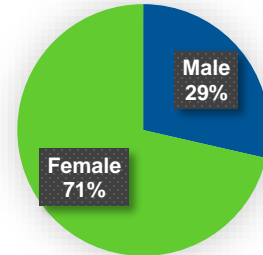
Appendix D.2: Assumption College

- 28 Students surveyed out of 2719 students, 1.0% of the Student body

Gender:

- Male - 28.6% (8)
- Female - 71.4% (20)

Gender



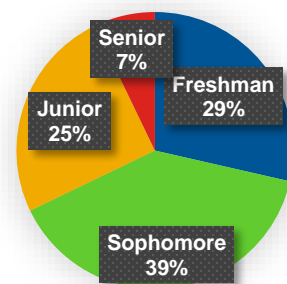
Live on or off campus:

- On campus - 96.4% (27)
- Off Campus - 3.6% (1)

Class:

- Freshman - 28.6% (8)
- Sophomore - 39.3% (11)
- Junior - 25.0% (7)
- Senior - 7.1% (2)

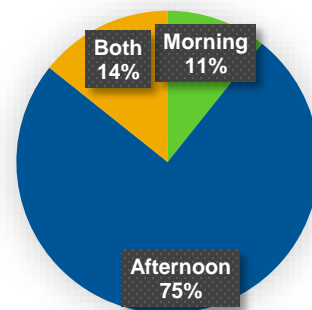
Class



Availability:

- Morning Shift - 10.7% (3)
- Afternoon Shift - 75.0% (21)
- Both - 14.3% (4)

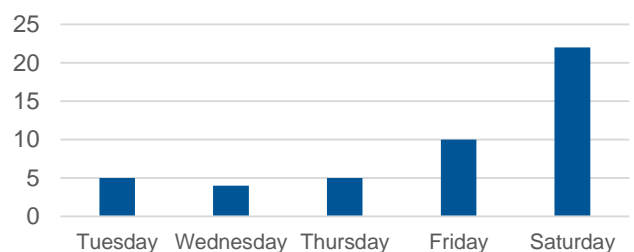
Shift Availability



Day availability:

- Tuesday - 17.9% (5)
- Wednesday - 14.3% (4)
- Thursday - 17.9% (5)
- Friday - 35.7% (10)
- Saturday - 78.6% (22)

Day Availabiltiy



Extracurricular involvement:

- Habitat for Humanity Club - 46.4% (13)
- Campus Clubs - 42.9% (12)
- Work – 10.7% (3)
- Sports – 3.6% (1)

Transportation access:

- Have transportation to volunteer - 50.0% (14)
- Do not have transportation to volunteer - 50.0% (14)

School transportation knowledge:

- Don't know if school provides it - 46.4% (13)
- School doesn't provide it - 39.3% (11)
- School does provide it - 14.3% (4)

Volunteering requirements:

- Campus Clubs - 28.6% (8)
- No volunteering requirement - 57.1% (16)
- Academic Course - 10.7% (3)
- Honor Program - 10.7% (3)
- Federal Work Study - 3.6% (1)

Prefer volunteering with:

- Friends - 78.6% (22)
- Independently - 17.9% (5)
- Large organized event - 32.1% (9)

Motivations:

- Self-motivated - 25.0% (7)
- Seeing the impact - 17.9% (5)
- Meeting people - 17.9% (5)
- Help others - 21.4% (6)
- Resumé/course credit - 7.1% (2)

Enjoy about volunteering (19 Responses):

- Helping others - 57.9% (11)
- The community - 26.3% (5)
- Seeing the impact - 10.5% (2)
- The experience - 5.3% (1)

Top off campus restaurants (7 Responses):

- Boynton – 42.9% (3)

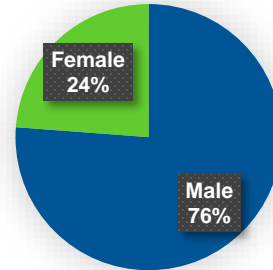
Appendix D.3: Becker College

- 21 Students surveyed out of 2021 students, 1.1% of the Student body

Gender:

- Male - 76.2% (16)
- Female - 23.8% (5)

Gender



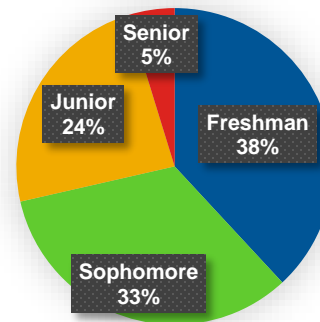
Live on or off campus:

- On campus - 90.5% (19)
- Off Campus - 9.5% (2)

Class:

- Freshman - 38.1% (8)
- Sophomore - 33.3% (7)
- Junior - 23.8% (5)
- Senior - 4.8% (1)

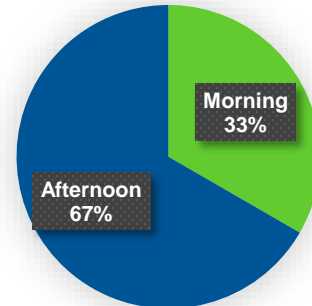
Class



Shift Availability

Availability:

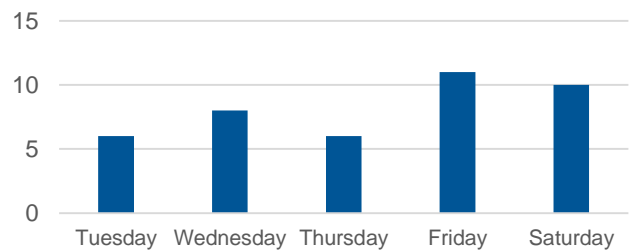
- Morning Shift - 33.3% (7)
- Afternoon Shift - 66.7% (14)



Day availability:

- Tuesday - 28.6% (6)
- Wednesday - 38.1% (8)
- Thursday - 28.6% (6)
- Friday - 52.4% (11)
- Saturday - 47.6% (10)

Day Availabiltiy



Extracurricular involvement:

- Campus Clubs - 9.5% (2)
- Sports - 9.5% (2)
- Work - 9.5% (2)
- Federal Work Study - 4.8% (1)
- Volunteering - 4.8% (1)

Transportation access:

- Have transportation to volunteer - 50.0% (11)
- Do not have transportation to volunteer - 50.0% (11)

School transportation knowledge:

- Don't know if school provides it - 95.2% (2)
- School does provide it - 4.8% (1)

Volunteering requirements:

- Campus Clubs - 9.5% (2)
- No volunteering requirement - 71.4% (15)
- Federal Work Study - 19.0% (4)

Prefer volunteering with:

- Friends - 85.7% (18)
- Independently - 9.5% (2)
- Large organized event - 42.9% (9)

Motivations

- Help people - 23.8% (5)
- Personal interest in cause - 23.8% (5)
- Give back - 19.0% (4)
- The people and community - 19.0% (4)
- Reward (food) - 9.5% (2)
- Nothing - 4.8% (1)

Enjoy about volunteering (12 Responses):

- 7 Helping others
- 3 Make an impact
- 2 The People

Top off campus Restaurants (9 Responses):

- Subway – 44.4% (4)
- Boynton – 22.2% (2)
- Wings over Worcester – 11.1% (1)
- Blue Jeans – 11.1% (1)
- Moe's – 11.1% (1)

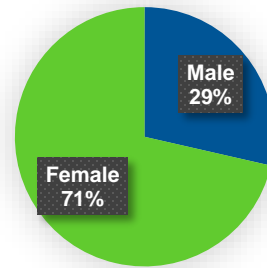
Appendix D.4: Clark University

- 35 Students surveyed out of 3423 students, 1% of the Student body

Gender:

- Male - 28.6% (10)
- Female - 71.4% (25)

Gender



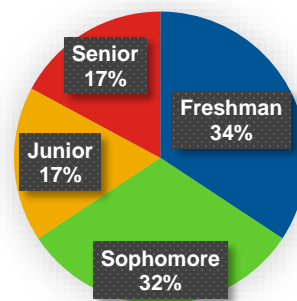
Live on or off campus:

- On Campus - 77.1% (27)
- Off Campus - 22.9% (8)

Class:

- Freshman - 34.4% (12)
- Sophomore - 31.4% (11)
- Junior - 17.1% (6)
- Senior - 17.1% (6)

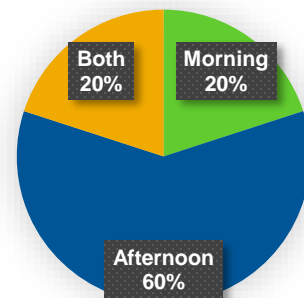
Class



Shift Availability

Availability:

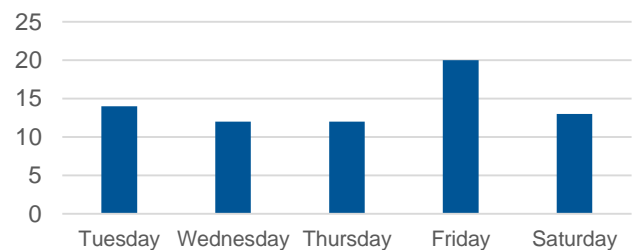
- Morning - 20.0% (7)
- Afternoon - 60.0% (21)
- Both - 20.0% (7)



Day availability:

- Tuesday - 40% (14)
- Wednesday - 34.3% (12)
- Thursday - 34.3% (12)
- Friday - 57.1% (20)
- Saturday - 37.1% (13)

Day Availabilty



Extracurricular involvement:

- Campus Clubs - 42.9% (15)
- Sports – 11.4% (4)
- Off Campus Jobs -11.4% (4)
- Federal Work Study - 5.7% (2)
- Volunteering - 5.7% (2)

Transportation access:

- Do not have transportation for volunteering - 68.6% (24)
- Have transportation for volunteering - 31.4% (11)

School transportation knowledge:

- Don't know if school provides it - 88.6% (31)
- School doesn't provide it - 11.4% (4)

Volunteering requirements:

- No volunteering requirement - 80.0% (28)
- Campus Club - 5.6% (2)
- Honors program - 8.6% (3)

Prefer volunteering with:

- Friends - 71.4% (25)
- Independently - 45.7% (16)
- Large organized events - 42.9% (15)

Motivations:

- Helping others - 40% (14)
- Meet others - 17.1% (6)
- Self-motivated - 17.1% (6)
- Learn new skills - 8.6% (3)
- Requirements - 5.7% (2)
- Other - 11.4% (4)

Enjoy about volunteering (25 Responses):

- Help others - 36.0% (9)
- The community - 24.0% (6)
- Seeing the impact - 20.0% (5)
- Self-motivated - 12.0% (3)
- Learn new skills - 8.0% (2)

Appendix D.5: Framingham State University
 A significant sample size was not collected.

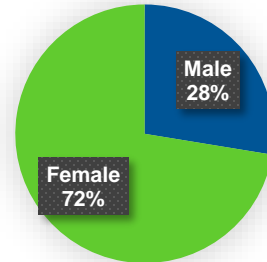
Appendix D.6: College of the Holy Cross

- 29 Students surveyed out of 2787 students, 1% of the Student body

Gender:

- Male - 27.6% (8)
- Female - 72.4% (21)

Gender



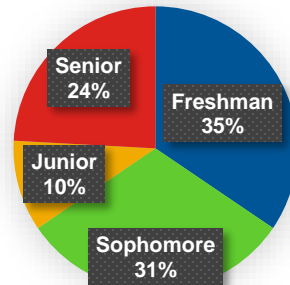
Live on or off campus:

- On Campus - 100.0% (29)

Class:

- Freshman - 34.5% (10)
- Sophomore - 31.0% (9)
- Junior - 10.3% (3)
- Senior - 24.2% (7)

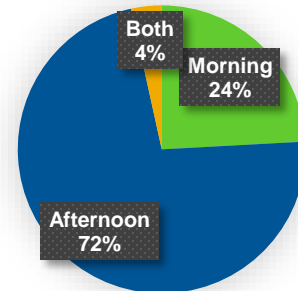
Class



Availability:

- Morning Shift - 24.2% (7)
- Afternoon Shift - 72.4% (21)
- Both - 3.4% (1)

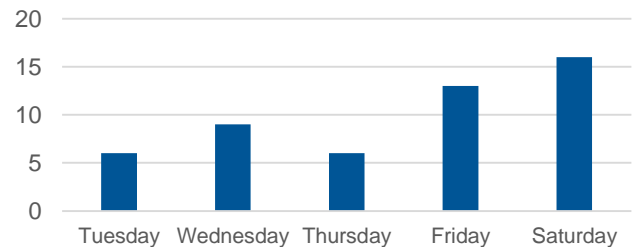
Shift Availability



Day availability:

- Tuesday - 20.7% (6)
- Wednesday - 31.0% (9)
- Thursday - 20.7% (6)
- Friday - 44.8% (13)
- Saturday - 55.2% (16)

Day Availabiltiy



Extracurricular involvement:

- Campus Clubs – 51.7% (15)
- Sports - 31.0% (9)
- Federal Work Study - 20.7% (6)
- Volunteering - 20.7% (6)

Transportation access:

- Have transportation to volunteer - 44.8% (13)
- Do not have transportation to volunteer - 55.2% (16)

School transportation knowledge:

- Don't know if school provides it - 34.5% (10)
- School doesn't provide it 3.5% (1)
- Campus vans - 62.0% (18)

Volunteering requirements:

- Campus Clubs - 20.7% (6)
- Academic course - 27.6% (8)
- No volunteering requirement - 51.7% (15)

Prefer volunteering with:

- Friends - 89.7% (26)
- Independently - 21.1% (7)
- Large organized event - 51.7% (15)

Motivations:

- Helping others - 55.1% (16)
- Seeing the impact - 17.2% (5)
- Meeting people - 20.7% (6)
- Reward - 3.5% (1)
- Not motivated - 3.5% (1)

Enjoy about volunteering (23 Responses):

- Meet people - 47.9% (11)
- Make an impact - 21.7% (5)
- Help people - 30.4% (7)

Top off campus restaurants (20 Responses):

- Panera - 3
- Chipotle - 3
- Birch Tree Bread Company - 3
- Flying Rhino - 3

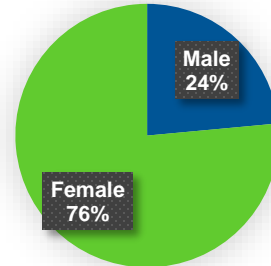
Appendix D.7: MCPHS University Worcester

- 17 Students surveyed out of 1507 students, 1.1% of the Student body

Gender:

- Male - 23.5% (4)
- 13 Female - 76.5% (13)

Gender



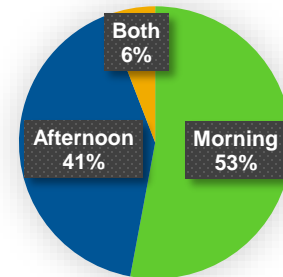
Live on or off campus:

- 10 On Campus - 58.8% (10)
- 7 Off campus - 41.2% (7)

Availability:

- Morning Shift - 36.8% (9)
- Afternoon Shift - 47.4% (7)
- Both - 15.8% (1)

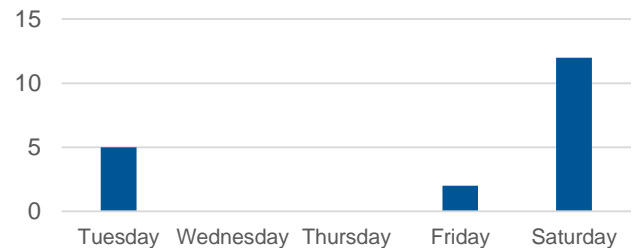
Shift Availability



Day availability

- Tuesday - 29.4% (5)
- Friday - 11.8% (2)
- Saturday - 70.6% (12)

Day Availabiltiy



Extracurricular involvement:

- Work - 2
- Campus Clubs - 3

Transportation access:

- Have transportation to volunteer - 58.8% (10)
- Do not have transportation to volunteer - 41.2% (7)

School transportation knowledge:

- Don't know if school provides it - 88.2% (15)
- School doesn't provide it - 11.8% (2)

Volunteering requirements:

- Campus Clubs - 17.6% (3)
- No volunteering requirement - 70.6% (12)
- Academic course - 11.8% (2)

Prefer volunteering with:

- Friends - 82.4% (14)
- Independently - 5.9% (1)
- Large organized event - 41.2% (7)

Motivations:

- Help others - 35.3% (6)
- Meet people - 35.3% (6)
- More knowledge of opportunities - 17.6% (3)
- Not motivated - 5.9% (1)
- Warm Weather - 5.9% (1)

Enjoy about volunteering (10 responses):

- The people - 3
- Make an impact - 3
- Help people - 4

Top off campus restaurants:

- Red Robin - 4
- Spoodles - 2
- Boynton - 1

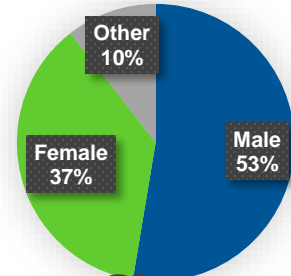
Appendix D.8: Nichols College

- 19 Students surveyed out of 1495 students, 1.3% of the Student body

Gender:

- Male - 52.6% (10)
- Female - 36.9% (7)
- Other - 10.5% (2)

Gender



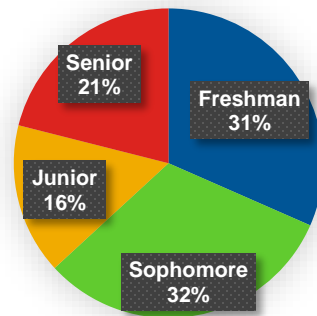
Live on or off campus:

- 17 On Campus, 89.5%
- 2 Off Campus, 10.5%

Class:

- Freshman - 31.6% (6)
- Sophomore - 31.6% (6)
- Junior - 15.8% (3)
- Senior - 21.0% (4)

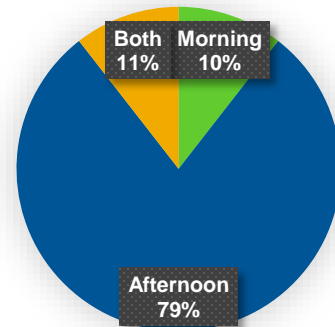
Class



Availability:

- Morning Shift - 10.5% (2)
- Afternoon Shift - 79.0% (15)
- Both - 10.5% (2)

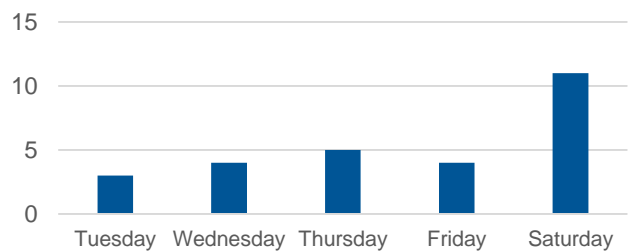
Shift Availability



Day availability:

- Tuesday - 15.8% (3)
- Wednesday - 21.0% (4)
- Thursday - 26.3% (5)
- Friday - 21.0% (4)
- Saturday - 57.9% (11)

Day Availability



Extracurricular involvement:

- Campus clubs - 31.6% (6)
- Sports - 21.0% (4)
- Federal Work Study - 10.5% (2)

Transportation access:

- Have transportation to volunteer - 36.8% (7)
- Do not have transportation to volunteer - 63.2% (12)

School transportation knowledge:

- Don't know if school provides it - 63.2% (12)
- School doesn't provide it - 21.0% (4)
- School provides vans - 15.8% (3)

Volunteering requirements:

- Campus Clubs - 31.6% (6)
- Academic course - 5.3% (1)
- No volunteering Requirement - 63.2% (12)

Prefer volunteering with:

- Friends - 73.7% (14)
- Independently - 21.0% (4)
- Large organized event - 31.6% (6)

Motivations:

- Help people 52.6% (10)
- Make an impact 10.5% (2)
- Be with people 10.5% (2)
- Reward (money) 5.3% (1)
- Learn something new/resumé 5.3% (1)
- Not motivated 15.8% (3)

Enjoy about volunteering (17 answered):

- Helping others - 52.9% (9)
- Make an impact - 17.7% (3)
- Meet people - 17.7% (3)
- Nothing - 11.7% (2)

Top off campus restaurants (12 Responses):

- Jimmy's Pizzeria - 4
- Panera Bread - 2

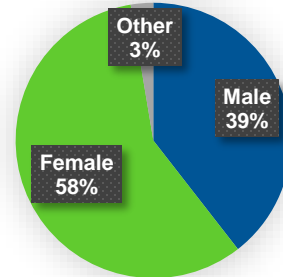
Appendix D.9: Quinsigamond Community College (QCC)

- 38 Students surveyed out of 3440 students, 1.1% of the Student body

Gender:

- 15 Male, 39.5%
- 22 Female, 57.9%
- 1 Other, 2.6%

Gender



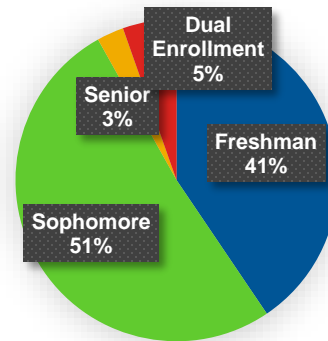
Live on or off campus:

- Off campus - 100.0% (38)

Class:

- Freshman - 41% (15)
- Sophomore -51% (19)
- Senior- 3% (1)
- Dual Enrollment – 5% (2)

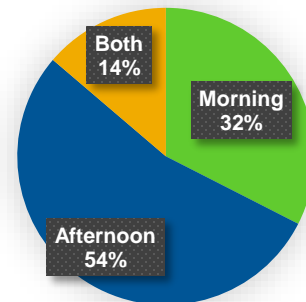
Class



Availability:

- Morning Shift - 36.8% (14)
- Afternoon Shift - 47.4% (18)
- Both - 15.8% (6)

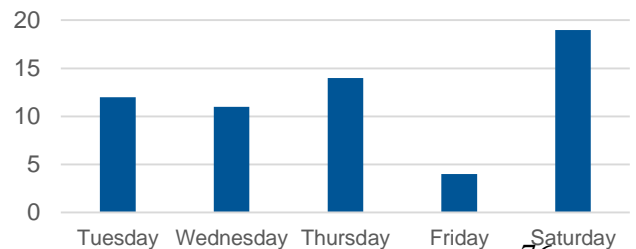
Shift Availability



Day availability:

- Tuesday - 31.6% (12)
- Wednesday - 29.0% (11)
- Thursday - 36.8% (14)
- Friday - 10.5% (4)
- Saturday - 50.0% (19)

Day Availabilitiy



Extracurricular involvement:

- Campus Club - 13.2% (5)
- Volunteering - 10.5% (4)
- Campus Job - 5.3% (3)
- Phi Theta Kappa - 2.6% (1)

Transportation access:

- Do not have transportation to volunteer - 39.5% (15)
- Have transportation to volunteer - 60.5% (23)

School transportation knowledge:

- Don't know if school provides it - 76.3% (29)
- School doesn't provide it - 23.7% (9)

Volunteering requirements:

- Campus Clubs - 7.9% (3)
- No volunteering requirement - 84.2% (32)
- Honors Program - 7.9% (3)

Prefer volunteering with:

- Friends - 73.7% (28)
- Independently - 23.7% (9)
- Large organized event- 63.2% (24)

Motivations:

- Help people - 29.0% (11)
- Make an impact - 18.4% (7)
- Be with people - 10.5% (4)
- More access - 13.2% (5)
- Reward - 13.2% (5, - 2 food, 3 resumé)
- Not motivated - 2.6% (1)

Enjoy about volunteering (28 Responses):

- Meet people - 25.0% (7)
- Make an impact - 17.9% (5)
- Help people - 53.6% (15)
- Learn Something 3.5% (1)

Top off campus restaurants:

- Chipotle - 2
- Subway - 2
- Boynton - 1
- Nu Café - 1
- Panera - 1

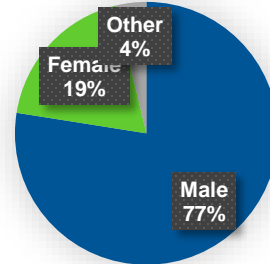
Appendix D.10: Worcester Polytechnic Institute

- 80 Students surveyed out of 4123 students, 1.9% of the Student body

Gender:

- Male - 77.5% (62)
- Female - 18.8% (15)
- Other - 3.7% (3)

Gender



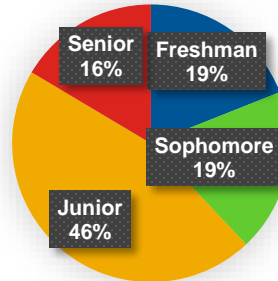
Live on or off campus:

- On Campus - 32.5% (26)
- Off campus - 67.5% (54)

Class:

- Freshman - 18.8% (15)
- Sophomore - 18.8% (15)
- Junior - 45.0% (36)
- Senior - 17.4% (14)

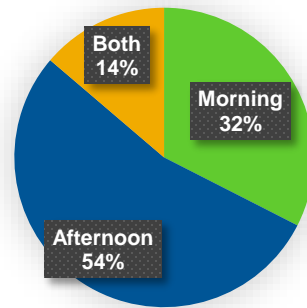
Class



Shift Availability

Availability:

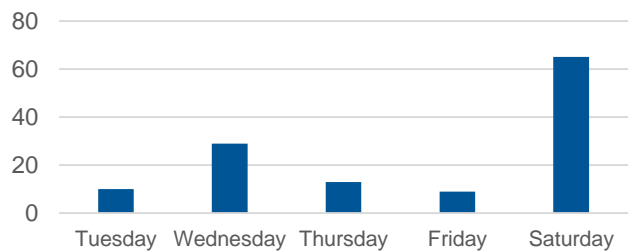
- Morning Shift - 32.5% (26)
- Afternoon Shift - 53.8% (43)
- Both - 13.7% (11)



Day availability:

- Tuesday - 12.5% (10)
- Wednesday - 36.3% (29)
- Thursday - 16.3% (13)
- Friday - 11.3% (9)
- Saturday - 81.3% (65)

Day Availabiltiy



Extracurricular involvement:

- Greek Life (Fraternities/sororities) - 52.5% (42)
- Sports - 47.5% (38)
- Federal Work Study - 3.8% (3)
- Academic Honor Societies - 5.0% (4)
- Volunteering - 2.5% (2)
- Campus Clubs - 16.0% (16)
- Habitat for Humanity Club - 5.0% (4)

Transportation access:

- 44 Have transportation to volunteer - 55.0% (44)
- 36 Do not have transportation to volunteer - 45.0% (36)

School transportation knowledge:

- Don't know if school provides it - 82.5% (66)
- School doesn't provide it - 5.0% (4)
- School has community service vans - 12.5% (10)

Volunteering requirements:

- Federal Work Study - 10.0% (8)
- Greek Life - 60.0% (48)
- Campus Clubs - 17.5% (14)
- No volunteering requirement - 23.7% (19)
- Honor Program - 1.3% (1)

Prefer volunteering with:

- Friends - 88.8% (71)
- Independently - 13.8% (11)
- Large organized event - 45.0% (36)

Motivations

- Help people - 27.5% (22)
- Make an impact - 16.3% (13)
- Be with people - 12.5% (10)
- Reward - 3.8% (3)
- Not motivated - 2.5% (2)

Enjoy about volunteering (58 responses):

- Meet people - 20.7% (12)
- Make an impact - 25.9% (15)
- Help people - 43.1% (25)
- Feel good - 8.6% (5)
- Learn something - 1.8% (1)

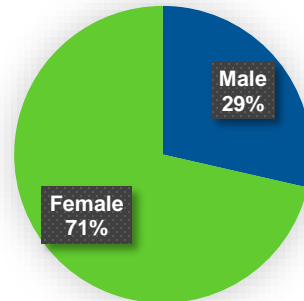
Appendix D.11: Worcester State University

- 56 Students surveyed out of 5563 students, 1.0% of the Student body

Gender:

- Male - 28.6% (16)
- Female - 71.4% (40)

Gender



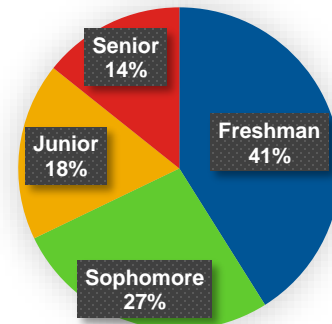
Live on or off campus:

- On campus - 25.0% (14)
- Off campus - 75.0% (42)

Class:

- Freshman - 41.1% (23)
- Sophomore - 26.8% (15)
- Junior - 17.9% (10)
- Senior - 14.2% (8)

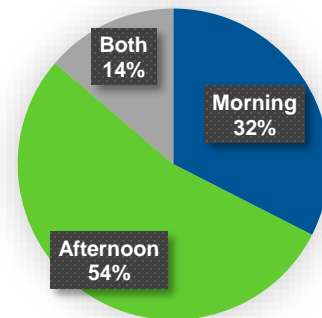
Class



Availability:

- Morning Shift - 26.8% (15)
- Afternoon Shift - 66.1% (37)
- Both - 7.1% (4)

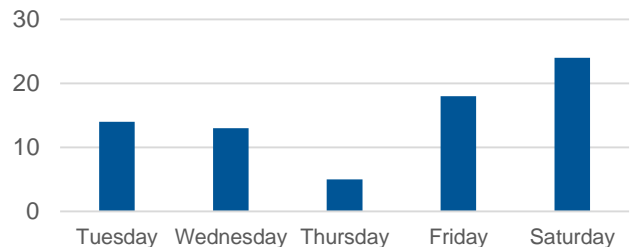
Shift Availability



Day availability:

- Tuesday - 25.0% (14)
- Wednesday - 23.2% (13)
- Thursday - 26.8% (15)
- Friday - 32.1% (18)
- Saturday - 42.9% (24)

Day Availabiltiy



Extracurricular involvement:

- Work - 30.4% (17)
- Campus Clubs - 30.4% (17)
- Volunteer - 8.9% (5)
- Sports - 3.6% (2)
- Federal Work Study - 1.8% (1)

Transportation access:

- Have transportation to volunteer - 60.7% (34)
- Do not have transportation to volunteer - 39.3% (22)

School transportation knowledge:

- Don't know if school provides it - 89.3% (50)
- School doesn't provide it - 10.7% (6)

Volunteering requirements:

- Campus Clubs - 7.1% (4)
- No volunteering requirement - 85.7% (48)
- Honor Program - 3.6% (2)
- Academic Course - 3.6% (2)

Prefer volunteering with:

- Friends - 85.7% (48)
- Independently - 21.4% (12)
- Large organized event - 48.2% (27)

Motivations:

- Experience/put on resumé - 8.9% (5)
- Help people - 26.8% (15)
- Reward - 7.1% (4)
- Not enough time - 12.1% (7)
- Community - 12.5% (7)
- An important cause - 19.6% (11)
- Feels good - 7.1% (4)
- Make an impact - 3.6% (2)

Enjoy about volunteering (35 responses):

- Helping others - 21
- Make an impact - 11
- The people - 3

Top off campus restaurants (24 responses):

- 7 Nu Café
- 4 Wings over Worcester
- 3 Panera
- 3 Wendys
- 2 Boynton

Appendix E: Volunteer Interview Responses

1. Are you a college student? If yes, what school do you attend? If no, skip to question 3.

- 1-Yes, wpi
- 2-Yes, wpi
- 3-Yes, wpi
- 4-Yes, wpi
- 5-Assumption
- 6-Assumption
- 7-Assumption
- 8-Assumption
- 9-Assumption
- 10-Assumption
- 11-Assumption
- 12-Assumption
- 13-Assumption
- 14-Assumption
- 15-Yes, Holy Cross
- 16-Yes, Holy Cross
- 17-Yes, Holy Cross
- 18-Yes, Holy Cross
- 19-Yes, Holy Cross
- 20-Yes, WPI
- 21-Yes, WPI
- 22-Yes, WPI
- 23-Yes, WPI
- 24-Yes, WPI
- 25-Yes, WPI
- 26-Yes, WPI
- 27-Yes, WPI
- 28-Yes, WPI
- 29-Yes, WPI

2. Does your school have any volunteer requirements that ReStore fulfills?

- 1-Sorority requires 4 hours per month, they always come to restore Theta Nu Xi
- 2-Work study
- 3-Lots of people have work study so use restore for that, get it from community service website, not familiar with other requirements
- 4-Habitat club, doing hours for work study
- 5-Few csl classes, not sure if restore fulfills that
- 6-Don't know of any
- 7-Not that I know of
- 8-Nope
- 9-Not that I know of
- 10-Nope
- 11-Nope

- 12-No
- 13-Only with csl learning class
- 14-nope
- 15-No
- 16-No
- 17-No
- 18-No, pre-med has some
- 19-Don't think so, CBL happens
- 20-Yes
- 21-Yes
- 22-Yes
- 23-Yes
- 24-No
- 25-No
- 26-Yes
- 27-No
- 28-No
- 29-No

3. How did you first find out or hear about the volunteering opportunities at ReStore?

- 1-Taken by older sisters
- 2-Theta nu xi multicultural
- 3-Volunteered about a year and half ago with some people on floor, found on community service website
- 4-Community service, for work study fit both community service and volunteering
- 5-As freshmen knew hfh club, joined club and seniors that were president left, word of mouth
- 6-Campus fair
- 7-Friends found it and told her about it. They just started coming
- 8-Community fair
- 9-From the habitat club
- 10-Found through club
- 11-Someone in dorm did it last year,
- 12-Joined club found out through there
- 13-Roommates are in hfh club, got involved
- 14-All friends are in it
- 15-Continued volunteering
- 16-Email blasts, organization fair at start of year got involved with HFH club
- 17-Older brother involved with Habitat, got involved here
- 18-Club fair, HFH club was there
- 19-Activities fairs to find HFH Club
- 20-Fraternity
- 21-Sigma Pi Community Service
- 22-Through Fraternity Philanthropy Chair
- 23-College Email
- 24-Friend

- 25-Through Alpha Phi Omega in 2013
- 26-WPI Insight Group
- 27-Fraternity, community service chair
- 28-Fraternity, community service chair
- 29-Fraternity

4. Do you know of any departments, classes or organizations that require volunteering? If so could you list them. Even if you are not a student, any information you know will be helpful.

- 1-Apo, most of sororities, work study,
- 2-Sorority requires volunteering
- 3-Honor societies, tau beta pi
- 4-Other clubs & fraternities that require hours, don't know too much
- 5-Psych classes need it at assumption, life stories class requires volunteering
- 6-CSL, not sure which departments,
- 7-Honors college, classes require volunteering
- 8-Some classes require
- 9-Nope
- 10-Nope
- 11-Couple classes that are community service based. Don't know the names, and honor program
- 12-CSL minor some classes require cs
- 13-Reach out center club that do volunteering, csl major to choose and in that you are required to volunteer
- 14-Csl minor and some classes
- 15-Community based learning courses require 2hrs/week, established sites
- 16-Yes, CBL require 20hrs volunteering interacting with inner city worcester kids
- 17-Language ones, some require weekly volunteer service
- 18-CBL require volunteering
- 19-CBL, don't think so. Lots of course require CBL
- 20-Fraternity, Federal Work Study
- 21-Fraternities
- 22-Sigma Pi Fraternity, Federal Work Study
- 23-Sigma Pi Fraternity, Federal Work Study
- 24-WPI requires that
- 25-Fraternities/sororities community service organizations and federal works study
- 26-Sigma Pi Fraternity, Federal Work Study
- 27-Federal work study, jobs
- 28-Sigma Pi
- 29-Sigma Pi

5. Do you know many other students that volunteer at the ReStore for requirements? If so, what type of requirements and from what schools.

- 1-Just the sorority sisters
- 2-Nope
- 3-Nope

- 4-Nope, have invited friends who come once or twice but not required to volunteer
- 5-Solid 12 come from assumption hfh club, holy cross, 1 girl actually works here
- 6-Nope
- 7-Nope
- 8-Nope
- 9-Yeah from the club,
- 10-Nope
- 11-Nope
- 12-Some journalist students
- 13-Knows professors, in honors English class that you have to volunteer, got rid of requirement
- 14-Just the friends in the club
- 15-No
- 16-No
- 17-No
- 18-Not for requirements
- 19-Not for course requirements, no clubs/honor societies, people come b/c they want to
- 20-Yes, same requirement as above
- 21-Yes, Federal Work Study
- 22-Community Service requirements for federal work study at WPI
- 23-Yes from WPI as well
- 24-No
- 25-Some other WPI students in Alpha Phi Omega
- 26-Other members of Greek life at WPI
- 27-Yes-for fraternities/sororities community service requirements and federal work study
- 28-Work study and fraternity requirements
- 29-Work study and fraternity requirements

6. How long have you volunteered at the ReStore and do you volunteer on a recurring basis?

- 1-SINCE 2013, sisters come twice a term
- 2-Been volunteering here for 3 years, recurring
- 3-One type thing, back next week for finishin hours,
- 4-Since October 2015 Saturdays and Wednesdays since back from winter break
- 5-This is second year, they come every other Saturday
- 6-Since last year, with club, once every 2 weeks
- 7-Couple weeks, gone to all the meetings plan on recurring
- 8-Since beginning of school year
- 9-Beginning of year, twice month
- 10-End of fall,
- 11-Started last spring, in recurring basis with the club, last year Fridays this year Saturdays
- 12-Second year, with club twice month
- 13-Second year with club

- 14-Second semester with the club
- 15-2.5 years
- 16-Almost 2yrs now, with the HFH club
- 17-About 1 yr with the club
- 18-Over a yr at this one, worked with Habitat for 6 or 7 yrs
- 19-2 semesters
- 20-I last volunteered here a year or 2 ago
- 21-4 hours, infrequent
- 22-1st time, will be returning
- 23-1st time but coming back
- 24-1st time, 4 hours
- 25-occasionally since 2013
- 26-once a year for 4 years
- 27-1st time, would come back
- 28-4 hours, no
- 29-Once and will be returning

7. How do you get to ReStore? Does your school (if applicable) offer transportation for volunteers?

- 1-Sisters drive here
- 2-Sisters drive here
- 3-Drove here
- 4-Use van sometimes, other times walk or use skateboard
- 5-2 student drivers that bring group, we have vans, not sure about community service van
- 6-People in club have cars
- 7-Whoever has a car, drives them
- 8-Students drive
- 9-Students drive
- 10-Students drive
- 11-Students drive
- 12-Students Drive
- 13-Students Drive
- 14-Students Drive
- 15-Van that Holy Cross offers, get van certified and then can sign vans out to clubs
- 16-Sign out the van
- 17-Van
- 18-Van
- 19-Van
- 20-My Car
- 21-My Car
- 22-My Friend

- 23-Drove here
- 24-Drive
- 25-By Car, school offers a van
- 26-Personal transportation, school does not offer frequent transportation
- 27-Car, I don't think so
- 28-drove, it might
- 29-I drove my car

8. What do you particularly like about volunteering at ReStore?

- 1-Likes organizing, likes to check stuff out all the time for donations and decorations
- 2-Its simple, task oriented, people stay the same.
- 3-Staff is friendly, always have something to do, kept busy
- 4-Like atmosphere, people are friendly, it's fun to work here
- 5-Community, people are really nice, people enjoy and value the volunteers
- 6-Active, likes to work with hands
- 7-its nice, haven't done this before
- 8-makes a difference
- 9-like helping around
- 10-like the people
- 11-not always the same projects, do different stuff
- 12-likes louis and molly, really likes people and makes people feel welcome and appreciated, helps to be appreciated, know that youre doing something
- 13-likes everyone here and that you can see youre work tangibly
- 14-new experience, build days you get to see what youre really doing
- 15-Get to meet new people, gets involved in community
- 16-Give back to community, get involved with people of similar interests
- 17-Easy
- 18-Making a difference organizing stuff
- 19-Feels worthwhile, like you can make a difference and build character
- 20-Esy to do manual labor
- 21-Physical movement
- 22-The nice people/environment here
- 23-It's a fun environment to work in
- 24-Learned some new things
- 25-It's very active and you do a variety of different things
- 26-Manageable tasks
- 27-Giving back to the community
- 28-Giving back to the community, fulfilling my fraternities' requirements
- 29-Nice People

9. What do you dislike about volunteering at ReStore?

- 1-Nothing in particular, likes it here
- 2-Sort of disorganized
- 3-Not sure, pretty flexible, would be nice with some more wpi students

- 4-Nothing really
- 5-Gets a little disorganized
- 6-Not really
- 7-Nope
- 8-Nothing
- 9-Just no heavy lifting
- 10-Nope
- 11-No
- 12-When it's a big group some people stand around not sure what to do
- 13-Not really, if a lot of volunteers are in one area its hard to shoppers
- 14-Not really
- 15-Vague instructions, not always qualified for the tasks
- 16-Not really
- 17-Lots of independent work is fun
- 18-Run smoothly
- 19-No
- 20-No snack bar nearby
- 21-Nothing
- 22-Nothing
- 23-Nothing in particular
- 24-Everything is good
- 25-tough to find time to make it consistently
- 26-Some tasks seem unnecessary
- 27-Not much snack material - I got Hungary
- 28-Nothing
- 29-Nothing

10. Do you have any recommendations for the ReStore to help encourage more college students to volunteer?

- 1-Sorority small, 3-4 come at a time, they get pushed off because bigger groups come, but with online sign up you sign up at individuals. Less chance of getting schedules when in a small group.
- 2-No one knows about it, don't know about the restore part unless you have a requirements, but they are at the community service fair
- 3-Advertise more, needed hours so found it on website, didn't even think about it or know about till found it. Here for work study, reminder email for hours mention restore would help
- 4-Show what they really do with the money to build the houses, have one student talk about it can influence others to volunteer here as well.
- 5-Advertising, wouldn't have known that restore existed, if it weren't for the hfh club
- 6-Find a way so that quickly has a job and everyone spreads out. Keep busy
- 7-Visibility on campuses more, cause no one really knows about restore
- 8-People in school don't know about it
- 9-Nope
- 10-Club could promote the restore the most

- 11-No
- 12-Reaching out, wouldn't have known without club, reaching out to campuses.
- 13-Encourage hfh club and volunteering here. If in trouble, probation plus having to help community
- 14-More awareness, table and fliers
- 15-Not Really
- 16-No
- 17-No
- 18-Saying people need help, its important to give back, Habitat does a lot of good
- 19-No, get more awareness-people look at emails more than fliers
- 20-Office Snacks
- 21-Food
- 22-Advertise a little more for community service
- 23-Have food for them
- 24-NA
- 25-Encourage clubs to volunteer as groups
- 26-Emphasize it counts for Federal Work Study
- 27-Make it more known that you can volunteer here. Advertise at local schools.
- 28-Better promotion – I had never heard of restore
- 29-Advertise to my school

11. What do you think would motivate college students the most to volunteer at ReStore?

- 1-Needs more marketing, most students don't know about it, great concept with mission, need more publicity.
- 2-Incentive, some people just don't like picking up and clean, have more fun events
- 3-Provide a lunch, free food is nice, transportation helps, organized event would help people come here, discount would be really cool too.
- 4-Seeing how they are helping the community and others as well. Knew about discount, might motivate other students, depends on if they like anything that is here.
- 5-Hearing stories of people that drop stuff off or buy stuff or what the money has provided, build days, the mission that type stuff. People saw the types of things that were being done with that money, discount is a great idea.
- 6-Discount would help, or free food.
- 7-Discount would be great
- 8-More awareness will help the most.
- 9-Just make it more known
- 10-Most are motivated by requirements or incentive. Email is probably a good way, cause everyone has phones.
- 11-Give credit for doing certain amount of hours, looks at posters in dorms the most.
- 12-To raise awareness, tabling at campus center is the best place to reach the most students, organized activities fair. Many college students just don't know that its here, if more people were aware of it, more of them would come.

- 13-Best to go through club, lots of clubs trying to get peoples attentions. Seeing impact and how it helps people, students at school volunteers a lot and people are eager to volunteer with friends.
- 14-A lot of people are motivated by requirements.
- 15-Seeing progress happen, visual changes feel good
- 16-Encourage groups (friend groups, sports teams)
- 17-Club expanding on campus
- 18-Seeing first hand the actual impact, build days, home dedications, knowing everything you do goes to the actual mission
- 19-More awareness of what they would actually be doing, its not challenging, easy to do
- 20-NA
- 21-Food
- 22-Free Food
- 23-Pizza
- 24-Not Sure
- 25-Going with friends
- 26-Free food
- 27-Free Stuff (Food, shirts, etc..)
- 28-Having volunteering events where a bunch of students all come at once
- 29-Seeing things they could buy

Appendix F: Staff Interview Responses

Staff Interview 1

1- Have you noticed any patterns in returning volunteers? This can be specific tasks that are popular with volunteers, or even specific groups of people that always return.

3 Main volunteer types

Retiree

College student meeting a requirement

Court mandated volunteering (DUI, etc.)

2- Are there tasks that volunteers tend to prefer not to do?

Largely based on personality

OCD types enjoy meticulous tasks that others hate

Shy types dislike customer service

Try and match tasks with people's personalities

3- What in your opinion makes the best college student volunteer? (Any qualities or characteristics)

Proactive and outgoing students

Doesn't need directions for basic tasks

Happy to be at ReStore

4 - What motivates you to work for ReStore?

Love of the mission, passion for it

Truly believe it makes a difference

Working with like minded people

5- Do you have any tips about encouraging college students to volunteer?

Figure out what motivates them and why they are here

Then they can be given jobs that suit them

Explain the importance of Habitat and how useful it actually is

It's something to do that can make a difference

6- If you could say one thing to a potential college student volunteer to motivate them what would you say?

'Being here makes a difference'

'It all goes back to the mission'

Attend a home dedication ceremony

7- Do you have any recommendations for the ReStore to improve upon so that more college students will be likely to volunteer?

Go to college campuses

Connect with the students and explain the purpose

Get past it just being a tedious job

8- What type of tasks do you think college volunteers should mostly work on?

Whatever is needed, use the to-do list

There's a variety of tasks to help avoid boredom

9- Do you have any tips for helping volunteers feel that they are truly making a difference?

Engage the volunteers, make sure they know they're making a difference

Volunteers make it all possible, they're the 'heart and soul' of ReStore

Attend a home dedication

Staff Interview 2

1- Have you noticed any patterns in returning volunteers? This can be specific tasks that are popular with volunteers, or even specific groups of people that always return.

Students don't always return

The older volunteers are much more reliable

2- Are there tasks that volunteers tend to prefer not to do?

Small monotonous and tedious tasks

People like to unload the truck and be outside (Males)

Or sort/organize aisles and assist customers (Females)

3- What in your opinion makes the best college student volunteer? (Any qualities or characteristics)

Enthusiasm to help
motivation

4- What motivates you to work for ReStore?

Background in assembling

Closer to home, much more convenient

It's a great cause and the people are amazing

Has a useful and applicable background

Has flexibility to do what he wants

5- Do you have any tips about encouraging college students to volunteer?

Most volunteer because of requirements

Some actually enjoy it and return

Get more options to volunteer at build sites

Relaxed and flexible environment with little pressure on volunteers

6- If you could say one thing to a potential college student volunteer to motivate them what would you say?

It's very relaxed and flexible with no pressure

Explain why ReStore does what they do

It's a learning experience, good for the resumé and experience down the road

7- Do you have any recommendations for the ReStore to improve upon so that more college students will be likely to volunteer?

It's a great hands on experience

8- What type of tasks do you think college volunteers should mostly work on?

Anything as long as they are interested in those areas.

If they do what they like, they can then sometimes turn into interns
Try to get idea of what they would be interested in helping out with
Build a profile of the volunteer

9- Do you have any tips for helping volunteers feel that they are truly making a difference?

Make them feel like they are wanted, and appreciated

Give lots of positive reinforcement and praise

Some need a little more attention and help with tasks

If they're struggling, help them out

There's no pressure

They have a good time

'Make them feel good'

'Make sure they know they're wanted'

Staff Interview 3

1- Have you noticed any patterns in returning volunteers? This can be specific tasks that are popular with volunteers, or even specific groups of people that always return.

Retired people are regular and reliable due to their schedules

Made strides for getting college volunteers

Shrewsbury High School has a HFH Club, not really present

2- Are there tasks that volunteers tend to prefer not to do?

Tedious and repetitive tasks, like sorting nails

3- What in your opinion makes the best college student volunteer? (Any qualities or characteristics)

Younger volunteers because they are stronger and have more energy to carry things

4- What motivates you to work for ReStore?

Previous connection with Habitat

Past experiences with thrifting

Interest in social work

Each day is slightly different, avoids monotony

5- Do you have any tips about encouraging college students to volunteer?

Search for requirements that force students to volunteer

Stress the flexibility

Easy access because it's on the bus route

Exciting to see daily donations (War Medals, plane tickets, etc..)

6- If you could say one thing to a potential college student volunteer to motivate them what would you say?

ReStore is basically a free Crossfit because of the varied exercise

It's good resumé experience

7- Do you have any recommendations for the ReStore to improve upon so that more college students will be likely to volunteer?

Plan better so volunteers do less sitting around

People want to feel busy and useful, this keeps them coming back

8- What type of tasks do you think college volunteers should mostly work on?

Build a profile for each volunteer

Some like meticulous sorting while others like social sales floor tasks

Make an interest profile at the start of volunteering

Let people self sort so they can choose what they want to do

9- Do you have any tips for helping volunteers feel that they are truly making a difference?

Let volunteers know what the end product that they helped accomplish is

Have some type of tangible end product that they can see

Staff Interview 4

1- Have you noticed any patterns in returning volunteers? This can be specific tasks that are popular with volunteers, or even specific groups of people that always return.

Recurring volunteers tend to take on 'pet projects'

Some like tidying aisles

They can pick what they want to do

2- Are there tasks that volunteers tend to prefer not to do?

Organizing the hardware aisle, and organizing the records

3- What in your opinion makes the best college student volunteer? (Any qualities or characteristics)

Enthusiasm and drive, students who do it not just to complete the hours

4- What motivates you to work for ReStore?

It's a 'fun job', it's interesting

"Best job I've ever had"

5- Do you have any tips about encouraging college students to volunteer?

No

6- If you could say one thing to a potential college student volunteer to motivate them what would you say?

'Have fun with it'

7- Do you have any recommendations for the ReStore to improve upon so that more college students will be likely to volunteer?

Not really, they're really doing the best they can

8- What type of tasks do you think college volunteers should mostly work on?

Moving things from place to place, and breaking things

9- Do you have any tips for helping volunteers feel that they are truly making a difference?

Interact with them, and talk with them, make them feel appreciated

Give them more fun tasks, like breaking things

Staff Interview 5

1- Have you noticed any patterns in returning volunteers? This can be specific tasks that are popular with volunteers, or even specific groups of people that always return.

Yes. Volunteers prefer to have tasks that they can get to know and continue to come back to.

2- Are there tasks that volunteers tend to prefer not to do?

Yes. However, that depends on the volunteer. Best thing to do is get to know what the volunteer prefers doing

3- What in your opinion makes the best college student volunteer? (Any qualities or characteristics)

Energetic, self starter, finishes tasks, feels free to ask questions

4- What motivates you to work for ReStore?

The mission and customers

5- Do you have any tips about encouraging college students to volunteer?

Give back to the community and yourself. Learn basic job skills while helping out the community.

6- If you could say one thing to a potential college student volunteer to motivate them what would you say?

Come make a positive difference in yourself and the community we serve.

7- Do you have any recommendations for the ReStore to improve upon so that more college students will be likely to volunteer?

Continue to keep volunteers engaged and busy

8- What type of tasks do you think college volunteers should mostly work on?

Customer Service and Merchandising

9- Do you have any tips for helping volunteers feel that they are truly making a difference?

Show them the difference they are making. Thank them. That is the most important.