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A Qualitative Investigation of the Impact of Involvement in Undergraduate Volunteer Community Service on Post-Collegiate Volunteerism

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A QUALITATIVE INVESTIGATION OF THE
IMPACT OF INVOLVEMENT IN
UNDERGRADUATE VOLUNTEER COMMUNITY SERVICE
ON POST-COLLEGIATE VOLUNTEERISM

by

Cary Anderson

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of

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1992

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CHAPTER I

INTRODUCTION

Significance

Many societal issues of today, such as inadequate health and human services delivery to the poor and the lack of food and shelter for the homeless, are attended to by eleemosynary organizations. These are nonprofit organizations which qualify for 501 (c) (3) tax-exempt status given by the Internal Revenue Service, whose services and programs benefit the public at large and lessen the burdens of government. The programs of these organizations produce no profit; their income generally consists of a mixture of voluntary contributions, government grants and fees for service; and they utilize volunteers -- people who receive no remuneration but perform valued services (Improving Philanthropy Committee, Council on Michigan Foundations, 1989, p. 3). Currently, governmental agencies are taking a lesser role in providing direct services and programs to American society. At the same time, the Federal government is cutting back financial support to nonprofit organizations. "Since 1980, federal support to nonprofit organizations has declined 20 percent in inflation-adjusted dollars. During the same period, federal spending for human services de-

clined a total of \$113.4 billion, compared to what it would have been if 1980 spending levels had been maintained" (Kantrowitz, 1989, p. 38). In addition to the cuts made by the Federal government, corporate philanthropy also is not responding to the increased demand in the nonprofit service sector. "Company contributions, which rose sharply in the 1980s, have flattened; though profits are rising, donations are not" ("Americans give," 1989, p. 27).

Clearly, the pressure on the nonprofit sector to provide more community services and programs with less federal and corporate support is increasing. To meet this growing demand with less financial assistance, volunteers are essential. In one recent year alone, the time volunteers donated was estimated to be worth over \$100 billion (deCambray, 1987, p. 50). One way to bolster the number of volunteers is to enlist the service of those matriculated in the nation's institutions of higher education. This may be an ideal time to do so since interest in participating in community action programs is on the rise among American freshmen (Astin, 1990).

Theorists of college student volunteerism state that besides providing a pool of volunteers, increased student volunteer experiences should significantly affect future sensitivity toward and volunteer involvement with the not-for-profit sector's delivery of community-based services and programs (Bowen, 1977; Delve, Mintz, & Stewart, 1987;

Improving Philanthropy Committee, Council on Michigan Foundations, 1989; Saddlemire, 1988; Stanton, 1987).

Simply, if college students volunteer while attending college, after graduation they will continue to volunteer, assuring a constant number of educated volunteers. This thought aligns with DeTocqueville's observations over one hundred years ago. "At first it is by necessity that men attend to the public interest, afterward by choice. What had been calculation becomes instinct. By dint of working for the good of his fellow citizens, he in the end acquires a habit and taste for serving them" (Bellah, 1985, p. 174). If this is true, then college students who volunteer should continue to do so after graduation. Based partially on this theory, there is a strong movement within society and specifically within academe toward advocating student community service volunteerism. However, to date, little research has been conducted to confirm or deny the validity of these theories. It is vital that forms of applied inquiry be added to the growing base of literature regarding student volunteerism, especially since volunteer service will likely play an increasingly important role in higher education in the years to come.

Service has been an integral part of the mission of American higher education since its inception. In fact, the concept of service was used to justify political and societal support for higher education. Colonial leaders in

higher education argued that the education of students for particular roles, namely for the clergy and for political office, was a service to society. As the nation grew and became more sophisticated, so did the need for service to be provided by higher education. The French sociologist DeTocqueville stated that America depended on volunteerism because, unlike England, it lacked an aristocracy to sponsor and manage great projects (Salisbury, 1988). Further, he observed that Americans chose voluntary action to get really important things done (Theus, 1988). For example, most of the civic boards of directors are and were made up of volunteers. Since the time of DeTocqueville, great American philanthropers and charitable foundations began to emerge. Yet this substitute for the aristocracy was not enough. Higher education was one of the segments of society expected to provide more service.

The Morrill Act of 1862 provided federal funds to support institutions serving the practical needs of the common citizen. The service role of the Land-Grant college was exemplified at the University of Wisconsin through the "Wisconsin Idea." Wisconsin President Charles Van Hise articulated the service mission of the institution when he said, "The University should be a watchtower, taking an active part in improving society, serving as an essential instrument of public service" (Brubacher & Rudy, 1976, p. 166).

The Land-Grant college was not the only type of higher education institution committed to community service. Many private institutions were also dedicated to service. In 1896, Woodrow Wilson, then president of Princeton, pointed out the importance of service in higher education:

Of course, when all is said, it is not learning but the spirit of service that will give a college place in the public annals of the nation. It is indispensable, it seems to me, if it is to do its right service, that the air of affairs should be admitted to all its classrooms. I do not mean the air of party politics, but the air of the world's transactions, the consciousness of the solidarity of the race, the sense of the duty of man toward man, of the presence of men in every problem, of the significance of truth for guidance as well as for knowledge, of the potency of ideas, of the promise and the hope that shine in the face of all knowledge. There is laid upon us the compulsion of the national life. We dare not keep aloof and closet ourselves while a nation comes to its maturity (Crosson, 1983, pp. 25-26).

The establishment of the community college is yet another good example of the evolving relationship between public service and higher education. Kiem (1976) reports that community service was accepted by many as a major function of the community college. Therefore, service, increasingly performed by institutions of higher education, was becoming well established and far reaching.

Today, public service has assumed an important and distinctive place in American higher education (Crosson, 1983). Yet, the traditional forms of community service provided by higher education appear not to be enough. As the need for services and programs provided by the nonprofit service sector increases and as the amount of governmental

and corporate spending decreases, higher education is increasingly looked upon to help support the nonprofit community service sector. One of the most significant methods by which community service is being conceptualized in higher education is through the encouragement of student volunteerism.

Further, those who support higher education through monetary contributions value student volunteerism. The Improving Philanthropy Committee of the Council of Michigan Foundations surveyed the grant-making community and found that 94 percent of the respondents regarded undergraduate volunteerism as important or very important (1989, p. 46).

Yet, simply providing a pool of educated, available volunteers is by no means the extent of the role of higher education. Much is to be gained within academe, when student community service volunteerism is encouraged, especially in the realm of fostering civic value development. Delve, Mintz, and Stewart (1987) assert "because college is a time for learning and questioning, community involvement experiences are prime opportunities which challenge students' cognitive processes and foster values development" (p. 1). Further, "Service introduces students to new people and new ideas. It establishes connections between academic life and the larger society" (Boyer, 1987, p. 215). Besides the positive outcomes of volunteerism, encouraging service can assist in the alleviation of some

criticism faced by higher education today. "There is a broad consensus that our schools have lost a sense of civic purpose and no longer prepare students to be effective participants in public life" (Schultz, 1990, p. 7). For example, "Revising this unflattering image of Harvard Business School is the ambitious goal of Dean John H. McArthur, who wants to change this training ground of business leaders into a more socially conscious academy that will promote the interests of the community as well as the bottom line" (Lenzer, 1989, p. 16D). One way by which this will be done is the encouragement of community service volunteerism. Indeed, much is to be gained by an institution of higher education which promotes student community service volunteerism. For these and many other reasons, volunteerism by students is currently being encouraged and it is vital to understand the effects community service has on the volunteer, in this case, the student.

In the college student affairs and higher education administration literature, some authors believe that students who volunteer for community service will establish a habit for serving others and will continue to volunteer through the remainder of their lives (Bowen, 1977; Delve, Mintz, & Stewart, 1987; Saddlemire, 1988; Stanton, 1987).

In addition to these assertions, a small number of empirical studies has questioned the link between higher education and post-collegiate volunteerism (Morgan,

Siregeldin & Baerwaldt, 1966; Pace, 1974; Pascarella, Ethington & Smart, 1988). These studies show that education may influence volunteerism. Yet in none of these empirical studies were the subjects asked to describe their feelings about the influence college had on their volunteerism; the actual influence of the college volunteer experience was never directly questioned.

Purpose

The purpose of this study is to investigate perceptions of higher education's influence on an individual's motivation to become involved in community service after graduation.

Research Question

Does community service volunteerism during the college years impact post-collegiate volunteerism?

Overview

To answer the above research question, the current study was limited to a sample of eight respondents who have graduated from an institution which places a strong emphasis on volunteer service performed by its students. The respondents also are currently engaged in community service volunteerism.

In order to explore the attitudes and beliefs of these volunteers, a qualitative research method was employed. By utilizing a qualitative research method, the subject's own perspective on the social phenomenon of interest (volunteerism) should appear as the subject views it, not as the researcher conceptualizes it (Marshall & Rossman, 1989). The use of qualitative research techniques allows for an emerging understanding of the complexities of volunteerism, from the volunteers and in their own terms. This research examined perceptions of the impact of college volunteer service on post-collegiate volunteerism by asking the respondents to answer a set of relevant questions.

Given the current pro-volunteerism climate in higher education, as well as in American society in general, and the relative scarcity of data on the subject, results of this undertaking should be quite valuable. A secondary outcome of this study includes the identification of important variables for subsequent exploratory or predictive research. This research also has policy implications for higher education, especially in terms of the range and quality of volunteer opportunities and services provided by an institution. This research may prove to be valuable to the volunteers who participate in the study. Examining their own collegiate volunteer experience can help reinforce the meaning and value of the volunteer experience itself.

To achieve the above, a review of the current, related literature will provide a framework from which to better understand the concept of college student volunteer service. This review will include a definition of the concept, a discussion of philosophical and theoretical benefits of volunteerism, a description of research findings on volunteerism, and public and private initiatives supporting campus volunteerism. Once the framework is in place, a full description of the respondent selection and criteria, instrument development, and data collection procedures will be outlined. The results of the research will be presented and from the results, conclusions will be drawn and recommendations will be made.

Limitations

Student volunteer community service is conceptualized in many different manners. The position taken for this study is only one among many. The respondents chosen for this study are individuals who volunteered while matriculated in an institution of higher education and are currently volunteering after their graduation. This is only one segment of the available population. Individuals who are currently not volunteering or who have "stopped out" with their volunteer service, or those who did not volunteer while in college are not examined. Further, there is almost no similarity among the sample in regard to their pre-

collegiate experience. Each individual enters college with a unique background. Each has experienced life as no other. Although the sample would have had relatively similar college experiences, the experience would have affected the individuals in distinct ways, due to their individual backgrounds. Thus, it is important to remember when generalizing the results that these data represent only a specific portion of the volunteer population.

One must also acknowledge the limitations when attempting to analyze data collected from a study on behavioral and attitudinal influence of such ambiguous concepts as the collegiate experience and volunteerism. The difficulty lies in determining whether the collegiate volunteer experience itself or other factors actually influenced post-collegiate attitudes and behavior, namely the continuation of volunteering.

Another problem that must be acknowledged is the ambiguity surrounding the concept of volunteer service and the effect this may have on the sample's responses. Volunteering to one is merely an indistinguishable part of life to another. For some to consider volunteer service legitimate, their efforts must only be directed toward the disadvantaged. For others, the service can be focused on a larger array of constituents. Thus, the respondents may have differing views on what is considered volunteer service. This lack of a consistent definition may have an

effect on the outcome. Yet, it is vital to allow the sample to discuss the issue in their own terms.

Finally, the data collected are based completely on the answers given orally by the respondents. These data are, therefore, subject to all possible constraints associated with self-reporting. Although care was taken to assure that the data are as reliable and valid as possible, the respondents may give only what they believe to be socially acceptable answers. Regardless of the above limitations, as a preliminary study into the little-researched area of student volunteer community service, this research should provide a base upon which additional research can be built.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Definition of Community Service

Although articles have been published on volunteer community service, few have attempted to adequately define the concept. "Little effort has been made to restrict its use or to define it explicitly" (Kiem, 1976, p. 1). The elusiveness of the definition is partially due to the many meanings and connotations associated with volunteer community service. "The concept of community service presents problems of definition, delineation, financing, management and interpretation," (Kiem, 1976, p. 1). Crosson illustrates a variety of these differing meanings.

For many it is a rhetorical device. It is always employed to help justify the use of resources and appears even more prominently in the budget requests of public institutions. Independent institutions have begun to emphasize service as the question of support for diversity and choice through the preservation of the private sector becomes an issue of public policy. Service is also used to rationalize new initiatives, new degree programs, and new professional schools and to describe a vast array of activities in colleges and universities (Crosson, 1983, p. 7).

Essentially, there is no agreed-upon definition of volunteer community service. The definition is context

related; it is defined to satisfy the specific purpose of the research.

To satisfy the context of this research, the definition of volunteer community service consists of the following criteria; hybrid adaptations of many definitions:

- a) service is not coerced or required; it is done of free will;
- b) no monetary or other tangible compensation (i.e. course credit, grade, award, etc.) is received for service performed;
- c) service is beneficial to another or others except solely other family members;
- d) the average hours of service performed per week must be 2.1 (or 30 hours per semester); and
- e) the service performed must fall into one or more of the categories from the "Taxonomy of Tax Exempt Entities" as reported by the Independent Sector. (See Appendix A.)

Any time the concept of volunteer community service appears in this work, it is defined as above.

Philosophical and Theoretical Benefits of Volunteerism

It has been an American tradition that the primary benefit of a college education is not merely the development of the intellect but also the fostering of a sense of moral and civic responsibility (Pascarella, Ethington & Smart, 1988, p. 412). The development of proficiencies within the broad concepts of moral and civic responsibility are of great importance to those who advocate volunteer community service (Bowen, 1977; Boyer, 1987; Campus Compact, 1988;

Fitch, 1987; Gilbert, Harrigan, Reilly, & Scherer, 1990; Johnson, 1989; Levine, 1980).

Volunteerism While Matriculated

Like the ambiguity surrounding the definition of volunteer community service, there is little agreement about the specific benefits derived from performing volunteer service. There seems to be a consensus that benefits accrue but each author has a varying opinion on what those benefits may be. Fitch (1987) claims, "The importance that college students, as future leaders in society, place on volunteer community service has implications for the future of the nation as well as the campus" (p. 424).

These "implications" come in numerous forms. In When Dreams and Heroes Died, Levine (1980) urges that community service be given elevated status in higher education to limit apathy and emphasize social responsibility. Boyer (1987) claims, "Service introduces students to new people and ideas. It establishes connections between academic life and the larger society" (p. 215). He also states, "The tradition of community, of placing one's life in a larger context, is surely advanced as time is given to others" (1987, p. 21). Johnson (1989) echoes Boyer's assertions regarding volunteerism and positive benefits for society.

Volunteer service, especially community assistance, is a positive means of contributing to responsible social

change in a pluralistic, democratic society and of providing leadership opportunities, open to each and supportive of all. Through volunteerism, we more fully realize our potential as individuals and as a community. When we contribute to an ongoing process of social change we identify and prioritize needs, identify the skills required to satisfy these needs, and mobilize the resources of the community to effect the desired change (p. 13).

Bowen (1977) developed a comprehensive outline of the intended outcomes of higher education (see Appendix B). In the attainment of these outcomes the performance of public service can benefit the individual and society by promoting the advancement of knowledge, discovery and encouragement of talent, advancement of social welfare, and the avoidance of negative outcomes for society.

In addition to these theorists, prominent organizations within higher education also laud the benefits of college student volunteerism. The Campus Compact: The Project for Public and Community Service, a nexus of college and university presidents advocating the virtues of student volunteerism, asserts that participation in volunteer public service offers an essential part of a student's growth into a responsible citizen in various ways:

- Service gives concrete form to the abstract learning of the college curriculum by applying it to immediate human need.
- Citizenship is enhanced through practice. Students become more involved in their world through public service.
- Service offered to those in need is a clear way for students to begin to repay society for giving them the privilege of an education. The more a student regards

that privilege as extraordinary, the greater will be his or her sense of responsibility to serve.

- Students must learn how a democratic society works and how its institutions work together. Student volunteers who enter the community discover the reality of American life in ways that cannot be communicated as graphically in the classroom (1988, p. 2).

At the 1985 National Conference on Higher Education, the delegates voted to support a rationale for adopting collegiate community service programs which they believe to benefit the entire campus community and society in general (see Appendix C).

Influence on Post-Baccalaureate Volunteerism

Of paramount importance to the current research are the theorists who believe that the student volunteer will benefit by establishing a habit for serving others and will continue to volunteer throughout the remainder of his or her life (Bowen, 1977; Delve, Mintz & Stewart, 1987; Saddlemire, 1988; Stanton, 1987). Bowen (1977) posits that "Higher education appears to exert a minor influence toward community participation during the college years but seems to be a significant influence in adult life" (p. 156). Further, Saddlemire (1988) states, "The involvement of students in these [volunteer] organizations assures flow of volunteers prepared for effective participation in later life in a wide variety of community organizations" (p. 270).

Delve, Mintz, and Stewart (1987) and Stanton (1987) imply that students will continue to volunteer as part of

their "civic or societal responsibility" learned while volunteering as a student. Delve, Mintz, and Stewart (1987) also claim, "As responsible citizens, students who have been involved in community service will continue to question the complexities of society and how they can contribute to the greater good" (p. 4). Further, "With the notion that tomorrow's leadership will reflect the values of today's college student, it is important that universities provide learning opportunities which prepare and encourage students to take responsibility for the society of which they are a part" (p. 1). Stanton (1987) argues, "Universities and colleges are creating public service centers and other structures which enable students to become involved as volunteers, both to provide community service and to develop in students an awareness of public issues and community needs, leadership skills, and a lifelong commitment to social responsibility" (p. 6). As the aforementioned authors and organizations indicate, the potential exists for a variety of benefits which may be derived from performing volunteer community service. This indication is supported in theory by the conclusions drawn by Feldman and Newcombe (1969) after reviewing vast amounts of literature on the impact of the college experience. They conclude that "Colleges attract those who are relatively open to change. Empirically, students appear to experience more attitude change than do their non-college peers. Such individual

characteristics also contribute to the likelihood of post-college change or persistence" (p. 323). Although they did not specifically review any literature on volunteer activities and attitudes, their statement is broad enough to include volunteerism.

Research Findings on Volunteerism

Given all the possible benefits, especially the development of civic responsibility from performing volunteer community service, it follows that there would be a considerable amount of research on the subject. However, there are relatively few studies concerning college student volunteerism. In examining the literature, most of the articles on volunteerism have focused on personality correlates of volunteers for research purposes, not community service (Dohrenwend, Feldstein, Plosky & Schmeidler, 1967; Farkas, Sine & Evans, 1978; Francis & Diespecker, 1973; Overall, Goldstein & Brauzer, 1971; Raymond & King, 1973; Richards, 1960; Riggs & Kaess, 1955; Rosen, 1951; Schultz, 1967; Skinner, 1982; Siess, 1973; Walsh & Nash, 1978).

Organizing the remaining applicable literature was quite difficult. Because purposes and methodologies of the research were so diverse, any attempt at organization became somewhat arbitrary. Therefore, the investigations are presented in three broad categories based on the focus of

the research. The categories included personality characteristics of volunteers, developmental outcomes from volunteering and impact on continued volunteerism after graduation.

It must be pointed out that most of the research concerning college student volunteerism was conducted utilizing traditional-aged students and must be read as such.

Personality Characteristics of Volunteers

Almost without exception, "volunteers differ from non-volunteers in psychological make-up, but the differences found seem to be specific to the situations in which they are volunteering" (Kerschner, 1975, p. 6). Several researchers have identified these differences between volunteers and non-volunteers. For example, Hersch, Kulik and Scheibe (1969) reported that volunteers in a mental health hospital were highly service oriented, more flexible, more psychologically minded and higher in their need to achieve than their college control group. Delworth, Ruclow and Tarb (1972) found that volunteers were more flexible, autonomous and independent than the non-volunteer group.

Knapp and Holzberg (1964) and Holzberg, Gewitz and Ebner (1967) discovered that student volunteers were not greatly different from the control group in any significant clinical respect, but were slightly more religious, more

morally concerned, more compassionate and more introverted than the non-volunteers. In the area of introvertedness, Tapp and Spanior (1973) found conflicting results with those of Knapp and Holzberg (1964) and Holzberg, Gewitz and Ebner (1967). Tapp and Spanior (1973) who studied volunteer phone counselors as opposed to mental hospital volunteers, found they were more open and willing to disclose things about themselves which conflicts with the findings of Knapp and Holzberg (1964) and Holzberg, Gewitz and Ebner (1967) in the area of introvertedness. This discrepancy in findings lends additional support to the notion that the personality characteristics of volunteers are situational and specific.

Besides comparing personalities of volunteers to non-volunteers, a few studies investigate the attributes of volunteers themselves (Burke & Hall, 1986; Gerard, 1972; Hobfoll, 1980; Otten & Kahn, 1975; Plante & Davids, 1982). A review of the available literature reveals that self-acceptance and self-confidence are important attributes for a volunteer to possess (Gerard, 1972; Hobfoll, 1980). Otten and Kahn (1975) indicated that individuals who are strong, active, energetic and self-directed make excellent crisis center volunteers. Finally, Plante and Davis (1982) noted that emotional stability is an important attribute for volunteers in the human services. Sex, age, tenure, religion and anxiety were not significant predictors of the quality of suicide prevention volunteers. There is certainly little

agreement among the various investigations of the personality characteristics of volunteers.

Developmental Outcomes from Volunteering

Important to this current research is an understanding of the developmental outcomes related to the volunteer experience. Most investigations are concerned with positive changes in the recipients who benefit from the efforts of the volunteer. Yet, there are a range of benefits to the volunteer, some of which are developmental. Kerschner (1975) argues that college students may be in a developmental period of their lives, and are quite open to change as a result of volunteer activities (p. 23).

Kerschner (1975) supports this assertion by stating "He (the college student) is in a situation and age of Erikson's stage of identity formation, approaching and contending with adult status. Thus, it is possible that volunteering could have some positive effect on his development" (p. 3). This statement, however, is applicable only to traditional-aged college students who are in Erickson's stage of identity formation.

Many studies support Kerschner's notion. When a Michigan State University Service-Learning Center questionnaire asked students the actual benefits accrued from their community service, "students benefitted the most from increased appreciation of others (90.8%); the ability to

work with others (87.4%); had the satisfaction of meeting community needs (80%); and increased their ability to accept constructive criticism (78.8%). But they also learned more about their own values (79.6%); gained a feeling of success (79.2%); increased their patience (76.1%); and improved their leadership abilities (73.3%)" (Michigan State University Service-Learning Center, 1988, p. 3).

Other studies, although fairly dated and almost exclusively focused on volunteers in the mental health field, have confirmed changes in personality and attitudinal characteristics of the college student volunteer after participating in service activities (Chinsky & Rappaport, 1970; Holzberg, Gewitz & Ebner, 1964; Holzberg, Whiting & Lowy, 1964; King, Walder & Pavey, 1970; Kerschner, 1975; Turner, 1972; Umbarger, Dalsimer, Morrison, & Breggin, 1962).

For example, Holzberg, Gewitz, and Ebner (1964) found that students who participated in voluntary service programs gained higher levels of self-acceptance, became more introspective, and had an elevated tolerance as a result of serving as companions to mental patients. Other changes occurring in college students after volunteering included greater self confidence, strengthened identity formation and heightened self understanding. "All claimed that they had gained insight into their own personalities and problems through their relationships with the patients and their own

group" (Umbarger, Dalsimer, Morrison & Breggin, 1962, p. 54). Turner (1972) discovered an increased openness with peers gained by volunteer phone counselors. Further, more positive attitudes toward mental patients were found in those who volunteered to work in mental hospitals (Chinsky & Rappaport, 1970). "Volunteers increased their social intelligence as a result of volunteering in a day school, and this increase tended to be a function of length of time volunteering" (Kerschner, 1975, p. 116). Holzberg, Whiting and Lowy (1964) reported that nearly all of the students in their study indicated that their volunteer experiences had positively affected their personal growth.

It must be noted that most of the aforementioned investigations did not utilize a control group to compare to changes occurring with the volunteers. While these studies indicated the resulting development of college students who volunteer, they must be read with caution.

In addition to facilitating personality changes, volunteerism by college students may assist in the development of their vocational skills and interests. Schram (1985), after surveying 355 past college student volunteers, found that "volunteer work does produce transferrable job skills" (p. 32). The results of a questionnaire administered to students who were assigned for community placement through the service-learning center at Michigan State University showed that "Although only 28.2%

described their community involvement as primary for career-related reasons, most found their experience confirmed their career goals (55.7%), rather than changing their career path (18.8%). The opportunity to formulate career goals (49.8%) and implement them (39.2%) was considered to be useful" (Michigan State University Service-Learning Center, 1988, p. 4).

To be sure, several studies indicate that there is a positive outcome in college students from participating in volunteer community service activities. These changes can occur in the form of personal and/or vocational development.

Impact on Continued Volunteerism

Currently, there are a small number of empirical studies which examine the link between higher education and post-collegiate volunteerism (Michigan State University Service-Learning Center, 1988; Morgan, Siregeldin & Baerwaldt, 1966; Pace, 1974; Pascarella, Ethington & Smart, 1988; Pascarella & Terenzini, 1990).

In their comprehensive review of the literature on the impact of the collegiate experience, Pascarella and Terenzini (1991) conclude, "Although the findings are somewhat mixed, we believe the general weight of evidence supports a tentative conclusion that college attendance does have a modest net effect on social conscience and humani-

tarian values above and beyond the characteristics and values students bring with them to college" (p. 287).

"The influence of college on humanitarian/civic involvement values" by Pascarella, Ethington, and Smart (1988) is one of the studies that lends evidence to this conclusion. The purpose of the research was to assess the long-term influence of college on the development of humanitarian/civic involvement values among students. This influence was assessed within the structure of a causal model which traced value development over a nine-year period. The causal model included measures of student pre-enrollment characteristics, institutional characteristics, college academic and social expectations, degree attainment and post-collegiate occupation. One finding of the study suggests that social involvement during college has a significant, positive influence on the development of humanitarian and civic involvement values.

The study by Pascarella, Ethington and Smart (1988) also had limitations. The data analyzed were originally collected for other purposes and these researchers conducted a secondary analysis of the data. Hence their operational definitions were severely limited. For example, questions asked only whether a respondent participated or did not participate in activities. They did not measure the quality, intensity or quantity of involvement. Involvement has both quantitative and qualitative features (Astin,

1984). For example, a student may report spending eight hours per week engaged in volunteer public service (a quantitative measurement) but a qualitative approach would examine whether the student is actually investing any physical or psychological energy in the activity.

Other studies, which report on volunteerism after students' graduation, simply show the relationship between education and volunteer attitudes and activity. Morgan, Siregeldin and Baerwaldt (1966) found that more volunteer work is done by persons with higher levels of education. They conclude "that education is more basic since, aside from its correlation with income and tax considerations, it affects both people's basic motives to do volunteer work and the demand for their volunteer services" (p. 144). Thus, those with a college degree are more likely to volunteer than those without. This conclusion, however, must be viewed cautiously. Morgan, Siregeldin and Baerwaldt (1966) may be reporting a noncausal relationship. In another study, Pace (1974) found that 44% of alumni reported being active in at least eight out of 12 community affairs while 36% of upperclassmen participated in three out of seven community affairs (pp. 60,66). No comparison study consisting of those who were not college graduates (control group) was conducted to discover if these findings concerning alumni were significantly different. In yet another study, Solomon (1973) discovered, "The typical

member of our sample spends 11 hours per month in social service activities; an additional year of schooling increases this participation by almost one-half hour" (p. 29). He also found that increased education raises the intensity of participation. Once again, this may only report a noncausal relationship.

Finally, a questionnaire administered by the Michigan State University Service-Learning Center revealed that 64.7% of students who were assigned community service positions, hoped to continue to volunteer after graduation (Michigan State University Service-Learning Center, 1988). Although this did not address actual volunteerism after graduation, it does lend credence to the theory that students who volunteer while in college will continue to do so afterward.

Public and Private Initiatives Supporting Campus Volunteerism

Several national organizations linking higher education and volunteer community service have recently emerged. In 1985, the Education Commission of the States established the Campus Compact: The Project for Public and Community Service, a coalition of college and university presidents committed to increasing student involvement in public service at their institutions and nationwide (Campus Compact, 1988a).

"The Campus Compact, headquartered at Brown University, conducts surveys, develops and disseminates materials, publishes a monthly newsletter, holds workshops for Campus Compact schools, works with Congressional staff on proposals to develop service initiatives, and sponsors an awards program for outstanding work by individual students" (Improving Philanthropy Committee, Council on Michigan Foundations, 1989, p. 27). The Compact advocates that meaningful support from the top administration is necessary to ensure the success of volunteerism on campus.

Students have also created their own organization, the Campus Outreach Opportunity League (COOL), which espouses the virtues of volunteerism from the "bottom up," offering community service advice to students and staff on more than 450 campuses across the nation (Theus, 1988). "COOL provides a directory, training for student volunteers, and networking opportunities; it currently is cooperating with the Campus Compact on an 'Action Guide to Literacy' to help student programs develop strong literacy components. COOL is becoming a center of social activism by concentrating student attention on racism, poverty, and other social problems" (Improving Philanthropy Committee, Council on Michigan Foundations, 1988, p. 24).

Also supporting the virtues of volunteer service by college students is the Potomac Institute. It reports, "To make a healthy transition to adulthood, to work out an

identity that includes a sense of citizenship, and to affirm positive social values, young people need to become actively involved in the lives of others and in the needs of society," (Boyer, 1987, p. 217). The Campus Compact (1988b) agrees, asserting that volunteer public service offers a variety of ways for students to grow by providing concrete forms of learning, citizenship enhanced through practice, methods of repaying society, ways to see how a democratic society works, and an appreciation for diversity and others with different backgrounds and experiences.

Stroud (1989) states, "The importance of federal encouragement of community service on the campus should not be underestimated" (p.4). The federal government has the power to make volunteerism a national priority. The current administration has made small steps in that direction.

President George Bush has used the metaphor, "a thousand points of light" to describe his public service initiative. Bush has called for \$100 million in federal money, matched by private donations, to fund a "public-private partnership" that would encourage young people to serve their communities (Bennett, 1988).

"The points of light initiative would seek to enact legislation transforming it into a government non-profit corporation whose 19 to 23 member board would be appointed by the President. It would seek federal funding of \$25 million per year for the next four years. The broad mandate of the Foundation would be to '... issue a call to every American institution to claim society's problems as its own, to identify, enlarge and multiply successful and promising community service

projects, and to discover, encourage and develop leaders for this volunteer and community services movement'" (as quoted in Gilbert, Harrigan, Reilly & Schoner, 1990, pp. 4-5).

Further, "President Bush has endorsed the idea of forming a national service initiative entitled 'Youth Entering Service to America,' or 'YES to America.' The YES to America program will serve as a public-private partnership to work with local community and school-based programs (Improving Philanthropy Committee, Council on Michigan Foundations, 1989, p. 29).

Youth Service America (YSA) is yet another federal volunteer service initiative. Its mission is to promote an ethic of service to America's youth as an important part of their democratic heritage. "YSA is an advocate and national nerve center for youth service programs from middle and high school, to college and out of college youth programs (age 17 to 24) across the country. We foster the systematic engagement of young people in addressing serious societal needs" (Youth Service America Mission Statement, 1989a).

Besides the political attention from the executive branch, volunteerism has also appeared in current legislation. There were at least nine bills recently introduced in Congress with the aim of initiating a national service program (Levine, 1988; Newman, 1989; Noah, 1986). One, the National Community Service Act of 1989, passed the Senate on March 1, 1990, and was introduced in the House of Representatives.

Sponsored by Senator Edward M. Kennedy of Massachusetts with co-sponsors Senators Nunn, Mitchell, Pell and Dodd, the National Community Service Act of 1989 contains six sections: school and campus-based programs, Youth Service Corps, National Service Demonstration Programs, National Service Board and Corporation, the expansion of VISTA and the expansion of Older American Volunteer Programs.

The programs concerning higher education found in the Act include: "Modifying the Innovative Projects of Community Services and Student Financial Independence programs, encouraging grants to test innovative ways of incorporating community service into the academic programs (including awarding credit for service hours) encouragement of student-run programs (co-curricular) and many grant and loan modifications for students engaged in community service programs" (Gilbert, Harrigan, Reilly & Scherer, 1990, p. 4).

In addition to the federal government, many state legislators have also introduced bills concerning volunteerism. For example, in April 1989, Representative Weller introduced to the 86th General Assembly of the State of Illinois House Bill 2571 to:

amend the Board of Higher Education Act. Establish a Student Volunteer Corps program at colleges and universities to be administered by the Board, under which students are strongly encouraged and expected to participate by providing an average of 30 hours of community service in each academic year beginning in the fall term of 1990. Requires the Board to report to the General

Assembly by July 1, 1990, concerning progress in establishing the program. The program shall be conducted for 5 years, and the Board shall report its comprehensive evaluation findings and recommendations to the General Assembly by July 1, 1995 (Illinois, House of Representatives).

Opinion polls reveal that a majority (in excess of eight of 10 Americans) favor volunteer programs (Levine, 1988). The nation's governors also support a national service program which encourages a variety of meaningful service opportunities (Youth Service America, 1989b, p. 3). Certainly, the government has a vested interest in volunteer community service. Rousseau warned that "as soon as public service ceases to be the chief business of the citizens and they would rather serve their money, the state is not far from its fall" (Campus Compact, 1988, p. 2).

In addition to the political arena, business and industry are also seeing the benefit of volunteerism and are beginning to encourage it among employees (Corporate Volunteer Coordinators Council, 1984; Nelton, 1988). The rhetoric about volunteer community service is indeed on the rise in politics, business, the popular press and in academe. Yet, encouragement for college student volunteer community service by the government and academe is not enough to implement any meaningful changes in society at large. To meet the increasing needs of American society, volunteer community service will need to be carried out by each citizen throughout his/her lifetime. For college

students, volunteerism will need to be carried into post-collegiate life.

The literature has revealed that volunteer community service is not clearly defined nor has it been extensively examined by empirical studies. The philosophical and theoretical benefits of volunteer community service can be enjoyed by both the volunteer and those served. The limited amount of research has tended to confirm these assertions. There appears to be a positive outcome for college students who participate in volunteer community service activities, especially in the form of personal and or vocational development. Further, there is some evidence which alludes to the link of continued volunteerism after graduation. With societal pressures to increase volunteer activity in the higher education setting, the importance of understanding these linkages increases. In light of these findings and the growing interest in volunteer community service, the next chapter will outline the method utilized by the current research to further examine the concept of volunteer community service.

CHAPTER III

METHOD

The majority of evidence found in the literature points to a possible link between volunteer public service while attending an institution of higher education and volunteerism after graduation. However, the literature generally illustrates only the subjects' actions during and after college. No research identifies what the subjects think about the link. These previous studies identified and described demographics, utilizing experimental and quasi-experimental research design focused on outcomes. They did not conceptualize the problem as it relates to those directly affected by the process.

In order to explore the attitudes and beliefs of volunteers, a qualitative research design was employed. By utilizing a qualitative research design, the subject's own perspective on volunteerism appeared as the subject viewed it. The use of qualitative research techniques allowed for an emerging understanding of the complexities of volunteerism, from volunteers themselves and in their own terms.

It is the purpose of this study to examine the volunteer experiences of the sample population and determine

if patterns of influence exist. The various steps of the process are outlined in the following pages.

Selection of Population

The process identifying the population of potential subjects utilized the following criteria:

- 1) The subjects were chosen from the universe of volunteers based on the following criteria derived from definitions found throughout the literature on volunteerism:
 - a) service was not coerced or required; it was done of free will;
 - b) no monetary or other tangible compensation (i.e. course credit, grade, award, etc.) was received for service performed;
 - c) service is beneficial to another or others except solely other family members;
 - d) the average hours of service per week must be 2.1 or 30 hours per semester; and
 - e) the service falls into one or more of the categories from the "Taxonomies of Tax Exempt Entities" as reported by the Independent Sector. (See Appendix A.)
- 2) Because the attempt was made to measure the impact of the college volunteer experience, each subject must have graduated from an accredited institution of higher education.
- 3) Because there exist countless approaches advocating volunteerism on the nation's college campuses, the subjects were selected from an institution that was recognized as having a quality volunteer program. This

was ascertained in one of two ways. The first method determined whether the institution had membership in Campus Compact and/or had an active campus chapter of COOL and whether it had a university recognized office or department advocating volunteer community service.

Meeting this criterion would have ensured that some type of influence toward student volunteerism was attempted by the institution. The second method, which was ultimately utilized, sought subjects from an institution with a strong, nationally-recognized, student-run volunteer program. Student-run programs have been lauded by the Campus Compact, which published a report, The Status of Public Community Service at Selected Colleges and Universities. One of the main findings of its survey revealed that student-initiated public service efforts are among the healthiest efforts on campus (Gilbert, Harrigan, Reilly & Scherer, 1990, p. 4). Thus, the attempt was first made to choose subjects from an institution with an administrative-driven volunteer program. Failing that, subjects were chosen from an institution with a traditionally strong, student-run community service program.

- 4) The subjects must be currently involved in some type of volunteer public service. This ensured that the subject participated in post-collegiate volunteerism.

- 5) The subjects must perform volunteer work outside the scope of their usual paid employment.

Location of Sample

To locate the pool of qualified respondents, two sources were initially consulted. The assistant director of student development services at a large, urban, public research institution and the assistant director of student life at a major, research I institution were contacted because both are responsible for volunteer programs on their respective campuses.

Both institutions are members of Campus Compact: The Project for Public and Community Service and have university-sponsored volunteer efforts. Since these are accredited institutions of higher education, subjects who were recommended by the two Assistant Directors would meet criteria numbers two and three. Further, the staff members attempted to recommend individuals who were engaged in current volunteer community service and who volunteered while enrolled in their respective institutions. Thus, all five criteria for population selection were satisfied.

Unfortunately, no subjects were located utilizing this method. The record keeping system at the Research I institution was in transition from a manual to a computerized system and did not contain accessible current or permanent addresses for volunteers who had graduated,

making them nearly impossible to locate. At the large, urban research institution, a pool of 42 possible subjects was located by reviewing the records of students who were nominated for the Chancellor's Student Service award which recognizes students who have made outstanding contributions to the university through campus and community service. Only students meeting the five criteria of the current research were selected. The list of qualified candidates was taken to the Alumni Affairs office to determine if the students had indeed graduated from the institution and to obtain their current addresses. This process reduced the pool of possible subjects to 10. The assistant director of student development services then attempted to contact the 10. All were unwilling and/or unable to participate in the research.

Since the initial institutional sources did not yield any respondents, the second source, a nationally-recognized, student-run volunteer program, was contacted. This particular program at a highly selective, religiously-affiliated, liberal arts college was selected for three reasons. First, the institution's volunteer program is the largest and strongest student organization on campus and it consists of 17 various sub-programs. It is entirely student-run and receives funding through student activities fees. Second, the program has received national recognition by being named one of President George Bush's "Points of Light" for outstanding efforts on behalf of the community.

Finally, it is the intended mission of the institution to educate "men and women for others" which is clearly communicated in the handbook and is often referenced in public addresses by college administrators.

To identify potential subjects, the informal network of the volunteer program was utilized. Since there is no official professional advisement, monitoring or formal recordkeeping system, the current members rely heavily upon past membership for guidance, support and basic "how-to" knowledge. They communicate fairly often. Because of this close association with alumni volunteers, current members were able to recommend potential subjects. Once qualified respondents were identified and contacted, they were easily able to recommend their peers who also met the established criteria. Utilizing this method of networking, a pool of 15 subjects was assembled. From this pool, 8 qualified individuals of varying demographic profiles were identified and agreed to be interviewed.

Data Collection

The selected subjects were personally interviewed by the researcher. Note taking by the interviewer and tape recording were utilized to record the responses of each individual.

The direct quotations collected from the respondents were the raw data which were analyzed later. The tape

recorder was essential for assembling the entire data file. In addition to increasing the accuracy of data collection, the use of a tape recorder permitted the interviewer to be more attentive to the interviewee (Patton, 1980, p. 247). The respondents were told the justification for using a tape recorder and were given the option to have the tape recorder turned off at any time during the interview. The data on the tapes were transcribed verbatim for analysis.

The interviewees were asked open-ended questions. According to Patton (1980), the basic purpose of the standardized, open-ended interview is to minimize interviewer effects by asking the same questions of each respondent. Further, the interview is more systematic and the necessity for interviewer judgement during the questioning is reduced. This type of interview also made data analysis easier because it was possible to locate each respondent's answer to the same question rather quickly and to organize questions and answers that were similar (p. 202). This approach is additionally confirmed by Bogdan and Biklen (1982). Finally, because a standardized, open-ended interview is highly focused, the interview time was carefully utilized.

The standardized, open-ended interview did, however, have drawbacks. The method did not allow the interviewer to pursue topics or issues that were not anticipated when the original set of questions was formulated. Also, the method reduced the degree to which individual differences and

circumstances could be taken into account. However, careful planning, expert analysis and a pilot study aided in the writing of the standardized, open-ended questions. This greatly reduced the chance of an unanticipated topic or issue arising. Since the interviewees had to meet several criteria to be selected for this study, this issue of extreme individual differences was minimized, although not completely eliminated.

The relative ease of data analysis, lack of interviewer effect and other positive aspects greatly outweighed the negative aspects of the standardized, open-ended interview. Hence, the standardized, open-ended interview was chosen as the framework in which the respondents expressed, in their own terms, the effects of their college volunteer experience on post-graduation volunteerism.

Informed Consent

All respondents were over 18 years of age and were not vulnerable in any other way. Further, no form of force, fraud, deceit, duress, or other kinds of constraint or coercion were involved. Thus, written informed consent was not necessary. This, and the fact that the potential risks to human subjects were minimal, a modification of the formal informed consent procedure was utilized. The subjects were told the procedure in clear, non-technical language: that

they could withdraw from participation at any time without prejudice and that the interviewer would answer any question concerning the procedures to be followed. Finally, the subjects were informed that their confidentiality would be respected. This verbal explanation served as the method of relaying the safeguards to the subjects and their acceptance of the terms.

Interview Process

Each interviewee was asked the same questions in the same order. The only difference was the site at which each interview was administered. The interviewer went to the location of the interviewee. This should have had a minimal effect and was done as a courtesy to the interviewee.

The content of the interview was as follows:

- a) The interviewer introduced himself.
- b) The interviewer explained the purpose of the interview.

The purpose of this interview is to obtain your insights into volunteer public service. As someone who has had a lot of volunteer experience, you are in a unique position to describe volunteerism and its effects. And that's what this interview is about: your volunteer experiences and your thoughts about those experiences. The answers from the people I interview will be combined into a case study. Nothing you say will be identified with you personally. As we go through the interview, if you have any questions, please feel free to ask. If there is anything you do not want to answer, just say so. The purpose of this interview is to get your insights into volunteer public service and how volunteering may have affected you personally. There are no right or wrong answers.

- c) The respondents were informed that they could withdraw from participation at any time without prejudice.
- d) The interviewer explained the rationale for utilizing a tape recorder:

I would like to tape record what you have to say so I don't miss anything. I don't want to rely solely on my notes and inadvertently misrepresent what you have to say. So, if you don't mind, I would like to use the recorder. If at any time during this interview you would like to turn the tape recorder off, just press this button on the microphone and the recorder will stop. Do you have any questions before we start?

The Questions

- 1) The first question relates to your current volunteer experiences. Describe your current volunteer activities.
- 2) Please describe your volunteer community service experiences while you were in college.
- 3) You've been talking about your actual volunteer experiences, now I would like to switch gears and get your opinions and attitudes concerning your volunteerism.
 - a) What currently motivates you to do volunteer work?
 - b) What was your motivation for volunteering in college?
- 4) Suppose a college or university asked you whether or not it should sponsor a volunteer community service program on its campus. What would you say? What arguments would you give to support your opinion?
- 5) In what ways, if any, do you believe your collegiate volunteer experiences have influenced your current volunteer activities?

- 6) I will now ask a few simple demographic questions. Remember that all of the information will be kept confidential.
- a) What is your current occupation?
 - b) Where did you attend college?
 - c) When did you graduate?
 - d) What is your age?
- 7) Thank you, you have been very helpful. Are there other thoughts or feelings you would like to share to help me understand your volunteer public service experience and how it has affected you?

Question Development

Expert Analysis

The questions were written in advance and checked for validity to ensure that useful data would be collected. The assistant director of student development services at a large, public, urban institution, and the assistant director of Student Life at a major research I institution received a copy of the instrument for critique. Both currently oversee volunteer service learning projects on their respective campuses. They are knowledgeable on the subject of volunteerism and provided expert advice assessing whether or not the questions were capable of yielding appropriate information. From their feedback on the questions, a few minor adjustments were made including different word selections

and an adjustment was made to the order in which the questions were asked. Both believed the questions targeted the appropriate area of volunteerism and were open-ended enough to yield a variety of responses. Further, the assistant director of student development services found the format of the interview well thought out and lending itself to a conversational tone.

Finally, some degree of content validity was established through the close relationship of the questions to the current literature on volunteer community service.

Pilot Study

A pilot study was also utilized. A qualified subject was interviewed exactly as the process was to occur. After the interview, the individual was asked to critique the interview questions, the process and the interviewer. The respondent found the questions easy to understand and answer. The process was simple and the instructions were clear, especially the justification for using a tape recorder. The respondent felt the interviewer spoke a little quickly, which was subsequently altered for the remaining interviews. Finally, the respondent had difficulty determining the "appropriate" length of her answers. Thus, the respondents were assured that there were no appropriate answers, simply their thoughts.

Data Analysis

The data analysis consisted of four steps: 1) organizing the data, including verbatim transcription of the interview tapes, 2) generating categories, themes and patterns, 3) testing the emergent hypotheses against the data, and 4) searching for alternative explanations for the data. Each phase of data analysis entailed data reduction into manageable amounts and interpretation to bring meaning and insight to the words of the subject (Marshall & Rossman, 1989, p. 114). Some of the data reduction process was diminished due to the nature of the subject population. The subjects were all college educated, understood the questions, were relatively well-spoken and utilized consistent nomenclature. Thus, their responses were fairly precise making the process of determining pertinent data an easier task. During the steps to reduce the amount of data, the focus progressed from specifics to more general observations as recommended by McCracken (1988).

Once all data were collected and transcribed, an analytic procedure combining the prescriptions of Bogdan and Biklen (1982), Marshall and Rossman (1989), McCracken (1988), and Patton (1980) was utilized. The process consisted of the following steps.

1) Multiple copies of these data were made. A master was placed into safe storage, a reader's copy was kept and a copy was used to cut and paste information into a filing

system (Patton, 1980). Copies were also kept on computer disks.

2) The data were read and reread to identify utterances which appeared to be significant without concern for their relation to other utterances. During this process, systematic notes were taken as recommended by Bogdan and Biklen (1982) and Marshall and Rossman (1989). Then categories were generated and regenerated. Certain words, phrases and subjects' ways of thinking repeated themselves and stood out. Initially, it was difficult to determine the linkages among the data. But by starting with the data instead of a predetermined system of categorization it was assured that the categories *emerged from* these data and were not *imposed on* the data. As the categories began to emerge, a coding system was developed in several steps:

- a) A rough coding system for categories was developed from the words or phrases, etc. that made up patterns as recommended by Bogdan and Biklen (1982). Several revisions were made to the coding system until the categories emerged as internally consistent but distinct from each other.
- b) After generating preliminary coding categories, numbers and letters were assigned to each category. The corresponding coding category numbers were assigned to units of data (Bogdan & Biklen, 1982). Some units were assigned to more than one coding category. The categories yielded by the initial coding process were too broad. Subsequent coding refined the original categories into more specific, workable ones.

- c) The data were then cut apart by category and placed into corresponding files.
- 3) Once the categories and patterns between the categories became apparent in these data, the researcher began the process of evaluating the plausibility of emerging hypotheses and testing them against the data and the academic literature. Thus, the researcher began speculating the causes, consequences and relationships which emerged from these data (Marshall & Rossman, 1989). Once grouping of the phrases was complete, it became apparent that many of the things the respondents were saying were similar to the nomenclature in developmental theory. Upon further investigation, it was discovered that the data concerning motivation could be placed into a framework utilizing Chickering's seven vectors (as described in his book, Education and Identity, 1969) as the basis for categorization and explanation. The remaining data were categorized but no pre-existing framework was utilized. To best present the responses to the question regarding influence of collegiate volunteer experience on post-collegiate service, two categories were formed: 1) development of skills or knowledge and 2) part of an established pattern. Finally, responses to the question regarding institutional support were divided into two categories: 1) benefitting the community and 2) benefitting the student volunteer.

4) As the final step, the researcher searched for alternate explanations. "This is done to validate and verify the perspective that emerges through qualitative analysis. The researcher must search for other, plausible explanations for these data and linkages among them" (Marshall & Rossman, 1989, p. 119). Other developmental theories were tested to ensure that the one chosen, Chickering's Seven Vector Theory, was the most salient. Testing alternative considerations and recording their lack of support has the added benefit of lending considerable credibility to the final set of findings (Patton, 1980, p. 328). The first alternative theory tested was Perry's Scheme of Intellectual and Ethical Development (1981), which focuses first on dualistic and then relativistic ways of perceiving the world. It did not provide an acceptable framework in which to work because specific areas of development are not identified. A person may do volunteer work because it is "the right thing to do" which could fall under one of the dualistic positions but Perry's scheme does not easily account for motivations such as exploring a career option. The second developmental theory tested was Kohlberg's Theory of Moral Development (1972). His work concentrated more on the changes in the cognitive processes by which moral choices are made. The current research focuses more on the content of the respondent's choices and the

influences on those choices. As a third and final alternative, the possibility that motivations were not best divided into developmental categories was tested. The data were arranged in many other categories such as by emotion, logic, intellect, pragmatism, morality, religiousness, and parental influences, but none of these classifications worked as well or seemed as plausible as utilizing developmental categorizations and explanations, specifically Chickering's. As with the responses to motivations, alternative explanations were explored for the data on influence and institutional support. However, these responses appeared to be more clear cut, making the process of testing alternatives easier.

Triangulation

Basically, "triangulation is supposed to support a finding by showing that independent measures of it agree or, at least, don't contradict it" (Miles & Huberman, 1984, p. 234). This is done through "the combination of methodologies in the study of the same phenomenon" (Denzin, 1978, p. 291). The most basic form of triangulation is to quantify schemes for coding complex data sets (Jick, 1983, p. 137). In this study, a coding system for data was quantified (see step 2a in the data analysis section).

The sources of quantitative data to be triangulated with the qualitative data gathered during interviews

consisted of the records of the institutions showing that the respondents had participated in volunteer community service while matriculated and that the respondents had graduated. Triangulation was accomplished by contacting college personnel who had worked in the institution during the years when each respondent was matriculated. Further, when possible, the current recipient of the respondents' post-collegiate volunteer service was contacted to verify that the respondent is currently a volunteer. In addition, a copy of the "Point of Light" award from President Bush was located to confirm that this honor was awarded to the institution. Thus, basic quantifiable data were triangulated with the qualitative data from the interview.

Miles and Huberman (1984) conclude their discussion of triangulation by stating:

Perhaps our basic point is that triangulation is a state of mind. If you self-consciously set out to collect and double check findings, using multiple sources and modes of evidence, the verification process will largely be built into data-gathering process, and little more need to be done than report on one's procedures (p. 235).

Triangulation as a strategy provided evidence for the researcher to make sense of some social phenomenon, in this case, the effects of student volunteerism. Thus, by employing some basic strategies from triangulation theory, the researcher was able to better develop a meaningful proposition about student volunteer community service and its influence on post-collegiate volunteerism.

CHAPTER IV

RESULTS

The collegiate experience has the potential for dramatic influence on the lives of those who are exposed to it. Indeed, colleges, guided by their mission, purposefully attempt to impact the lives of their students in a specific manner. If a college adheres to its specific mission, its students should depart the college with the knowledge, attitudes and skills the college deems important.

The importance placed on volunteer service to others has been gaining momentum in society and concurrently among the nation's colleges and universities. To this end, there is an increased emphasis being placed on the promotion of volunteer public service performed by college students. Theorists of college student volunteerism state that besides providing a pool of volunteers, increased student volunteer experiences should significantly affect future sensitivity toward and involvement with community service programs. It is very difficult however, to determine the extent of the impact this growing commitment to volunteerism by colleges and universities has upon their students, especially on post-collegiate behaviors and attitudes.

One way to begin understanding the influence of college volunteerism on post-collegiate volunteerism is to ask those who have done both and who have attended an institution that emphasizes community service. To do this, eight qualified subjects were located and asked open-ended questions concerning their current and collegiate volunteer experiences, motivations, institutions' sponsorship of volunteer programs, and the influence of collegiate volunteer experience on current volunteer activities.

In the text that follows, the subjects' responses to these questions are systematically presented and analyzed, and, whenever possible, tied to the scholarly literature on the subject. The major purpose of this analysis is to organize answers so that the patterns individuals have in common could be made apparent. Whenever possible, the direct quotations of the respondents are utilized.

Institution

All the subjects have graduated from the same liberal arts college located in central New England. A Jesuit institution with an enrollment of approximately 2,600, it places a high premium on academic preparation, instilling a sense of community and most important to the current research, an emphasis on service. From admissions materials through commencement addresses, the students are frequently reminded that the institution has a strong commitment to

educating "men and women for others." This commitment appears to be taken to heart by its students. The largest student-run organization on campus is a volunteer service group. This organization was recently awarded a "Point of Light" by the Bush administration for its contributions to the community.

Subject Backgrounds

The attempt was made to locate subjects with varying backgrounds and experiences. Four men and four women ranging in age from 23 to 37 were interviewed. A brief description of the eight subjects follows, including information on their current and collegiate volunteer activities. Their names have been altered to preserve their anonymity.

Bess is a 24-year-old development officer who graduated in 1986. While in college she was involved as a volunteer big sister and was the co-chair of the Big Brother/Big Sister program. She also assisted in the organization of a charity week to raise money for the United Way. She currently coordinates the orientation for the Jesuit Volunteer Corps in a large New England city.

Tim graduated in 1976 and is 36 years old. He is employed as a college administrator. His current volunteerism is predominantly centered around his church and includes performing fund raising for the Bishop's fund and

teaching CCD (Confraternity of Christian Doctrine) to ninth grade students. He also assists local political candidates with their campaigns. In college, he was a volunteer resident assistant and the editor of the yearbook for two years.

Kevin is a 24-year-old senior program director for the YMCA. He graduated in 1988. While in college, Kevin ran recreational programs at local elementary schools. He established a Special Little Brother/Little Sister program at the College matching volunteers with children who had disabilities or particular emotional problems. He also acted as a big brother in this program himself. He later served as co-director of the campus-wide volunteer organization. Currently, he coaches youth basketball, supervises teen bike and adventure trips and informally helps children in the housing projects with their homework.

Jodi graduated in 1990 and is 23 years old. Currently, she works as a research assistant and volunteers as an academic tutor at a youth detention center for boys. While matriculated, she volunteered at a medical center in the children's playroom as a "kid cuddler" and supervised playroom activities.

Kate is a 26-year-old fundraiser who graduated in 1986. She currently volunteers as a "kid cuddler" in a hospital. While in college, she was a member and later the director of the college service society. She was involved

in coordinating events and raising money for various charities.

Craig is the Sanctuary Director at an Audubon Wildlife Sanctuary. He is 29 and graduated in 1983. He volunteers on the board of directors of the county poetry association and organizes annual poetry contests. He volunteers with the Lutheran Service Association as a community professional serving on its human rights committee and for various short-term activities such as serving on a commission for the local diocese. In college, Craig was a Sunday school teacher and volunteered for a group called Christian Enthusiasts who are advocates for disabled and disturbed adolescents. He also organized a local chapter of Pax Christi which is an international group of Catholic Peace Organizers and established a writer's workshop.

Nan currently volunteers for the Audubon Society. She is in a training program to become a Natural History Interpreter. She also make numerous phone calls on behalf of the Society. In addition, she is conducting research on the best species of plants to be placed into a wet meadow. While in college, she volunteered at both a women's and a homeless shelter. She organized hunger walks and awareness campaigns for a hunger action coalition. She was also involved in a pro-life group and spoke at high schools to promote community awareness. She is 31, graduated in 1982 and is unemployed.

John is a 1975 graduate, 37 years old and an associate dean of students. He volunteers his time almost exclusively working with alcoholics, assisting them in becoming sober and in maintaining their sobriety. He also volunteers in a regional organization promoting alcohol abuse prevention at the college level. While in college, John was a volunteer resident assistant and CCD teacher.

As the profiles indicate, the sample consists of individuals with varying backgrounds. Their beliefs concerning volunteerism also vary. But from the diversity of the answers, a picture of the complexities surrounding the issues of college student volunteerism begins to emerge.

Motivations

After gathering information on actual volunteer experiences, the focus of the interview was directed to obtain the opinions and attitudes concerning the subjects' volunteerism. Two questions, "What currently motivates you to do volunteer work?" and "What was your motivation for volunteering in college?" were asked. As the answers were categorized, it became apparent that most of the answers were closely related to the language found in student development theory.

Although there are many theories of student development, no single theory satisfactorily explains the complexities of the issue. One theory, however,

Chickering's Seven Vectors, described in his book, Education and Identity, (1969), seemed to provide a functional framework within which to organize the subjects' motivations. (See Appendix D for a description of Chickering's Seven Vectors). Thus, the self-reported motivations of the subjects will be presented within Chickering's appropriate developmental vector. Within each vector, current and collegiate motivations are separately presented.

Chickering developed his theory after determining that students develop in specific manners within distinct categories, which he labelled vectors. It is not the intent of this study to replicate or confirm Chickering's work, merely to borrow the vectors as categories.

Further, the current research does not attempt to determine the extent to which the subjects make a conscious decision to volunteer in order to foster their own development. At this juncture, the use of Chickering's developmental theory is two-fold: a) first, to provide a framework within which to organize the subjects' motivations, and b) second, to illustrate the possibility of a connection between the volunteerism and developmental theory.

Vector: Achieving Competence

Important to the process of developing as a human is gaining skills and a sense of confidence in one's own abilities intellectually and socially. A way to improve

one's skills and confidence is to seek out and engage in activities which require one to utilize the appropriate skills. Achieving competence is described as a motivating force behind some of the subjects.

Kate stated that her college volunteerism was "prompted more as an idea that this was a way to meet people." She also thought that "This was part of my motivation for going over to the hospital" (her current volunteer location). For Kate, both her collegiate and current volunteer activities contribute to the development of her social and interpersonal skills.

Kevin saw his college volunteer work as an opportunity to "learn something about the community." By choosing to learn about his community, Kevin was broadening his intellectual and social skills.

Nan sees her current volunteering as an opportunity to learn more and to improve her social skills. "I think I get a lot out and learn a lot. I get more experience with people. I learn more facts; just become more aware of what's going on around me." Besides specific skill development, Nan's current volunteer experience contributes to her overall sense of confidence which is closely tied to self-esteem. "It's a positive feeling to be active and I find that it contributes to my sense of self-esteem."

For these respondents, developing within the vector of "achieving competence" appears to be linked to their

motivations to volunteer. Gaining intellectual and social skills as well as developing a sense of confidence in one's ability to use these newly acquired skills is a vital part of achieving competence.

Vector: Becoming Autonomous

As part of becoming autonomous, one must come to realize the necessity of interdependence among people and that one cannot receive the benefits *from* society without contributing to society. As one begins to recognize this interdependence, one starts to become truly autonomous.

Prior experience led Bess to see the value of working cooperatively as a volunteer. It is this respect for cooperative effort which currently motivates her volunteer activity. "I see how effective it is and how volunteers can often get stuff done that professionals can't...together they can get a project done and it doesn't take as much effort as it would if one person were trying to get it done. If you diffuse the job a little bit and people do only, say, two hours of work into a ten hour project, it's a lot easier to get it accomplished." Bess sees the necessity of interdependence to work more effectively.

Tim's current and collegiate motivation is related to contributing to the welfare of others and at the same time benefitting himself. He says his current motivation is "a desire to help and/or enrich the lives of others" which he

finds rewarding to himself. During college, his focus of attention was on a more specific population. "I felt as though if I could serve that role (volunteer R.A.) for freshmen who were coming two years after me then, great, that would be something I would like to do. It was very rewarding to me as well as feeling as though I could do something to make their freshman year a lot better."

Kate felt as though she was "not contributing to the world" and saw that fellow alumni and fellow classmates "were out there doing things for other people" and she was not. Thus, she concluded her thoughts on her current motivation by saying, "There are people out there doing good things, and one person can make a little bit of difference." She feels the reward is ten times greater than the effort and hopes the infants she works with get more out of it than she does.

Although Kate's main motivation to volunteer in college was to meet new people, she was beginning to see the connections of contributing to the well-being of others and benefitting from it. She sensed that she was "doing something good but in a sense it was a little selfish." It is interesting to note that during college, she spoke of her benefit as something with negative connotations, "selfish" but currently she sees the benefit as "rewarding." By at first observing others and then by her own actions, Kate has further developed in the area of becoming autonomous and

specifically realizing the interdependence of society and that one must give in order to receive the benefits of society.

Although John's motivation revolves around issues of interdependence, he is in a unique situation. He explains, "My own sobriety currently motivates me to do volunteer work. I have come to know and accept the fact that I have the ability to use my experience, my personal experience with addiction and my personal experience in my recovery to help other people achieve the same. The longer I do work like this, the more I understand that the gift is in the giving, and that I am the one richer by the experience." John's sense of interdependence is stronger than most. He can help others with their sobriety but at the same time his volunteer efforts are helping him maintain his sobriety.

Kevin currently sees "the tremendous need out there that's not being satisfied." He goes on to explain that there is also an intrinsic feeling one gets from being able to help. "In a weird sense, I'm stepping into the reality of the problems of the kids but also stepping away from my reality and stresses and giving me a psychological break, so as you step into the problems of their life, in a sense, you solve some of your problems or deal with them better. That's one of the reasons I volunteer, it's selfish, but I also see what it can do for the kids and for the organization." Once again, the issue of deriving a benefit

from helping others is labelled as being selfish. Although Kevin sees the interdependence, he does not feel that his benefits are inherently good.

Craig has reflected on the notion of interdependence and now thinks in terms of "thinking globally and acting locally" For him, to achieve global change for a just or more compassionate and more humane society is to work in one's own corner of the world and improve the quality of life for people there. Craig has moved beyond understanding interdependence for interdependence's sake and has begun to work toward ways he can maximize his efforts.

By contributing to the well-being of others, these subjects were not only recognizing the interdependence among people, they were also benefitting intrinsically from their contributions. Not all of the respondents recognized their benefit as being positive; some saw it as being selfish. Nevertheless, their volunteer service was motivated in part by their desire to aid their fellow citizens, which is an acknowledgement of the interdependence of society.

Vector: Clarifying Purpose

Development of purpose requires formulating plans and priorities that integrate avocational and recreational interests, vocational plans, and lifestyle considerations. Some of the subjects saw that they could begin to clarify

vocational and avocational interests while volunteering, thus motivating them to volunteer.

Jodi mentioned that career exploration was a motivating force behind her volunteering. She explained her current and collegiate motivations in quite some detail. "I'm interested in getting my degree in counseling, so I wanted to get some counseling experience, even though tutoring isn't really counseling, but I don't get to interact with kids who have problems. Another selfish reason is for my resume for when I was applying to grad school."

She continues, "When I was in college, I was thinking of going to medical school, so I wanted to get some experience in the hospital. And I didn't want to just bring people water and things like that and I was thinking about going into pediatrics, so I wanted to be exposed to children." Through her volunteer efforts, Jodi could begin clarifying her vocational plans.

It is interesting to note that both Kevin's and Craig's jobs are a direct result of their volunteer efforts. They volunteered at an organization and were later offered paid positions within the same organization. However, neither mentioned career exploration as a motivating force behind their volunteerism.

Instead of exploring avocational or recreational pursuits, Kevin saw his volunteer service as an integral

part of his already-clarified avocational interest. His comments tended to focus on pleasure or relaxation as a motivator. Kevin found volunteering "fun, a stress release, a study break, and not college (considered his occupation at the time) oriented." This is not to say that one's vocation cannot have any of the above qualities, but this seemed to be the spirit of his responses. Bess and Tim also considered their volunteering fun or enjoyable.

Craig provided a good example of the recreational motivation behind his volunteering on the county poetry association. "My main motivator that I didn't mention was just interest. I just seemed to excel and achieve in areas that interest me so I just like it. That's another reason, especially the poetry and literary stuff, it's just fun to me. I think that poetry is underexamined and enjoyed in this culture and could die from neglect if there weren't volunteer community organization..." He finds poetry an enjoyable part of this leisure time and volunteers to help preserve his interest. Through his volunteer efforts, he is able to integrate poetry into his chosen recreational repertoire.

Vector: Developing Integrity

Integrity is reached when one has become internally consistent. Vital to the current research is the personalizing of values when one's behaviors are congruent with

that which one values. This over-simplified explanation can best be illustrated by Nan's, John's, and Craig's comments addressing the motivation for their current volunteer service. Nan simply stated, "I can't imagine living any other way. I see this as more or less a way of life." John explains, "I can't ever imagine not volunteering. I don't even really like the word. I can't imagine not giving of myself because that is part of the journey (life) and I like the journey. I'm really enjoying the journey and that's why I do it." Once he discovered he had the ability to help others, he found it absolutely impossible not to help.

Craig, too, has made volunteer service part of who he is. It's just become part of who I am without effort, my identity now is solely bound up with the idea of service and I think of it in terms of my personal identity, what I want for my life."

The three have difficulty pointing to a specific reason why they volunteer, it has become too much a part of them to examine in terms outside of their identities.

As a final note concerning Chickering's Seven Vectors, it is necessary to recognize that although "Freeing Interpersonal Relationships" was not utilized as part of the framework to present the motivations of the subjects, it still has relevance. One develops through this vector, becoming more tolerant of others and of diversity. For example, Jodi and Kevin volunteer their services to assist

others who are socio-economically unlike themselves. Through their exposure, they may begin freeing their interpersonal relationships and become more tolerant of this population. Socio-economic differences are by no means the only measure of diversity. To be sure, since everyone is different, by simply exposing oneself to any type of diversity, one can start freeing interpersonal relationships. So through their volunteer activities, the respondents began freeing interpersonal relationships even though that was not a stated motivation.

Continuation of Prior Volunteer Patterns

There were two motivations expressed which did not fit into this developmental framework. They were, however, both related to the continuation of prior volunteer patterns. Bess explained her motivation for volunteering during college. "I guess it was just logical. I had done stuff in high school. My mom was always bringing us along just as an extra body to work at a function or something, so it just seemed like a natural continuation of things that I had been involved with when I was younger."

When Kate was in high school, she "spent two weeks in West Virginia, on an Appalachian-type trip. It was an eye-opening experience which prompted my current volunteer service a little bit." The prior volunteer experiences of Bess and Kate had an influence on their motivation to

volunteer again. This theme of continuation of prior volunteer habits will reappear when the subject's respond to a question concerning influence on current volunteerism.

Influence

To ascertain the impact of the subjects' volunteer efforts while matriculated on their post-collegiate volunteerism, the subjects were asked directly, "In what ways, if any, do you believe your collegiate volunteer experiences have influenced your current volunteer activities." Although this appears to be a fairly direct question, none of the subjects gave a very direct answer. The responses can be placed into two basic categories: 1) Development of skills or knowledge which influences certain aspects of one's current volunteer activity and 2) Not an influence but part of an already-established pattern of volunteerism.

Development of Skills or Knowledge

Kate offers the best example of collegiate volunteer experience influencing her current volunteer activities. She explains that her collegiate experiences gave her "more confidence and a little more experience in organizing things so that if I want to volunteer somewhere, I could safely say yes, I have the skills to do this. It's difficult to go and say I'd be the greatest volunteer you'd ever had when you

have no experience, you have no idea. So as far as (my collegiate experience), I think it was just more a sense of organizational, a sense of commitment that if you sign up to do something you show up. People are depending on you, so I think that is fostered in a college community."

It is interesting that Kate discusses skill development and confidence. These are the two elements found in the vector of achieving competence. Kate's collegiate volunteer experiences fostered her development within this vector, allowing her to face new volunteer experience with a strong sense of self-assurance. Thus, her volunteer activities while matriculated had a positive influence on her post-collegiate volunteer activities.

Although it was not his intent, Kevin's career was directly influenced by his collegiate volunteer activity. He was offered a position at the YMCA as a result of his volunteer activities there. As far as his current volunteerism, his collegiate experience gave him skills and motivation to continue to work and volunteer. This too can be viewed as influencing his development in the area of competence. He says that the recognition he received as a college volunteer influenced his current volunteer service. "As a student, I was recognized intrinsically and outwardly by (the college) and by the Y, for my efforts and that has encouraged me to do even more." Kevin also feels he has become a better person as a result of his collegiate

volunteerism. Speaking of his experiences with his little brother in the Big Brother program, Kevin says, "If I've taught them what they've taught me I'd be amazed because they have developed me and matured me and made me a better person and a more understanding person as a result of contact with them and a relationship with them." Although he does not say that this development has influenced his post-collegiate volunteerism, it has indeed influenced him as a person.

The influence Jodi perceives is less direct than that of the previous two. She responds that she does "not really" feel her collegiate experience had any impact on her current volunteerism. "Just the fact that I was willing to do it, volunteer again. Just to get experience I guess, the fact that when I was (a "kid cuddler") that I didn't want to go into medicine after that so that helped me and I wanted to see if this experience would help me see if I still wanted to go into counseling." For Jodi, it is not so much a direct influence but a tried and tested method of career exploration she learned as a volunteer while in college to which she is currently returning for similar purposes. This too could be viewed as skill development since she did learn the skill of career exploration.

Craig sees his collegiate volunteer service as the starting point from which his post-collegiate volunteer activities have developed. "You can trace back a chain of

connection. With the literary stuff and writing, it's more just a coincidence, it just pops up at different times of life, with the service and religious oriented stuff it's all one stream of growth. The emphasis was more on grander ideals and more global issues and the continuity has been the issues... the change is the approach to more concrete, small-scale projects."

Thus, Craig has continued to volunteer in the same areas of service, he has merely refined and adjusted the focus of his attentions to more local, immediate activities. For him there is definitely an influence because each of his volunteer experiences influences the next. From each experience he gains more insight and knowledge on which to build his next activity. His collegiate volunteer experiences seem to be the foundation for his post-collegiate volunteer activities.

Part of Established Pattern of Volunteerism

For Craig, college was the base of his post-collegiate volunteerism. For the remaining respondents, an earlier experience was the foundation of their volunteer service. Since they had an earlier starting point, their experience while matriculated is merely a continuation of their volunteer behaviors up through the present.

Tim responds to the question of collegiate influence on current service activities by stating, "I don't know if

it did. I think it was more my family upbringing that had an influence on my volunteerism. We thought it was part of our duty, part of our responsibility. So I think that had more of an influence on me..."

He sees parental influence having the major impact on his current volunteer experiences. However, he goes on to add, "In terms of (college), what it did for me, it did nurture that part of me. I had people who were very supportive of me. That's where college helped me as opposed to my volunteering in actual programs and saying 'I want to keep doing this.' It was more recognizing that part of me and nurturing me."

To Tim, the emphasis placed on service by the college reinforced his earlier parental influence to volunteer and nurtured the service-oriented part of him. In a way, his collegiate experience had a small effect, by virtue of the nurturing, on his current volunteer service but not as strong of an effect as his prior experiences.

Nan sees her collegiate and current experiences as having common elements but not necessarily the former influencing the latter. "They're not really the same type of activities. But I think that the thing I see in common is that they are an expression of the values and beliefs that I have and one of those is that life involves taking action in things beyond your own self needs."

From later statements concerning volunteering in high school as the "way to be," it is assumed that she too had an earlier starting point for her volunteering. The expression of values and beliefs she mentions is a continuation of her volunteering pattern.

The uniqueness of the situation Bess is in has given the issue of collegiate influence a twist. Bess now works at the college from which she graduated. She explains, "When I was a student, people knew who I was and what I was doing and that kind of thing, so when I came back to (the college) as a professional, I was an easy target for helping out, pitching in, doing, you know, small projects or long-term projects."

The visibility of Bess's volunteer efforts during college has impacted her current volunteer service although not in the manner in which the theorists believe. Further, from the earlier comments Bess made, her parents and previous volunteer experiences seem to have had a significant influence on her current volunteerism. Thus, she too, falls into the category of continuation of prior volunteer experiences.

Finally, John did not view his collegiate volunteer experiences as having direct impact of his post-collegiate service. "It goes back before college. I did more volunteer work in high school than I did in college. I'd really have to go back to then and answer your question. It

was back then that I started to learn that there was satisfaction in helping other people and that I was the one richer for the experience." He too, sees the starting point of his volunteer experience, in this case high school, as the influential point of his string of volunteer service activities.

It is concluded from the responses that there are two sources of influence on current volunteer activity. One is loosely related to the development of skills, knowledge and confidence in one's ability to continue to volunteer. A second influence is the development of the "habit," as Bellah (1985) labels it, of serving others. Once one begins to volunteer, regardless if the starting point was during college or not, future volunteer activities can be traced back to that starting point. The positive growth and feeling derived from that initial experience seems to motivate the volunteer to continue. The respondents who spoke of specific skill development as having an influence may continue volunteering as a result of their previous volunteer work because they want to continue to utilize that skill. Jodi is the best example of this. She is returning to volunteerism as a way to explore a career, which she had done previously. Thus, her "habit" of volunteering may not be to serve others but to explore a career. To be sure, there appears to be a strong connection between early volunteer experiences and later ones.

Institutional Support

The pressure for volunteers to fill the ever-widening gap between the need and delivery of community services is increasing dramatically. To bolster the ranks of volunteers, the nation's colleges and universities are increasingly being asked to assist by encouraging volunteer community service. As previously stated, one way an institution of higher education can provide volunteers is by supporting student volunteer programs.

The respondents were asked to comment on institutional support of volunteerism. They were volunteers while in college and are currently volunteers, which puts them in a unique position to provide insight into this issue. They were asked: "Suppose a college or university asked you whether or not it should sponsor a volunteer community service program on its campus. What would you say? What arguments would you give to support your opinion?"

Every respondent, without hesitation, said that there should be institutional sponsorship of volunteer community service programs. The comments of the respondents are similar to the arguments made by those within higher education who exalt the benefits of volunteerism. Their arguments fell into two categories: 1) benefitting the community and 2) benefitting the volunteer.

Benefitting the Community

Several respondents point out that by performing community service, students help the community. However, the reasons this is important to each respondent varies. Kate says, " A college is in a community and owes something back to that community. (Volunteers) want to feel that they're going to go out and help the community, whatever community they may live in, because, it sounds corny, but we're all here together." Bess expresses a very similar opinion. "The college has a responsibility to the community that it's in. (Students) have a lot of free time and with that free time...they can use it in a productive way to help support the community that the college is in and in turn as well as it being maybe a public relations function of the college." For Kate and Bess, the students and the institution have a responsibility to the community in which they live. Volunteering within that community is one way to be an active, productive citizen. This echoes Levine's (1980) assertion that community service enhances the civic responsibility of students. Educating students to be better citizens could also benefit the image of the institution in the eyes of the community, as Bess points out.

Craig feels institutional support is valuable because it gets the institution thinking in terms of utilizing volunteers which leads to creating community connections for the institution. For Boyer (1987), creating community

connections is vital to any institution. It is from these connections that "community" in the broader sense can flourish and it is that broader sense of community for which an institution ought to strive.

Finally, Nan states simply, "I think it is vital to the community." Regardless of the responsibilities of the institution or the possible benefits derived from the service, the community needs volunteers to survive. Indeed, with an increasing demand for services and less federal and corporate money to meet the demand, a supply of volunteers is vital to the community, and these respondents recognized that need.

Benefitting the Student Volunteer

The second and larger category within which the respondents' arguments fell is the benefits reaped by the volunteer. The comments range from very general benefits to specific developmental outcomes as a result of volunteering. As with the responses that fell into the "community benefits" category, these comments are aligned with the literature advocating student volunteer community service.

For Tim and John, volunteerism aids in the development of values and identity; that is, learning who one is. "Students will learn a great deal about themselves by volunteering to help others" is the answer Tim gave to the question of institutional support. He realizes that the

volunteers can discover much about themselves from the volunteer experience. Learning about oneself as a result of the volunteer experience was confirmed by a study performed by the Michigan State University Service-Learning Center (1988) which concluded that 79.6% of the student volunteers felt that they had learned more about their own values. Further, Holzberg, Gewitz and Ebner (1964) concluded that volunteer service strengthened students' identity formation. It is this identity formation to which John was referring when he said, "It (volunteering) adds to the development of our character. It's part of being human."

Craig views volunteering as an opportunity to test one's purpose. He states, "...for the volunteers, to prepare them and let them know whether that lifestyle choice is appropriate for them in their adult life." Through the action of volunteering students can begin to make lifestyle decisions which are integral parts of the development of Chickering's concept of purpose.

The rationales for institutional sponsorship Jodi and Keith give are similar to those of the Campus Compact when it said, "service gives concrete form to abstract learning of the college curriculum by applying to immediate human need" (1988, p. 2).

Jodi argues, "...it gets you off campus and you can see the real world, what is going on. It kind of gives you a better perspective, what the problems in the world are.

Seeing where help is needed, you can actually do something instead of sitting reading or studying." Volunteering can be viewed as an experiential form of learning but with the added benefit of helping others in need.

Craig explains his thoughts that volunteerism is a "key component of educating students in the liberal arts tradition." He elaborates, "The idea of volunteering is crucial to intellectual development; without it society is not going to be as well off. It also enlightens them (volunteers) to a totally different realm, whether it's working one-on-one with kids, it's an understanding of a different type of community. It's the non-theoretical, it's a hands-on practical education into reality and what makes society tick. And I think it's crucial to develop service into a well-rounded person, and in my opinion, I think that is the goal of every college." To Kevin, graduates should be "well-rounded candidates for society and volunteerism runs society." Thus, students should volunteer to learn more about volunteering. This closely reflects the thoughts of Fitch (1987) when he claims, "The importance that college students, as future leaders in society, place on volunteer community service has implications for the future of the nation as well as the campus" (p. 424).

Finally, Nan offers insight into a specific area of development one can gain through volunteer community service. She says, "I think volunteerism does contribute to

someone's self-esteem." Then she states a more abstract thought, "I think it allows people to show their values, to live their values." This statement can hold true for both the student volunteer and the institution.

Most institutions claim service as part of their missions. By encouraging student volunteerism, the institution is taking action to show that the claim is not merely rhetoric. Actions do speak louder than words. Further, this gives students who value community service a forum in which to act upon those values; an opportunity to develop within Chickering's (1969) vector of integrity.

CHAPTER V

DISCUSSION AND RECOMMENDED ACTION

Current cuts in federal and corporate funding of the eleemosynary human service sector have contributed to the increased need for volunteers. Community service has been a tradition of American higher education since its inception. Because of this, institutions of higher education are being asked to assist in producing volunteers. The encouragement of volunteer service by students is one way in which colleges and universities are operationalizing their service efforts. For some theorists, this not only assures a current pool of educated, enthusiastic volunteers, but it has the added benefit of affecting the future service activity of those who volunteer. The logic is as such: if students volunteer while matriculated, they will develop a habit, and, after graduated, will continue to volunteer.

Given this belief by some theorists, the purpose of the current undertaking was to answer the question, "Does community service volunteerism during the college years impact post-collegiate volunteerism?"

To answer this research question, a sample of eight qualified respondents with differing backgrounds was located

and interviewed. The results of these interviews are presented in the previous chapter. A discussion of the conclusions and actions to be taken by institutions of higher education with regard to the encouragement of volunteer student service follows.

Discussion

Influence

For one to *continue* volunteering, one must at some point *begin* volunteering. Once having had the initial experience, a pattern of volunteer behavior can commence. All of the respondents mentioned that a previous volunteer experience, which may or may not have been their collegiate experience, had an effect on their current community service activity.

If the collegiate volunteer experience is an individual's initial volunteer experience, then the degree of influence is stronger insofar as initial experiences appear to be the point where the habit of volunteering begins. If the individual has had previous volunteer experiences, then the collegiate experience is not as strong an influence, because it is only a portion of the chain of volunteer experiences. Thus, the initial volunteer experience, whether in college or not, seems to be the point at which influence begins.

Motivation

The responses to the question concerning motivations are classified into two categories. The first is continuation of prior volunteer patterns. Basically, the same pattern that applied to the influence section above applies here. The respondents' earlier volunteer experiences had an effect on them, causing them to be motivated to volunteer again. This phenomenon appears to lend support to the early findings that initial experiences are the main influence on continued volunteer activity.

The second and larger category is closely related to student development theory. The respondents gave answers which indicate that their motivation stems partially from a desire to foster identity. This may or may not have been a conscious decision; no attempt was made to determine the subjects' degree of awareness with regard to their own development. Simply, through the course of data analysis, the relationship between developmental theory and the subjects' motivations to volunteer became apparent.

Through their current and collegiate volunteer activities, the respondents find developmental challenges which fall into Chickering's (1969) vectors of Achieving Competence, Becoming Autonomous, Clarifying Purpose, and Developing Integrity. It may be that the developmental challenges found in volunteer work are the impetus behind the subjects' desire to continue to serve. The various

aspects of personal gain (i.e. knowledge, skill development, intrinsic "good" feeling, maturation, becoming more confident, career exploration, expression of values, or satisfaction) which accompany volunteerism may be initially learned and later reinforced through continued volunteer activities.

The subjects allude to the possibility that positive personal gains are a result of volunteering and it is the familiar activity of volunteerism to which they return for more positive growth. Thus, the influence of prior volunteerism on later service activities cannot simply be attributed to initial and then subsequent volunteer experiences, but also to the potential development which occurs during those experiences.

Institutional Support

Without exception, the respondents say that volunteer service by students should be encouraged by institutions of higher education. Thus, even when the respondents were asked to take their personal experience out of their answers (as was done when questioning institutional support), they respond that personal development is a vital aspect of volunteering. For them, the positive developmental outcomes of volunteerism are important reasons for institutional support. This is not surprising given the personal growth the sample claimed to pursue through their own volunteerism.

Some of the respondents also point out that the community can benefit from institutional support for student volunteerism. However, they tend to tie the community benefit to the benefit the volunteer can gain during the experience.

This lends support to the earlier conclusion that the development which may occur during volunteering is one of the key components of volunteerism. The respondents think that development is a crucial element to volunteerism and should be encouraged for that reason.

To summarize, the sample was asked from three different angles, direct influence, motivating forces and institutional support, if their college volunteer experiences impacted their post-collegiate (current volunteerism). The responses to these three lines of questioning are interrelated and lead to the same source. Thus, the answer to the research question, based on the responses of the sample, is as follows.

The initial volunteer experience is the vital influence because it is that experience which begins the chain of volunteer activities. The pursuit of positive developmental outcomes appear to be the glue that holds the links of the chain together. An individual volunteers to foster his or her own development and through the volunteer experience satisfies the developmental need. Later, that individual returns to the tried and tested method of

development through volunteering to satisfy further developmental needs. Thus, the pattern of volunteering continues. As far as the collegiate volunteer experience influencing post-collegiate volunteerism, it depends on the individual who does the collegiate volunteering. If it is the individual's first volunteer experience, the amount of influence appears to be great because this is where the chain of volunteering begins. If the college experience is only a link in the chain, then the influence is not as strong. However, positive developmental growth is still the motivating factor behind both types of collegiate volunteering. To this extent, the theorists who believe that collegiate volunteerism affects post-collegiate volunteerism are correct.

Recommended Actions

Since it is the presumed duty of all institutions of higher education to foster the development of their students and provide service to the community, based on the findings, the encouragement of student volunteerism is highly recommended. However, this encouragement must be accomplished through careful planning and execution to maximize the benefits to all parties involved. To begin and maintain a successful student volunteer program, a coalition of all constituents involved (i.e. administration, faculty, students, recipient agencies, etc.) should be formed. This

committee will be responsible for laying the foundation of the program. There are many good resources (COOL, Campus Compact, federal government initiatives) to assist with the development of a campus-wide volunteer service program. The more information that can be gathered on the subject, the better informed the committee will be during the process. With this knowledge, a series of decisions regarding the shape of the program will need to be made.

First, the committee must clearly define volunteer community service and the scope of activities associated with it. This will help ensure clarity of purpose and focus the efforts of those involved. The committee must then determine the extent to which the institution will encourage volunteer service. Overzealous commitment may not be beneficial. As one student put it, "required service is not volunteerism, it's servitude" (Toufexis, 1987, p. 72). If it is to be a volunteer program, it should be just that, a volunteer program without money or course credit attached. However, a system of recognition should be established. Of all the possible sources of motivation described by the respondents, recognition by the institution is the only motivator that the institution can control. The other sources of motivation are internal to the volunteer (i.e. personal development).

Next, a recruitment and placement plan can be devised, which will incorporate the above elements.

Different individuals will be motivated developmentally to participate for varying reasons. Two strategies should be developed: one to recruit the students with prior volunteer experience and the other for those who have never before volunteered. The emphasis of each strategy will focus on the developmental benefits for the one group beginning or the other continuing volunteer activities. Volunteers should be assessed developmentally to help determine an activity which will maximize growth from their service. However, careful attention should be paid to the needs of the recipient organizations as well. The volunteer service should be a mutually beneficial endeavor.

Once all the pre-service decisions are made, the overall success of the actual program will hinge on the support given to the volunteers during their time of service. It is one thing to establish a quality program, it is another to maintain it. Providing opportunities for the volunteers to reflect on their service will be crucial. This idea of reflection comes in part from the "service-learning" movement in higher education.

"Service-learning" incorporates the altruism and maturational goals of volunteerism, but it takes these traditions one step further. Service-learning builds on these traditions by emphasizing critical reflection on the service experience, reciprocity between the providers and

acquirers of services, and learning as a significant part of the exchange for everyone involved (Kendall, 1990, p. 25).

This program should incorporate the notion of critical reflection. Reflection will not only assist the students in understanding the elements listed above, but it can help reduce some of the feelings of "guilt" associated with feeling good about volunteering, about which some of the respondents spoke. It is through this guided reflection and discussion that a great deal of learning can occur. It is much like an internship seminar program. The students would not simply learn from performing the service but from thinking about, processing, and describing their experiences, and from hearing the experiences of others. A trained facilitator could raise issues not only pertinent to the specific activities of the volunteers, but general issues surrounding service, citizenship, philanthropy, government, etc. The pedagogical possibilities are great. Decisions regarding the facilitation of a reflection program need to be made. The benefits, as lauded by the Campus Compact, 1988, and limitations of a student-only program should be weighed carefully. Students, administrators or faculty could sufficiently facilitate a very good program of reflection on their own, but if this is to be an institution-wide effort, all three groups should be involved in the facilitation, perhaps integrating representatives from outside agencies as well.

Indeed, faculty should have an instrumental role in the overall service program. Levine (1989) suggests utilizing faculty for their expertise in various disciplines and the unique perspective they could bring to the experience. Their role model status would be beneficial. Finally, volunteering would simply be beneficial for the faculty member as well as the recipient. When appropriate, the faculty could tie the experiences during volunteer service to classroom learning. For faculty participation to truly succeed, the institution must amend its established reward system and genuinely reward faculty service instead of the current trend of disproportionate weight being given to scholarly publishing. The Campus Compact (1990) provides a comprehensive outline of methods to reward faculty service.

The institution must be sensitive to all of its constituencies when establishing its volunteer program (two examples are working and low-income students). Sixty to 70 percent of undergraduates currently work and half of those work off campus (McCracken, 1988, p. 11). These students who work, many of whom *must* work to pay for their education, will find it difficult to work, attend classes, study and volunteer. One-time or short-term volunteer and reflection opportunities must be located for these students.

Volunteerism has traditionally been seen as an upper and middle class endeavor (Tomeh, 1973). By encouraging

low-income students to perform volunteer service, they can choose to assume leadership roles in their communities (Bajar, 1989). These students will be able to bring a valuable perspective to the discussions of volunteer service.

The above recommendations make volunteer service by students sound like the cure to all of society's ills. This is by no means true. But it is a place to begin. Although much more action is needed from all sectors of society, it is the responsibility of the institutions of higher education in America to take a leadership role. National priorities must shift, but the institution of higher education, which was founded on the ideal of service, must not shy away from its roots at a time when it is certainly needed.

Further Research

As stated in the introduction, one value of a preliminary study, such as this, is the identification of important variables for subsequent exploratory or predictive research. Through the course of the current research, more questions have been raised than have been answered. Further research is needed in many areas.

It is important to note that the conclusions drawn here are based on a relatively small population all of whom graduated from the same institution. The findings must be tested by utilizing a wider sample population, taking into account various types of institutions (i.e. public, two-

year, urban, rural, residential, commuter, etc.) and various classifications of students (i.e. race, age, class, working, and others). All of these variables regarding students and institutions should be checked against the current conclusions before confidence in its generalizations can exist.

The possibility of a linkage between volunteer community service and student development theory emerged from the current data. Additional research confirming this linkage is needed as are studies into the actual amount of development and the degree to which volunteers recognize this phenomenon. For example, the sample should be asked if they believe development occurs and the extent to which they believe it occurs.

The relative strength of the initial and subsequent volunteer experience must be examined closer. As secondary schools and federal initiatives continue to encourage volunteerism by the nation's youth, this becomes more important. For many, this will be their initial and most important experience. What happens if one has an unsatisfactory initial volunteer experience? The long-term effect on continued volunteerism needs to be studied. Further, research can determine if the quality of subsequent volunteer experiences have an effect on the motivation to continue.

Finally, the entire phenomenon of "influence," especially the collegiate experience's influence on post-graduate behaviors, must continue to be refined. Although

it is very difficult to isolate the college experience as a whole and even more difficult to isolate specific experiences during college, it remains vital to understand the lasting effects of a post-secondary education and the experiences associated with it. Volunteerism can be only a small portion of the collegiate experience but it will be an increasingly important part for years to come. The more research that can be conducted on volunteerism, and the impact college has on it, the more it will be understood. With this information, better policy decisions regarding volunteerism can be made, allowing its benefits to reach a wide constituency.

APPENDIX A

Taxonomy of Tax Exempt Entities

Arts, Culture, and Humanities--Theaters, operas, symphony orchestras, dance groups, public TV, historical preservation societies, art galleries and museums, zoos, botanical gardens, etc.

Civic, Social, and Fraternal Associations--Boy and Girl Scouts, 4-H Clubs, and other youth organizations; citizens' unions; Veterans' organizations and auxiliaries; animal humane societies; etc.

Community Action--Antipoverty boards; environmental groups; consumer organizations; advocacy organizations, such as nuclear freeze, and save-the-whales groups.

Education--Elementary and secondary schools, colleges and universities; libraries; information centers; auxiliary organizations, such as PTAs, alumni groups.

Fundraising for Education--Campaigns of such groups as the United Negro College Fund.

Fundraising for Health--Fundraising campaigns of the major health associations, such as the American Heart Association, American Cancer Society, March of Dimes, etc.

Fundraising for Multipurpose Human Welfare Services--Major fundraising campaigns by such organizations as United Way, Catholic Charities, Protestant Welfare Agencies, United Jewish Appeal, etc.

Health--Hospitals, rescue squads, mental health clinics, blood donation stations, nursing and personal care facilities, visiting nurse associations, crisis counseling, hotlines, etc.

Informal--Helping a neighbor, friend, or organization on an ad hoc basis.

International, Foreign (in U.S. and abroad)--Education; health; peace or security; refugee-related; relief abroad; student exchange and aid; cultural exchange; economic development, technical assistance; promotion of friendly relations among nations; United Nations and its associations.

Other Fundraising--Fundraising not included in fundraising for education, health or multipurpose human welfare services.

Political Organizations--Political party clubs (Democratic, Republican, other).

Private and Community Foundations--Ford Foundation, Rockefeller Foundation, Carnegie Foundation, etc.; New York Community Trust, Boston Foundation, California Community Foundation, etc.

Recreation--Little Leagues; membership clubs in such areas as swimming, boating, skiing, aviation, rifle marksmanship, hunting.

Religious Organizations--Churches, temples, religious community centers, schools operated by religious organizations, convents, monasteries; Church World Service, missionary organizations, etc.

Social Services and Welfare--Community and neighborhood centers, senior citizens centers, Meals on Wheels, day care centers; job counseling and training; homes for the aged; aid for homeless persons; legal aid societies and courts; Red Cross, Salvation Army, Goodwill Industries, Lighthouse for the Blind, Alcoholics Anonymous, etc.

Work-related Organizations--Labor organizations, professional associations (lawyers, medical personnel, engineers, etc.), Chamber of Commerce, industrial standard committees, etc.

(Independent Sector, 1988, p. 24)

APPENDIX B

Bowen's Outline of Intended Outcomes of Higher Education

- A. Advancement of Knowledge
 - (1) Preservation and dissemination of the cultural heritage.
 - (2) Discovery and dissemination of new knowledge and advancement of philosophical and religious thought, literature, and the fine arts--all regarded as valuable in their own right without reference to ulterior ends.
 - (3) Direct satisfactions and enjoyments received by the population from living in a world of advancing knowledge, technology, ideas, and arts.
- B. Discovery and Encouragement of Talent
- C. Advancement of Social Welfare
 - (1) Economic efficiency and growth
 - (2) Enhancement of national prestige and power.
 - (3) Progress toward the identification and solution of social problems.
 - (4) "Improvement" in the motives, values, aspirations, attitudes, and behavior of members of the general population.
 - (5) Over long periods of time, exerting a significant and favorable influence on the course of history as reflected in the evolution of the basic culture and of the fundamental social institutions. Progress in human equality, freedom, justice, security, order, religion, health, and so on.
- D. Avoidance of Negative Outcomes for Society

(Bowen, 1977, pp. 58-59)

APPENDIX C

At the 1985 National Conference on Higher Education, the importance of collegiate community service programs were supported for these reasons:

Volunteer experiences give students a sense of fulfillment and new dimension of meaning into their lives which is the broader purpose of education

It benefits the volunteer by providing the opportunity to become involved with others from different roles, ages and classes

The original function of education in this country was the development of civic leadership

Community service provides an opportunity both to learn job skills and to provide some beneficial service to society

Students know there is a difference between what is said in the classroom and what is practiced

Civic service provides the arena for experience which enhanced classroom learning

Traditional college age students 18-25 need a transitional experience from education to the world of work

Due to high turnover of the student population, it is necessary to have institutional structures to insure continued student participation

(Gilbert, Harrigan, Reilly & Scherer, 1990, p. 7)

APPENDIX D

Arthur Chickering asserts in his landmark book Education and Identity (1969) that traditional-age college students move along seven dimensions of change, called vectors of development, toward achieving "identity." Identity is reached as one masters the challenges encountered along the vectors and organizes the information from the experiences into a more coherent picture of one's self. A review of the seven vectors follows.

Achieving Competence. This vector includes the development of intellectual, physical and manual skills and social and interpersonal skills. But the most important dimension to achieving competence is developing a sense of confidence in the ability to cope with what comes and to achieve successfully what one sets out to do (p. 9).

Managing Emotions. To manage one's emotions, one must become aware of feelings and learn to trust them. Emotions must be experienced to be felt and perceived (p. 10). Once an increased awareness of emotions is achieved, a useful and effective mode of expression must be developed.

Becoming Autonomous. There are two important concepts to be mastered in this vector. One must learn to become independent but at the same time realize the necessity of interdependence. Important to this is the notion that one cannot receive benefits from a social structure without contributing to that structure (p. 14).

Establishing Identity. Development of identity depends on the mastery of the first three vectors. Development of identity is the process of discovering with what kinds of experiences, at what levels of intensity and frequency, we are reasonable in satisfying, in safe, or in self-destructive fashion (p. 13). Besides this inner identity, it also includes a development of one's image physically, in appearance and sexually.

Freeing Interpersonal Relationships. As one develops a better sense of one's identity, the ability to engage in interpersonal relationships strengthens. One become more tolerant of others and of diversity. The quality of intimate relationships shifts. Relationships can weather separation and noncommunication.

Clarifying Purpose. Development of purpose requires formulating plans and priorities that integrate avocational and recreational interests, vocational plans and lifestyle considerations. This gives life direction and meaning (p. 17).

Developing Integrity. Tied to identity and purpose, developing integrity is the clarification of a personally valid set of beliefs that have some internal consistency that provides a guide for behavior (p. 17). One becomes more realistic and consistent across situations.

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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

December 2, 1991
Date

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Director's Signature