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Motivations and Barriers in College Students for Coffee Consumption from Coffee Shops: A Podcast

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Summary

The book, *Uncommon Grounds: The History of Coffee and How it Transformed our World*, highlights the globalization of coffee; it was discovered in the mountainsides of Ethiopia and has swept the globe since. Historically used for religious, medicinal, and recreational purposes, people flocked to coffee houses for the taste of the brew. Now, this beloved bean is ever prevalent on college campuses, especially through foodservice locations. This paper explores the role of foodservice locations, specifically coffee shops, for coffee consumption in college students. Specifically, I survey the reasons that college students want to buy coffee from a foodservice location and infer what this says about the greater coffee culture at the University of South Carolina. Furthermore, I conduct interviews with college students to understand the nuances behind coffee consumption. While interviews are common in literature, these interviews are recorded to create a podcast; by creating a podcast, I am able to combine science and art as I create content focused on answering a question that listeners follow along to.

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Introduction

Personal Interest

My motivation for this project is sparked through an extended period of personal reflection. At the time of the proposal, I started to take better notice of what I was consuming and how it affected my daily functioning. No longer having early morning classes, I had the luxury of forgoing my daily morning coffee in exchange for a better night's sleep. Therefore, I started noticing how prevalent coffee was throughout the campus at the University of South Carolina (USC). I always would see people walking around campus with a to-go cup of coffee.

Additionally, the Starbucks at the library would always be packed. It would often take me thirty minutes to get my order, especially during peak hours. This raised the question: how is coffee a part of college culture, and what role do coffee shops and cafés play for college students?

To gain insight into the answers to these questions, I decided to create a podcast. Content creation requires a number of resources, and I had the opportunity to try it for myself without investing in expensive equipment. I wanted to learn something new, and as a listener of podcasts myself, I wanted to gain a new perspective about content I normally just consume. Additionally, podcasts vary in genre, and many are created for educational purposes. This can make information accessible to a broad range of people and allows for mindful consumption of content that changes the perspective of the listener or teaches them something new. Similar to research that makes conclusions based on interview responses, listeners can follow along as I conduct interviews to answer my research question and make conclusions of their own based on what they relate to.

Literature Review

Prior research for coffee consumption includes studies about the drivers and barriers for coffee consumption in the general population. One driver or barrier to coffee consumption is an

individual's health beliefs. In one study by Samoggia and Riedel that surveyed 250 individuals, about 25% of consumers thought that drinking coffee led to positive health benefits and consumers that were male, young, working, familiar with non-espresso-based coffee, consuming limited amounts of coffee, and buying coffee at retail outlets had the most positive perception of coffee (2019). Additionally, for those that drink coffee, it has been shown that coffee elicits positive emotions such as energy, satisfaction, and pleasure. The main barrier for non-consumption of coffee was seen to be driven by taste and a fear of coffee's health impacts (Samoggia et al., 2020). A main component of coffee is caffeine, which is attributed to positive emotions such as energy and pleasure. In one study looking at college students, over 90% of students reported consuming caffeine at least once in the past year, with more of their caffeine coming from coffee. The most common reasons for using caffeine were to feel more awake, enjoy the taste, social aspects, to improve concentration, to increase physical energy, to improve mood, and to alleviate stress (Mahoney et al., 2018).

It is also important to look at the appeal that coffee shops have specifically that motivate consumers to choose it as a means for getting coffee over other means, such as ready-to-drink coffee, home-brewed, or instant coffee. In one study looking at the motivations for coffee consumption at coffee shops in Mexico, they found that the biggest motivator was to socialize (Ariadne Cruz-Flores et al., 2020). One study highlights that value of experiences in gourmet coffee shops. Coffee shops are seen to create "narratives of the symbolic order" to justify the inflated prices of their drink (de Vasconcelos Teixeira, 2020). This means that consumers must be enticed by something beyond the product to justify the purchase, such as novelty, design, amenities, and environment (de Vasconcelos Teixeira, 2020). Looking at foodservice establishments, such as eateries and cafés in university libraries, many factors are involved for foodservice acceptance. The most significant factors include menu offerings, price, and environment (Ariffin et al., 2020). Following foodservice acceptance, customer satisfaction and customer loyalty may also provide

insight into long-term motivators for consumers in coffee shops. In Korean franchises, it has been found that taste is the most influential factor for customer loyalty, followed by assurance and empathy, trust and reactivity, and corporeality and store atmosphere (Shin et al., 2015). Generation Z (born between 1997 and 2010) consumers prefer cold coffee drinks and view them to provide consumers with energy and refreshment needed for daily activities. However, in a post COVID era with rising coffee prices, foodservice coffee locations must offer innovation motivators that justify its price (). While studies look at motivations for coffee consumption in coffee shops, there appears to be limited research on the motivations and barriers in college students specifically.

Waves of Coffee

The coffee market can be broken into three waves throughout history. The first wave started in the 1800's, with the rise of innovation in packaging, transportation, and brewing techniques. This made coffee accessible and affordable for the average American, with no emphasis on where the coffee was sourced or its taste notes (Bryant, 2022a). Second-wave coffee started in the late 1980's/early 1990's and was characterized by the rise of the coffee shop. Specialty coffee drinks like lattes and cappuccinos were popular in young adults and there was an increase in demand for higher-quality coffee and sourcing information began appearing on packaging (Bryant, 2022a). The late 2000's/early 2010's marked the start of the third wave of coffee. There was a hyper-focus on craft and quality, driven by coffee shops, with the utilization of premium brewing techniques and detailed sourcing information. Third-wave shops also went "back to basics" with the reduction of heavily flavored drinks and favoring drinks that highlight coffee's natural flavor (Bryant, 2022a). Which recent market shifts, possibly due to COVID, there is reason to believe coffee has now entered a fourth wave of coffee. Some predicted characteristics of the recent wave include the preference for cold-coffee drinks and the role of social media for drink innovation (mintel). Additionally, this wave may create trendier coffee shops that

experiment with flavors while celebrating coffee's flavor and quality (Bryant, 2022a). As we enter the fourth wave of coffee, this exploratory study will seek to answer the following questions, 1) what are the motivations/barriers college students, specifically at the University of South Carolina (USC) have towards drinking coffee from foodservice locations and 2) based on the popular motivations/barriers, what are some future implications for coffee consumption in coffee shops for college students?

Methodology

Part 1: Survey

The first portion of this project involves a questionnaire to survey the coffee consumption habits from foodservice locations in students at the University of South Carolina as well as the specific motivations and barriers that students have to purchase coffee-based drinks from foodservice locations (Appendix A). In this case, foodservice refers to coffee purchased at coffee shops, convenience stores, quick service restaurants, and full-service restaurants (Bryant, 2022). Surveys were primarily distributed throughout the campus via course rosters and student organizations.

The survey comprised of three sections, demographics, coffee consumption, and motivations and barriers. Respondents had the option to pick from a list of motivations and barriers provided as well as type their own response in an "other" option. There was also a final question that asked for respondents' interest in being interviewed for the podcast portion of the project. Data was collected for roughly one month and patterns were analyzed. The data was used in the second part of the project as starting points for interviews conducted for each episode of the podcast. While the survey asked for purchasing of coffee-based drinks from any foodservice establishment, the interviews narrowed the scope of the discussion to solely coffee shops and cafés, both chain and local businesses.

Data Findings

For the purposes of describing coffee consumption as well as motivations and barriers for purchasing coffee-based drinks from foodservice establishments, relationships were noted from the survey responses. The data tables for these relationships are located in Appendix B. The survey had 232 respondents, excluding any responses completed by a non-USC student or those significantly above the 18-24 age range. Table 1 outlines the proportions of each demographic characteristic analyzed.

Table 1. Demographic Characteristics of Survey Respondents Filling Out “USC Students’ Motivations for Purchase and Consumption of Coffee-Based Drinks from Foodservice Locations”

| Demographic Characteristics | Proportion (%) |
|--------------------------------|----------------|
| Major | |
| Arnold School of Public Health | 43.1% |
| Other Majors | 56.9% |
| Gender | |
| Woman | 84.9% |
| Man | 14.2% |
| Other | 0.86% |
| Class Level | |
| Freshman | 6.0% |
| Sophomore | 30.6% |
| Junior | 35.8% |
| Senior | 24.1% |
| Graduate Student | 3.4% |
| Housing Situation | |
| Off--campus housing | 77.9% |

| | |
|-------------------|-------|
| On-campus housing | 22.1% |
|-------------------|-------|

Note: Due to high number of respondents in the School of Public Health (Exercise and Public Health majors), major data is split into students within the school of public health and other majors offered by the university.

Frequency of purchase, size purchased, and weekly spending were recorded for each demographic characteristic. Frequency of purchase as well as size purchased questions were created by modifying the Beverage Intake Questionnaire by Hedrick et al. (2010). The Arnold School for Public Health reported buying coffee-based drinks less frequently than other majors. 39% of other majors bought coffee one to two times a week while only 27% of Arnold School students bought coffee one to two times a week. Additionally, 44% of Arnold School students did not buy coffee or bought is less than once a week while only 28% of students with other majors had similar buying habits. Size purchased and weekly expenditures, however, were similar between both majors.

Looking at gender data, it appears women buy coffee-based drinks more frequently. It was reported that 51% of men did not buy coffee or bought coffee less than once a week while only 32% of women had those purchasing habits. Although with a smaller margin, women were also seen to buy larger sizes and spend more per week. It was reported that 31.9% of women bought a large, compared to 27.2% of men, and 4.5% of women bought an extra-large, compared to 3% of men. While no men reported spending over \$30 per week on coffee-based drinks, 6.5% of women spent over \$30 per week.

Frequency of purchase, size purchased, and weekly expenditure between class levels is similar, but freshman students buy coffee-based drinks most frequently. It was reported that 35.7% of freshman bought coffee three to four times a week while 18.3% of sophomores, 10.8% of juniors, and 16% of seniors shared similar purchasing habits. Finally, there was no significant difference found between students that lived on-campus and those that lived off-campus.

Furthermore, the top chosen motivations for buying coffee drinks in the survey were “I enjoy the quality/taste of the beverage”, “It is convenient to get”, and “I am part of a rewards/loyalty program”, with 75.2%, 54.7%, and 31.6% of respondents choosing these options, respectively. Of the filled in responses, the most recurring responses include “caffeine”, “using it as a reward”, and “too lazy to make it home or forgot”. The top chosen barriers for buying coffee-based drinks were “It is too expensive”, “I make coffee at home”, and “It is not convenient to get”, with 66.2%, 43.6%, and 20.5% of respondents choosing these options, respectively. It is important to note that respondents were able to choose multiple options. These motivations and barriers as well as the frequency of purchase, size purchased, and weekly expenditure were used as talking points during the interviews. That way students are able to elaborate and provide context to these answers.

Part 2: Podcast

A podcast is a program made available in the digital format for download over the Internet, and streaming platforms, such as Spotify, which allows for a convenient way to manage a queue of podcasts for personal use over multiple podcast sources. Podcasts are a way to create audio media about a range of topics, and coffee is the topic of many of these podcasts. Additionally, there has recently been an increase in podcast use in higher education. In one study, it was seen that college students use podcasts more for voyeurism/social interaction/companionship and entertainment/relaxation/arousal, but there are higher levels of gratification when used for entertainment/relaxation/arousal and education/information (Chung & Kim, 2015). This provides a unique opportunity to explore how podcasts can be used as a means to disseminate information in an entertaining and engaging manner.

To create my podcast, survey respondents were invited to be interviewed in a recording studio at the university. My podcast has a total of three interviews from survey respondents. While the research question is still focused on motivations and barriers that interviewees have, the podcast

also expands the scope of this question by relating motivations and barriers to the greater coffee purchasing culture on college campuses. To do this, outside interviewees that have additional perspectives for answer were also invited to be interviewed. Additionally, the interview followed a semi-structured format. This means that interviewees were given a set of open-ended questions, but the answers that students gave guided the rest of the interview. This allows for the flexibility to dive deeper into important topics while keeping the flow of the interview. These interviews are different in that they are meant to be listened to by the consumer, so maintaining the flow so the interview is entertaining is important.

The podcast consists of eight episodes (see Appendix C). The first episode is an introductory episode for listeners to understand the purpose of the podcast. The second episode is a deep dive into the history of coffee as well as the rise of coffee shops based on the book by Mark Pendergrast (2019). Both of these episodes are scripted (Appendix D) and are recorded solo. Episodes 3-5 are interviews with some of the respondents of the survey. These episodes strongly focus on the data collected through the survey and are expanded on based upon the interviewees' personal coffee purchasing habits at time of recording. The sixth episode is an interview with the founder of a social club on campus called, "Cocky About Coffee", which meets monthly at a local coffee shop. This interview explores how the founder's coffee drinking habits inspired her to start a club on campus and her experiences within the club. Episode 7 is an interview with a barista at a local coffee shop. This interview discusses coffee purchasing through the lens of the server, instead of the consumer. We explore the coffee buying habits she has noticed and how her job has changed her outlook on the coffee and the service industry. The final episode is a debrief episode with the Thesis Director and Second Reader.

Recording and Editing

The entirety of the podcast was recorded at the Audio Production studio at USC's library. The room contained microphones, an audio interface, and recording software. This podcast was

recorded on Audacity. I used the Blue Yeti Condenser Pro microphones on Carotid mode with the Scarlett 2i2 Focusrite audio interface. Additional clips needed for clarification or editing were recorded using the voice recorder on my phone. Although not recommended for audio recording, the voice recorder on my phone provided a similar quality of sound when recorded in a quiet environment. This is likely because the Audio Production studio was not fully soundproof. Additionally, the noise from the computer was picked up by the microphones and had to be minimized in post-production via editing software. As a note, one interview has been re-recorded, as the monitor went to sleep in the middle of recording and caused the recording to be lost. To prevent this from happening in other interviews, the mouse was routinely moved, which is another sound that can be heard in the background of the episodes.

The podcast was edited in Adobe Audition. This software is relatively user-friendly to allow the basics to be learned quickly. Its interface is similar to other Adobe products, such as Photoshop and Premier Pro, which I have used in the past. Additionally, there are many free tutorials on YouTube that walkthrough the software. These reasons allowed me to pick up the software easily. The first step in editing an episode is volume normalization. This is important to keep the volume of each episode consistent and at a comfortable listening level. I did this through four different features. First, the audio was normalized to -3 decibels (dB), which means the audio's volume is increased or decreased until the peak loudness is at -3 dB. Next, a hard limiter is placed at -0.1 dB, so that any bit of the audio that is above this level is compressed down. Then, a tube-modeled compressor is used to normalize the audio to -12 dB. This increases any audio that is significantly below this level and compresses any audio that is significantly above this level. Finally, the loudness is matched to -14 LUFS, units of the Loudness Units Full Scale. This scale is based on the relative loudness that we perceive and is standardized; something important for platforms that need audio that is all at the same volume. For each app we listen to audio to, such as Apple Music, YouTube, or Spotify, there is a set LUFS that all the audio is normalized to, which can help to produce audio that is consistent with all the other audio on the platform. -14

LUFS is the normalized volume that Spotify uses. Adjusting the volume also increases the background noise, so a DeNoise effect is used to reduce this noise. The second step is to manually cut out unwanted audio in clips and insert any additions. Awkward silences, stutters, filler words, and mistakes are all cut out while ensuring that the cut is not obvious. The introduction and conclusion to each episode as well as any corrections or elaborations that need to be added are also inserted at this time.

Findings

Insights about Content Creation

Creating content that is intended to be consumed by an audience involves a different skillset than content that is for academia. This is why here I outline my personal insights about this process. First, I learned how to become an interviewer. I underestimated how much the interviewee guided the episode, so I had to find a balance between letting their personality and experiences guide the conversation while ensuring I circle back to the topics that I needed to talk about for that episode. This involved learning how to smoothly transition between topics through phrases that connect the two topics. Additionally, I learned that energy and charisma are important traits to have so listeners stay engaged throughout the episode. I also underestimated how hard it would be to include outside research into my podcast episodes. One podcast that was used as inspiration had the host not only interviewing an expert in a topic, but also brings in outside research to support and elaborate on the information brought up in interviews. It is a fast-paced podcast and I eventually decided that it was not the right fit for my podcast as my interviews are subjective and narrative in nature. I learned how important it is to understand the feel of the content (fast-paced, laid-back, energetic, introspective, etc.) that is being made to ensure the topic is suitable for the format.

After recording, I learned about the technical nature of editing. Editing can only be described as tedious, especially when manually cutting out unwanted portions. The same section of audio

would need to be listened to multiple times to ensure the cut was made properly. I found that my own audio had more edits than my guests because I was more demanding of my own voice. Before I learned how to normalize volume, I manually adjusted sections of audio, taking exponentially longer. By doing some research on YouTube, I was able to properly utilize the features in Adobe Audition to automatically level my audio. Overall, editing made me hyper aware of the audio I listen to on a daily basis, such as music, podcasts, and videos, and understand the work that goes into quality audio.

General Themes

Due to the similarities of interviewees, it is important to preface that the themes gathered from the interviews are not applicable to all demographics. Everyone that was interviewed generally likes the taste of coffee, so these results are most relevant under fulfillment of the condition that a person likes the taste of coffee, regardless of the amount of sugar, milk, or other components that are added to either mask the bitter taste in coffee or enhance its flavor. Additionally, my interviews were all with women, so these findings are more applicable to a woman's experiences. This may be due the sample being largely women or the fact the women are more likely to become involved with surveys and studies.

The reasons for either buying or not buying coffee can be categorized into two main categories: reasons that focus on the drink itself and reasons that focus on the experience of foodservice itself, both in local and chain establishments. One drink-centric reason includes the quality and properties of the drink. One frequent comment that was made is that people generally preferred iced coffee drinks, regardless of the temperature outside. However, when people make coffee at home, it is usually a hot coffee and made in the morning. In the seventh episode, it was hypothesized that iced drinks are more complicated to make, so they taste better and more convenient when bought from a coffee shop. Both observations are consistent with the findings from (Bryant, 2022, 2022a). Quality was also brought up a different way. Local coffee shops

often roast their own beans and have a characteristic taste to their coffee. In episode four, one local coffee shop was mentioned to have homemade syrups. Therefore, college students may prefer the heightened quality or specific taste found in a coffee shop, especially when purchasing coffee as a reward or a treat. This is similar to the 60's and 70's during increased industrialization. Increased technology led to excessive processing that lowered the quality of coffee. Hence, people started to prefer higher quality beans from specialty coffee businesses (Tillotson, 2008).

Transitioning to motivators that focus on the experience of coffee shops, one reason includes the menu itself. Seasonal menus may entice students to get a limited-edition specialty beverage. Additionally, coffee shops are diversifying their menu to include non-coffee drinks such as teas and milkshakes. This allows for the non-coffee drinker to also partake in the experience of coffee shops. This was mentioned in episode five, which compared coffee culture here and abroad. For some cultures, buying coffee out is a status symbol but coffee itself is not a desired taste, people can get a blended drink for the experience of buying from a coffee shop without having any coffee in their drink. Students generally enjoyed the vibrant atmosphere of coffee shops, which is why many love to sit inside the coffee shop instead of getting a drink to-go. This value on experiences is consistent with the claims that de Vasconcelos Teixeira (2020) made emphasizing the importance of the overall experience when consuming coffee from a foodservice establishment. Overall, there seems to be two main functions of the coffee shop, regardless of whether a student bought a coffee-based drink or another item from the menu. Firstly, it is used as a space for productivity. Coffee is often synonymous with energy, and being in an environment surrounded by this energy can be a motivator for getting work done. The sounds in a coffee shop may serve as white noise for people but may not be suitable for people who get distracted easily. In episode four, the interviewee described the atmosphere as allowing her to “romanticize her life”, similar to many

trends on social media. By being in an aesthetic location, students may relate with influencers on social media who glamorize productivity. Social media can also influence the drinks that people want to buy and may introduce a person into the various types of coffee-based drinks there are. The second use for the space is for socialization and recreation. The same energetic environment can spark conversation and discussion between individuals and coffee shops serve as a centralized location for students to meet up. In episode three, local coffee shops were described as homey, inviting, and having a personality. These can insight pleasurable feelings that allow students to relax and slow down. When one interviewee talked why she loves coffee shops in episode six, she mentioned that it helps people bond, even if it's just over coffee orders. With the increased time and flexibility that college students have, they can explore more coffee shops compared to high school students, who many stick to chain locations and use it more as a status symbol.

Additionally, the interviews revealed the variable conditions that might lead to a students' decision of what they choose to drink. One condition involves the need for caffeine. While caffeine is an important motivator for drinking coffee, it appears that students generally only drink coffee as a boost of energy. If a student is more sleep deprived and needs caffeine to stay awake, they may prefer to use a more potent source of caffeine such as an energy drink. This also applies to students who may not like the taste of coffee but still want caffeinated drinks, such as soft drinks, energy drinks, and other caffeine alternatives. In this context, students are less motivated to go out to a coffee shop for their caffeine needs, unless it is the most convenient drink to get. Overall, it seems like coffee is viewed as a drink with caffeine while caffeine alternatives are consumed solely for the caffeine (maybe with the exception of soft drinks). Another condition is the price of buying coffee out. I have found that while price does not affect whether a person buys coffee from coffee shops, it affects the frequency of buying coffee out. It

was mentioned in episode seven that most regulars at coffee shops are people with full-time jobs, whereas students are more likely to buy coffee as a treat or a pick-me-up. In episode six, the founder of Cocky About Coffee, an avid coffee drinker, mentioned that she makes coffee at home but supplements her coffee consumption by stopping at coffee shops on campus. Time and convenience are also variables that affect whether a person will choose to buy coffee.

Ordering a coffee at a foodservice location takes time, which can be difficult for students with a packed schedule. Location is a big factor that can improve the time it takes to get coffee. If a coffee shop is on the way, students are more likely to buy coffee. This motivation is also strengthened if order-ahead is an option, which is something that chain restaurants have. In episode three, it was mentioned that the interviewee started to drink more coffee after a Starbucks that opened near her residence. She was able to order ahead and pick it up on the way to class. For those with a coffeemaker on campus, it may be easier to make coffee at home.

However, for those that live off-campus, it may be more convenient to buy coffee rather than drive home to make a coffee since it is closer and takes less time. Finally, a person may choose to actively avoid coffee-based drinks due to physiological responses from caffeine. One point that was made in episode five is that quality coffee tastes more concentrated and may give unwanted physiological responses such as anxiety, insomnia, and gastrointestinal symptoms. Additionally, many drinks at foodservice locations are very sugary, and even caffeine-free/less caffeinated drinks will contain sugar or sweeteners. These lifestyle preferences may be barriers as students aim to cut sugar or caffeine out of their diet.

Conclusion

Based on the findings throughout this podcast, there are a few conclusions I have reached. Firstly, drink preferences overall are becoming more diverse. My prediction is that more foodservice locations branded as cafes or coffee shops will sell more and more non-coffee-based drinks. These drinks will aim to target student populations that want to avoid caffeine and its

symptoms or for those that do not like the taste of coffee. We see this already in bigger chains that can afford to include teas, milkshakes, and other specialty drinks. However, we are also starting to see this in smaller coffee shops that have started to sell chai or matcha flavored drinks. One drink I think will start to become incorporated in coffee shops is boba tea, which is a milk tea with sweetened tapioca pearls. Many boba shops have already started make coffee-based drinks with boba, so coffee shops may benefit capitalizing on the reverse. Another finding is that coffee has a diverse role for people, whether it is for energy or for the taste. Historically, coffee was the original caffeinated drink (tea is generally less caffeinated), but soft drinks and energy drinks have recently brought competition to caffeine market. A possible option that coffee shops may incorporate is offering more innovative forms of caffeine, such as caffeine chocolate or gummies. However, I believe that this would need to be coupled with the proper location for college students to find it more convenient than a fountain drink or a canned drink from a vending machine. While many have criticized the sheer number of chain coffee shops that have been opening in a specified location such as a college campus, the more stores there are, the better the chance that it is on the way for a student. My findings suggest that location is an important factor for deciding whether to purchase a coffee, and the prevalence of coffee shops and order ahead make the act of buying more passive. Finally, even with prices for coffee rising, I believe that college students still finding value in local coffee shops, citing it to be better quality, better atmosphere, and more satisfying to buy from. While this may reduce the frequency of buying from coffee shops, college students will still prioritize local businesses. This may also be evident of a counterculture that prioritizes mindful consumption.

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Appendix

Appendix A: Survey Questions

Title: USC Students' Motivations for Purchase and Consumption of Coffee-Based Drinks from Foodservice Locations

Purpose: My name is Khushi Dave, and I am working on my senior thesis for the University of South Carolina Honors College. The purpose of this survey is to understand the motivations college students have to buy coffee-based drinks from foodservice establishments (i.e., coffee shops, convenience stores, quick service restaurants, and full-service restaurants). If you have already taken this survey, please do not take it again. This survey will take about five minutes and can be exited at any time.

Part 1: Demographics Questions: These section aims to learn more about the demographics of students surveyed.

1. Age
2. Sex (which is listed on your original birth certificate?)
 - Female
 - Male
 - A sex not listed here (please specify)
 - Prefer not to say
3. Gender (what is your current gender identity?)
 - Woman
 - Man
 - Non-binary
 - A gender not listed here (please specify)
 - Prefer not to say
4. Ethnicity and Race (select all that apply)
 - Hispanic
 - White
 - Black
 - Asian
 - Native America/Alaska Native
 - Native Hawaiian/ Pacific Islander
 - Other (please specify)
 - Prefer not to say
5. Class Level (by year)
 - Freshman
 - Sophomore
 - Junior

- Senior
 - Prefer not to say
6. Major
7. Housing Situation
- On-campus housing (dorms, campus apartments, etc.)
 - Off-campus housing
 - Prefer not to say
 - Other (please specify)

Part 2: Coffee Consumption: This section aims to quantify the number of coffee-based drinks consumed and amount of money spent by students surveyed.

Questions 8-9 is modified from the questionnaire research by Hedrick et al. (2010)

8. How often do you drink a coffee-based drink (espresso, cappuccino, cold-brew, etc.) from a foodservice location (coffee shops, cafes, restaurants, on-campus dining, etc.)
- Never/less than once a week
 - 1-4 times a week
 - 5-7 times per week
 - More than once a day
 - More than three times a day
 - Other (please specify)
9. What size do you normally purchase/consume when buying a coffee-based drink? (For reference, a Starbucks tall is 12 oz, grande is 16 oz, and venti is 20 oz)
- Less than a small (<8 oz)
 - Small (8 oz)
 - Medium (12 oz)
 - Large (16 oz)
 - Extra Large (20 oz)
 - More than extra large (<20 oz)

Question 10 was created using common knowledge of how much coffee drinks cost and general range of costs one could spend

10. On average, how much do you spend on coffee-based drinks (from foodservice locations) a week?
- \$0-20
 - \$20-40
 - \$40-60
 - \$60-80
 - \$80-100
 - Over \$100

Part 3: Motivators and Barriers: This section aims to understand potential motivators or barriers that students surveyed may have toward buying coffee-based drinks

Question 11 is looking at potential motivators for purchasing coffee at a foodservice establishment. Options were generated using the motivations for drinking coffee at coffee shops, found by Ariadne Cruz-Flores et al. (2020), Ariffin et al. (2020), Shin et al. (2015), K. et al. (2012), and Bryant (2022), as well as other hypothesized reasons.

11. Which of the following best describe(s) the reason(s) you choose to buy coffee-based drinks from a foodservice location? (select all that apply)
- I enjoy the quality/taste of the beverage
 - I want to try drinks shown on social media
 - I like the service (i.e. familiarity with barista)
 - It is affordable
 - It is convenient to get (i.e. good location, get it with a meal, short wait times)
 - There are many options to try
 - I am part of a rewards/loyalty program
 - It is ethically sourced
 - I am able to socialize/meet/hangout with other people
 - I like the atmosphere of foodservice locations
 - I cannot make it home
 - I cannot buy it from retail locations (i.e. grocery stores)
 - I do not buy coffee-based drinks from foodservice locations
 - Other (please specify)

Question 12 is looking at potential barriers that can interfere from purchasing coffee at a foodservice establishment. Because of limited pre-existing literature, hypothesized barriers are also included as well as motivators that can also act as barriers.

12. Which of the following best describe(s) the reason(s) you choose not to buy coffee-based drinks from a foodservice location? (select all that apply)
- I do not enjoy the taste/it has bad quality drinks
 - I have had bad experiences with foodservice
 - It is too expensive
 - It is not convenient to get
 - There are not many options to try
 - It is not ethically sourced
 - I do not like the atmosphere of foodservice locations
 - I make coffee at home
 - I buy coffee from retail locations
 - I do not drink coffee in general
 - N/A
 - Other (please specify)

13. If you be interested in participating in a 15–30-minute interview about the topics mentioned in this survey and that could be featured on a podcast, please enter your school email address below.

Appendix B: Raw Data Tables

Survey Findings

Major Data:

| Group | Never/less than once a week | 1-2 times a week | 3-4 times a week | 5-7 times per week | More than once a day | | |
|---------------|--|------------------|------------------|--------------------|----------------------|---------------------------|---------|
| Arnold School | 0.44 | 0.27 | 0.14 | 0.06 | 0.09 | | |
| Other Majors | 0.28 | 0.40 | 0.17 | 0.09 | 0.038 | | |
| | | | | | | | |
| | | | | | | | |
| Group | Small (8 oz) | Medium (12 oz) | Large (16 oz) | N/A | Extra Large (20 oz) | Less than a small (<8 oz) | |
| Arnold School | 0.14 | 0.42 | 0.34 | 0.09 | 0 | 0.01 | |
| Other Majors | 0.13 | 0.40 | 0.30 | 0.08 | 0.08 | 0.02 | |
| | | | | | | | |
| | | | | | | | |
| Group | I do not spend money on coffee-based drinks from foodservice locations | \$0-10 | \$10-20 | \$20-30 | \$30-40 | \$40-50 | \$50-60 |
| Arnold School | 0.06 | 0.51 | 0.27 | 0.11 | 0.02 | 0.02 | 0.01 |
| Other Majors | 0.04 | 0.49 | 0.28 | 0.12 | 0.05 | 0.007 | 0 |

Gender Findings:

| Gender | Never/less than once a week | 1-2 times a week | 3-4 times a week | 5-7 times per week | More than once a day | |
|--------|-----------------------------|------------------|------------------|--------------------|----------------------|--|
| Woman | 0.32 | 0.36 | 0.16 | 0.09 | 0.06 | |
| Man | 0.52 | 0.24 | 0.18 | 0 | 0.06 | |

| | | | | | |
|-------|---|---|---|---|---|
| Other | 0 | 1 | 0 | 0 | 0 |
|-------|---|---|---|---|---|

| Gender | Small (8 oz) | Medium (12 oz) | Large (16 oz) | N/A | Extra Large (20 oz) | Less than a small (<8 oz) | |
|--------|--|----------------|---------------|---------|---------------------|---------------------------|---------|
| Woman | 0.14 | 0.42 | 0.32 | 0.07 | 0.05 | 0.0 | |
| Man | 0.12 | 0.36 | 0.27 | 0.18 | 0.03 | 0.03 | |
| Other | 0 | 0.5 | 0.5 | 0 | 0 | 0 | |
| | | | | | | | |
| Gender | I do not spend money on coffee-based drinks from foodservice locations | \$10-20 | \$0-10 | \$20-30 | \$30-40 | \$40-50 | \$50-60 |
| Woman | 0.05 | 0.29 | 0.48 | 0.12 | 0.05 | 0.02 | 0.01 |
| Man | 0.06 | 0.18 | 0.64 | 0.12 | 0 | 0 | 0 |
| Other | 0 | 0.5 | 0.5 | 0 | 0 | 0 | 0 |

Class Level Findings:

| Class Level | Never/less than once a week | 1-2 times a week | 3-4 times a week | 5-7 times per week | More than once a day | |
|------------------|-----------------------------|------------------|------------------|--------------------|----------------------|---------------------------|
| Freshman | 0.21 | 0.36 | 0.36 | 0.07 | 0 | |
| Sophomore | 0.39 | 0.30 | 0.18 | 0.08 | 0.04 | |
| Junior | 0.35 | 0.35 | 0.11 | 0.084 | 0.084 | |
| Senior | 0.34 | 0.36 | 0.16 | 0.07 | 0.07 | |
| Graduate Student | 0.25 | 0.63 | 0.13 | 0 | 0 | |
| | | | | | | |
| Class Level | Small (8 oz) | Medium (12 oz) | Large (16 oz) | N/A | Extra Large (20 oz) | Less than a small (<8 oz) |
| Freshman | 0.21 | 0.36 | 0.36 | 0.07 | 0 | 0 |
| Sophomore | 0.14 | 0.39 | 0.34 | 0.10 | 0.03 | 0 |
| Junior | 0.12 | 0.39 | 0.29 | 0.10 | 0.07 | 0.04 |
| Senior | 0.11 | 0.52 | 0.29 | 0.07 | 0.02 | 0 |
| Graduate Student | 0.25 | 0.13 | 0.5 | 0 | 0.13 | 0 |

| Class Level | I do not spend money on coffee-based drinks from foodservice locations | \$0-10 | \$20-30 | \$30-40 | \$40-50 | \$50-60 | \$10-20 |
|------------------|--|--------|---------|---------|---------|---------|---------|
| Freshman | 0.07 | 0.5 | 0.14 | 0.07 | 0.07 | 0 | 0.14 |
| Sophomore | 0.07 | 0.51 | 0.11 | 0.01 | 0 | 0 | 0.30 |
| Junior | 0.04 | 0.49 | 0.10 | 0.05 | 0.01 | 0.01 | 0.30 |
| Senior | 0.04 | 0.52 | 0.14 | 0.05 | 0.02 | 0 | 0.23 |
| Graduate Student | 0 | 0.38 | 0.13 | 0 | 0 | 0 | 0.5 |

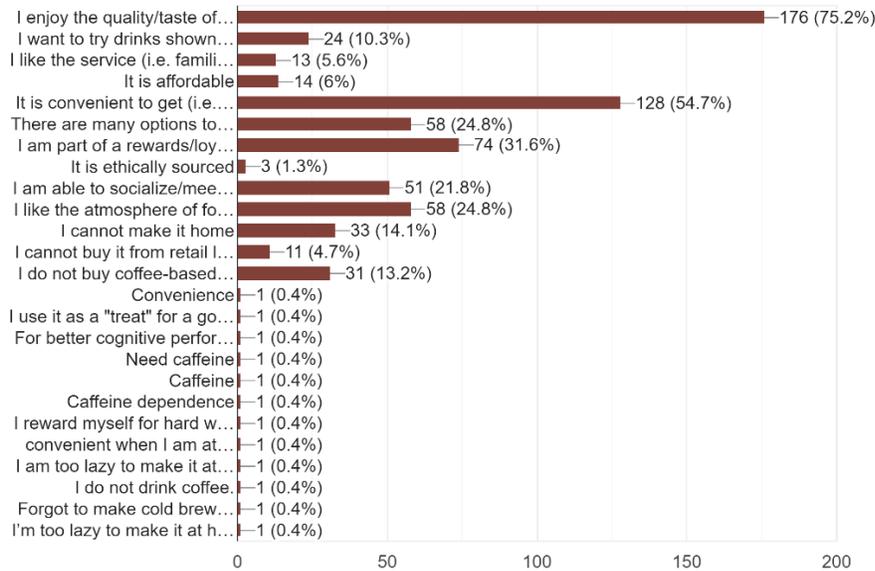
Housing Situation Findings:

| Housing Situation | Never/less than once a week | 1-2 times a week | 3-4 times a week | 5-7 times per week | More than once a day | | |
|--------------------|--|------------------|------------------|--------------------|----------------------|---------------------------|---------|
| Off-campus housing | 0.34 | 0.36 | 0.15 | 0.067 | 0.07 | | |
| On-campus housing | 0.35 | 0.29 | 0.20 | 0.12 | 0.04 | | |
| | | | | | | | |
| Housing Situation | Small (8 oz) | Medium (12 oz) | Large (16 oz) | N/A | Extra Large (20 oz) | Less than a small (<8 oz) | |
| Off-campus housing | 0.13 | 0.41 | 0.31 | 0.09 | 0.06 | 0.01 | |
| On-campus housing | 0.16 | 0.41 | 0.33 | 0.08 | 0 | 0.02 | |
| | | | | | | | |
| Housing Situation | I do not spend money on coffee-based drinks from foodservice locations | \$0-10 | \$20-30 | \$30-40 | \$40-50 | \$50-60 | \$10-20 |
| Off-campus housing | 0.04 | 0.51 | 0.12 | 0.04 | 0.01 | 0.01 | 0.28 |
| On-campus housing | 0.08 | 0.45 | 0.12 | 0.04 | 0.04 | 0 | 0.27 |

Motivators selected

Which of the following best describe(s) the reason(s) you choose to buy coffee-based drinks from a food service location? (select all that apply)

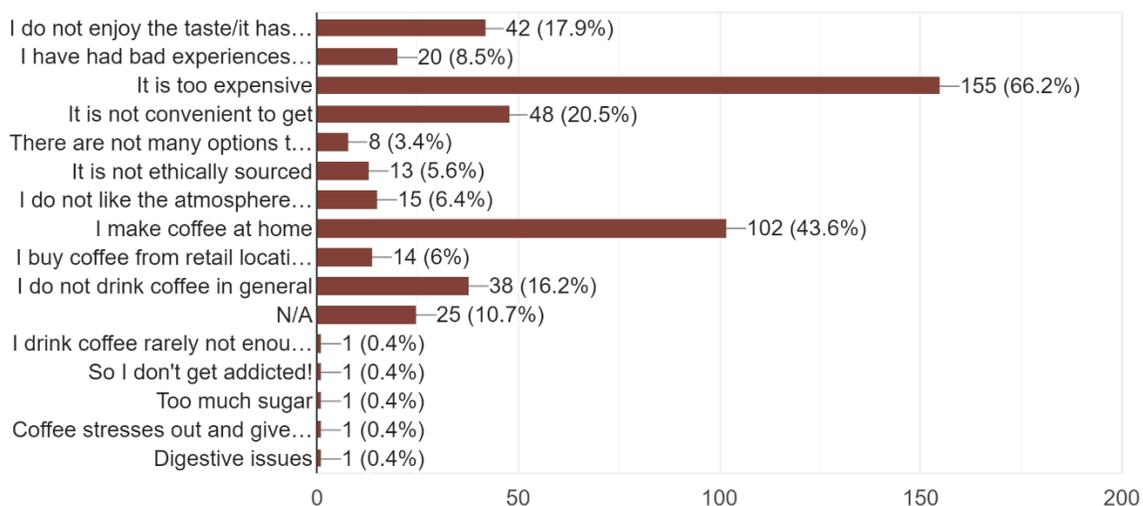
234 responses



Barriers Selected

Which of the following best describe(s) the reason(s) you choose not to buy coffee-based drinks from a foodservice location? (select all that apply)

234 responses



Appendix C: Spotify Link to Podcast

Link : <https://podcasters.spotify.com/pod/show/khushidave>

Appendix D : Scripts for Episode 1 & 2

Episode 1: Introduction

Hi everyone. My name is Khushi Dave and welcome to my podcast where we will be talking about coffee, coffee shops, and college students. A little bit about me: I am a public health major and psychology minor at the University of South Carolina Honors College. As part of the honors college, I have to present an honors thesis of a topic, and I chose coffee. Specifically, I'm here to explore the importance of coffee shops and other foodservice locations such as diners and restaurants that serve coffee to college students. Why do college students choose to (or not choose to) buy coffee from foodservice locations as opposed to making it at home or buying it from a grocery store. The reason why I became interested in this topic ironically because I could never seem to get anything from my university library's Starbucks. The long lines and never ending online order meant that it would take at least 30 minutes for me to get my drink. One time, it took so long to get my drink I was late to work. After that, I took extra notice to how much people buy coffee, and it seemed like everyone was carrying a to-go cup from a coffee shop, either from a local shop or Starbucks. So long story short, here I am making a podcast about it.

For the rest of this episode, I want to talk a bit about research that is already out there, and the role that this podcast has in it. Coffee is an important drink, especially for college students, because of its caffeine content. In one study looking at college students, over 90% of students reported consuming caffeine at least once in the past year, with more of their caffeine coming from coffee. Caffeine is a stimulant, which means that it leads to increased alertness and energy levels. This explains the positive feelings such as energy, satisfaction, and pleasure that come with having a cup of coffee. However, having too much can lead to anxiety, insomnia, and headaches. These negative side effects can be strong enough to dissuade people from drinking coffee altogether. In fact, the top reasons why people overall did not drink coffee was because of the taste and fear of negative health benefits. This research, however, is not specific to college students, and talks about coffee in general. That is why I want to focus on foodservice locations (coffee shops and the like) and why college students want to buy coffee, not just drink it. My unofficial hypothesis is that the social aspects and the need for caffeine are the major reasons why people want to buy coffee and the taste and cost will be the biggest barriers for college students. The next question to answer is, why podcast? For me, making a podcast was something I always wanted to try doing so this was a unique opportunity for me to try it out. Also, and more importantly, podcasts can be used as both entertainment and for education related purposes. I will combine both to make a hopefully entertaining podcast that allows people to gain some new insights.

In preparation for this podcast, I surveyed the students at my university and asked them about their coffee buying habits as well as their motivations to buy or not buy coffee from a foodservice locations. I hope that this podcast will bring back the nuance that is sometimes lost in surveys,

maybe because of misunderstandings or additional context as well as bring back the more humanistic side to this topic. To do this, I will be bringing in student guests into each episode. We'll talk more about their personal coffee buying habits as well as their reactions to patterns to the results I found in my survey. I'm excited to continue and see where this podcast takes us. The next episode will be just me, and I will be taking a deep dive into the history of coffee and coffeeshops. Thanks for listening and see you soon!

Episode 2: History of Coffee and Coffee Shops

Hi everyone, this is Khushi and we are back talking about coffee, coffee shops, and college students. In this episode, we will be taking a deep dive into the history of coffee consumption. While doing research, I started to understand how interconnected coffee is to so many parts of the world, from production to consumption. However, for time purposes, I'm going to talk about parts of coffee's history that is most relevant to this podcast. Without further ado, let's get right into it.

It's hard to say what the exact origins of coffee are, but legend has it that a goat herder named Kaldi discovered the effects of the coffee plant. Kaldi was from a place called Abyssinia, which is now in modern-day Ethiopia. He realized that his goats became frantic after eating the red berries of particular shrubs. After trying it himself, he suddenly felt full of energy as well. These beans and leaves were called bunn and were originally chewed. However, Ethiopians started finding better ways to get their caffeine fix. This included brewing the leaves with water to drink as a tea, grounding the beans with animal fat to eat as a snack, fermenting the pulp to make a wine, and making it into a sweet beverage called qishr using the husks of the coffee cherry, which is still a popular drink today.

Eventually, the drink was traded with Arab nations across the Red Sea. Arab Sufi monks used coffee to stay awake for midnight prayers more easily, and it was considered a medicine or religious aid. Soon enough, however, it slipped into everyday use. If you were rich you had a coffee room in your house, and if you didn't have enough money for that, you went to a coffeehouse. The drink gained popularity throughout the sixteenth century, it gained a reputation for being a troublemaking brew. For example, when the young governor of Mecca heard that critical talks about him were coming from the coffeehouses in 1511, he forcibly shut them down. Anyone caught drinking coffee was beaten and if you had a second offense, you would be sewn into a leather bag and thrown into sea. Still, people drank coffee in secret and new leaders eventually withdrew the ban.

So, why did coffee face so much persecution in Arab societies? It's partly because of the addictive nature that caffeine has, but more importantly, it allowed people to get together for conversation, entertainment, and business. It was an intellectual stimulant, increasing energy without any apparent side effects. An interesting fact is that coffee was so important in Turkish society that a lack of sufficient coffee was, pun intended, grounds for divorce. For the Turkish empire, coffee was an important export, usually through the port of Mocha. Something I learned that the name of each coffee came from the location it was exported from, which is where we get the names of Mocha and Java. For a long time, Turkey had a monopoly over coffee production, sterilizing any seeds that left the port. Eventually, coffee plants were smuggled out, and are grown on both hemispheres of the globe. In fact, coffee production in Indonesia (then known as the Dutch East Indies) set the price for coffee around the world.

As coffee made it to Europe in the 17th century, people were unsure what to make of the drink. One British poet, Sir George Sandys, writes that coffee is “black as soot, and tasting not much unlike it”. At the time, coffee, like sugar, cocoa, and tea, were expensive items that were used as medicine for the rich. In the next fifty years or so, Venice opened its first coffeehouse. The café became known for relaxed companionship, conversation, and tasty food. Coffeehouses in Europe became public places where people could meet up and talk.

In 1710, the French started to make coffee using the infusion method by pouring boiling water over coffee grounds instead of boiling it, which is how drip coffee is made today. Soon after, they started enjoying their coffee sweetened and milky, and many French citizens incorporated a café au lait into their breakfast. The addition of milk was mostly a Anglo-Saxon preference, however, since they were more likely to be lactose tolerant.

The British brought their love of coffee to their colonies, however, American’s preference for coffee materialized in a sign of protest against the British empire. The unwanted taxes on imported tea led to the Boston Tea Party. After that protest, it became an American’s patriotic duty to avoid tea, and coffeehouses profited as a result. Additionally, coffee was cheaper since it was grown closer by in Latin America and through slave labor. Now, there is so much to be said about Latin American coffee production and ethical labor practices, but that topic alone could make another podcast. So, for time purposes, I will be not going into this topic.

Fast forwarding to 1901, the first espresso machine was invented. This machine quickly found its way to Italian restaurants around the world, and the 1950’s was marked an espresso craze. This fondness for espresso introduced a revival for coffeehouses, where people could get the feel of Europe without ever having to go. However, another drink in the 50s would bring tough competition to coffee. Coca-Cola was a rapidly growing beverage, especially in the South. The marketing done by soft-drink industry, especially on the youth, put pressure on the coffee industry to match it. Eventually, soft drinks became teenagers preferred drink over coffee, even in Europe.

Now, we are going to switch gears to talk a bit about the rise of Starbucks, which is arguably the most popular coffee chain in the world. However, we can’t talk about Starbucks without talking about a man named Alfred Peet. In the early 20th century, Peet’s dad set up a business in the Netherlands roasting coffee. After working for his father for a while, he eventually ended up in San Francisco in 1955 where worked at a big coffee importing company. He became frustrated with the poor quality coffee he had to sell, and eventually decided to open his own store selling his coffee. In less than two years, Peet’s store was THE place to hang out.

The founder’s of Starbucks, Jerry Baldwin, Gordon Bowker, and Zev Siegl, were college students that traveled through Europe together. They all ended up back in Seattle and separately had the idea to open a coffee store together after trying different gourmet shops on the continent, one being Peet’s. After meeting with Zev Siegl, Alfred Peet agree to supply their shop with his coffee beans.

The name Starbucks was finalized since the trio were all big literary fans, and Starbuck was a name of characters in classic novels such as Moby Dick and The Rainmaker, of which I have read neither. Even though their intent was to use a name that sounded like it could be someone’s last name, it’s likely that no one in this generation knew what Starbucks was referencing. With their name set, Starbucks made its debut in 1971. Simultaneously, the early 1970’s specialty coffee roasters and coffee houses started popping up, just in time for the go-go 1980s that was

full of young urban professionals. By 1995, one coffee roaster came out on top. Of course, being none other than Starbucks. Even without paying for publicity, Starbucks became known for its quality coffee, hip hangout place, and upscale image. Starbucks even bought out Peet's in 1984.

The second rise of Starbucks happen when the company sent Howard Schults to a houseware show in Europe. This led to Starbucks trying out a small espresso bar, which was a bit hit. Schultz then decided to start his own coffee shop, named Il Giornale. Even though it was basically a fast-food restaurant, it still had an upscale atmosphere. The service people were baristas and drink sizes short, tall, or grande, not small, medium or large. In 1987, Schultz learned that Starbucks was for sale, and he convinced his investors to buy the company. He planned to open 125 outlets in the next five years and by 1991, there were over 100 stores making \$57 million in sales. Safe to say he delivered on his goal. It was then that the "Bean Stock" program was introduced in an effort to increase employee retention. If you or anyone you know works at Starbucks, you may have heard the term partners referring to the Starbucks employees. This is because employees now had stock options worth 12% of the base pay which would be invested in 1/5 increments over a 5 year period. It sounds complicated and most employees didn't even stay long enough for those benefits. Nevertheless, Schultz was a master image builder, pledging \$500,000 to CARE to help coffee-producing countries such as Indonesia, Guatemala, Kenya, and Ethiopia. These efforts are clearly seen in profitability, with the average customer visiting Starbucks 18 times a month.

I've talked a lot about Starbucks, but there have been other successful coffee chains such as Tim Hortons in Canada, and Dunkin Donuts. Dunkin started before Starbucks in 1948 as the Open Kettle, In 1983 it began to sell whole beans and by 1995 it had over 3,000 franchised outlets. One coffee expert describes Dunkin as a coffee company that is disguised as a donut company.

That's where I'll end this deep dive, but I want to mention that there is so much of the history that I have ignored. I mentioned earlier about coffee production in Latin America and how politics and economics greatly influenced coffee beans export. I also left out many important brands that focus on coffee that can be made at home, such as Maxwell House and Folger's, both common household names. Additionally, I talk about relevant changes to how coffee is consumed, but I mostly left out the invention and usage of instant coffee since it is a quick method people use to make coffee at home. If anything I talk about in this episode interested you or you want to learn more about the parts of coffee history that I left out, I highly recommend the book *Uncommon Grounds* by Mark Pendergrast. That is where I got most of my information for this episode and the book goes in much more detail than I have the time to do now. All my references will be in the description and thank you so much for listening. See you next time!

