

## ABSTRACT

*Students were surveyed at a private liberal arts university as to their experiences with volunteer public service. At least one-half of the students volunteered in high school or college. Students who volunteered expressed both altruistic and instrumental motivations. Factors which prevent volunteering centered around being too busy or negative volunteer experiences. Finally, volunteers tended to be good students who were more interested in making a positive social and moral contribution to society.*

# Characteristics of College Student Volunteering

Ron Fagan, PhD

## INTRODUCTION

Among the most distinctive and frequently celebrated features of American life is voluntary pluralism, which takes the form of a vast array of nongovernmental and noncommercial volunteer-staffed health, education, welfare, and political organizations (De Tocqueville, 1945, p. 523). Based upon democratic and religious heritage, Americans expect to become involved in the public sphere. The founding fathers thought that our democratic political system depended upon an educated and involved public (Jefferson, 1940; Bellah, Madsen, Sullivan, Swindler, and Tipton, 1985).

There is currently much talk about volunteer public service in America. Levine (1988, p.4) observed that in 20th Century America there has been a revival of interest in volunteerism and service about every decade and a half. He located the first wave as pre-World War I, the second wave from the Depression to World War II, the third wave from the 1960s to the Vietnam War, and he said we are now beginning the fourth wave.

There are generally high levels of volunteering in America. A recent Gallup Poll showed that as many as four in ten (39%) adult citizens (up from 27% in 1977)

reported being involved in some type of charitable activity (Gallup Report, 1987, p. 33; VOLUNTEER, 1987). A survey commissioned by the Independent Sector showed that all adults (including non-volunteering households) volunteer an average of about two hours per week. The average volunteer donated 4.7 hours per week, up from 3.5 hours in 1985 (see Saunders, 1990, p. 39).

The study reported here focuses on college students, and the levels of, and motivations for, college student volunteering. Although most studies of volunteers have tended to focus on adults (usually defined as 20 years of age or older) (Smith, 1975), a significant number of studies have focused on college students (Chinsky, 1969; Chinsky and Rappaport, 1970; Cowen, Zax, and Laird, 1966; Fitch, 1987; Fretz, 1979; Gidron, 1978; Gilineau and Kantor, 1966; Gruver, 1971; Hersch, Kulik, and Scheibe, 1969; Hobfoll, 1980; Holzberg, Gewirtz, and Ebner, 1964; Holzberg, Knapp, and Turner, 1966; King, Walker, and Pavey, 1970; Knapp and Holzberg, 1964; Lemon, Palisi, and Jacobson, 1972; Leonard, 1977; Turner, 1973; Umbarger, Kantor, and Greenblatt, 1962; Weinstein, Gibbs, and Middlestadt, 1979). Some of the studies have focused on college stu-

---

*Ron Fagan* received his BA degree in sociology from Westmont College, his MA degree in sociology from Marquette University, and his PhD in sociology from Washington State University. He first became interested in volunteerism over 15 years ago when he helped to develop a rehabilitation program in which volunteers played an integral part in the recovery of skid-row alcoholics. Dr. Fagan went on to help found the Student Volunteer Center at Pepperdine University in Malibu, CA, USA. He is currently working on a project which examines skid-row rescue missions as non-profit organizations.

dents because they constitute a volunteer population with unique characteristics. Other studies use college students because they are convenient. Researchers primarily study antecedents and consequences of volunteering both for the individual and the organization.

Today's college students have been labeled by many commentators as the self-centered, "me generation." The Independent Sector (1985) reported that among people from 18 to 24 years of age, volunteering declined by 11 points (from 54% to 43%) from 1981 to 1985. Astin et al. (1987) reported in their summary of the Cooperative Institutional Research Program's (CIRP) annual survey of college freshmen that the student value showing the strongest upward trend was "being very well-off financially." It increased from 40% to 70% in the previous 15 years. The value showing the most precipitous decline was "developing a meaningful philosophy of life." It declined from 80% in 1967 to 43% in 1985. This research found that college students' interest in business as a career showed the largest increase in the previous ten-year period. Human service occupations all showed significant declines (except for a slight increase in interest in teaching). Astin et al. concluded that American students showed greater interest in material and power goals, coupled with decreasing interest in social concern and altruism. Derek Bok (1988) attributed much of the shift in student aspirations to a lack of relative economic compensation for these jobs as well as a lack of government support for careers in these areas.

But there appear to be some changes on the horizon. In the CIRP survey published in 1990, an all-time high of 44% of students reported it is very important for them to "influence social values." Over one quarter (26%) of the students said a very important goal to them was "becoming involved in programs to clean up the environment" (up from 16% in 1986). Almost one-fourth of the students cited participation in community action as a very important goal (up from 19% in 1986). They also reported slight decreases in interest in a business major and career (CIRP, 1990). Ernest Boyer (1987, p. 213) stated that "students

are torn by ambiguous feelings—idealism on the one hand, and, on the other, the temptation to pursue narrow career interests that would leave them politically and socially disengaged."

Bok (1982, pp. 61–68), in discussing the history of American higher education, commented that both the English and German academic traditions conceived of academic institutions as standing somewhat aloof from society and the public. Both emphasized learning and discovery for their own sakes. But he noted that Americans tended to want to (to quote Sir Eric Ashby) "dismantle the walls around the university"—for universities to provide the knowledge and trained personnel to service a developing society. Americans assumed that civic responsibilities should be explored and nurtured during college and graduates would participate fully in public affairs. At its best, college education offers ". . . the prospect that personal values will be clarified and that the channels of our common life will be deepened and renewed" (Boyer and Hechinger, 1981, p. 56).

But many commentators think that most modern universities have lost their commitment to educate the whole person. Both students and the institutions have come to place too much emphasis on a narrow vocationalism. Frank Newman (1985, p. 51) has stated:

If there is a crisis in education in the United States today, it is less that test scores have declined than it is that we have failed to provide the education for citizenship that is still the most significant responsibility of the nation's schools and colleges.

Spurred by a number of leading education commentators, there are renewed cries for public service to take a central role in the educational process (Astin, et al., 1987; Bok, 1982; Boyer and Hechinger, 1981; Boyer, 1987; Eberly, 1988; Hesberg, 1987; Janowitz, 1983; Newman, 1985; Potomac Institute, 1979).

Stimulated by organizations such as Campus Compact, Campus Outreach Opportunity League (COOL), and various state and federal initiatives, many colleges and universities have responded to

the challenge of motivating and providing opportunities for students to volunteer for public service both on and off the college campus.

The purpose of this study was to survey college students at a private, liberal arts college in order to examine their experiences with, and attitudes toward volunteer public service, to determine what factors encourage or discourage them from volunteering, and what types of students volunteer.

## METHODOLOGY

This study is part of a larger study on student attitudes, values, and behavior. Respondents were undergraduate students at a 2500 enrollment, medium-to-highly selective, liberal arts university in the southwestern region of the United States.

Four hundred names were selected using a systematic, random sampling technique. Students were sent the questionnaire by mail. Respondents were not asked to give their names. Responses were tracked by identification numbers on the questionnaire. To increase the response rate, a three-wave follow-up technique was used. After the initial mailing of the questionnaire with a cover letter, subjects were sent a reminder letter about two weeks later. Those who still had not responded were sent a new cover letter and another copy of the questionnaire. Despite the ten-page length of the questionnaire, 60% of the students returned the questionnaire.

Analysis of respondent characteristics indicated that the sample was representative of the university's population except that the sample contained slightly more percentage female than the target population. While no definitive claim can be made as to the degree to which the results are generalizable to other colleges and universities, the author believes the findings are most applicable to private, liberal arts colleges and universities. Data were also available from the Cooperative Institutional Research Program's (CIRP) annual survey of freshman college students in the United States, in which the target university was a participant.

## RESULTS

Judging from a wide range of socio-demographic data in this study, the typical student in the sample was female, 18 to 20 years of age, white, a U.S. citizen, Protestant (comes from a religious home and is religiously active), of high academic standing (in terms of standard placement tests and high school and college grades), viewed herself as academically oriented (a student who is interested in the pursuit of knowledge and the social aspects of life), viewed most other students as vocationally oriented (a student who is primarily concerned about preparation for a future occupation), from a financially well-off family, a business major who is interested in a business-related career, is politically middle-of-the-road, and involved in clubs and organizations on campus. (See Appendix A.)

Over one-half (55%) of the students in the sample said they were involved in volunteer service activities in high school, while almost one-half (48%) said they were involved in volunteer service activities in college. Almost two-thirds (64%) of the students said there was a "very high probability" (27%) or "high probability" (37%) that they will do some volunteer service work after they leave college and pursue their careers.

Using the CIRP data for the first-year college students showed that over three-fourths (77%) of the students reported doing some volunteer work during the previous year (which would include their senior year in high school and some of their first semester in college). Over one-half (57%) of the students tutored another student. Data from other responses indicated that the students volunteered an average of less than six hours per week.

Many researchers have distinguished between altruistic motives (motives dealing with the expression of personal values such as a general obligation to participate) and self-interest or instrumental motives (motives dealing with personal growth fulfillment, or career exploration [Adams, 1980; Frisch and Gerrard, 1981; Gillespie and King, 1985; Howarth, 1976; Independent Sector, 1981; Katz and Kahn, 1978; Pearce, 1985; Schindler-Rainman and Lip-

pit, 1975; Smith, Reddy, and Baldwin, 1972]).

While most of the research concludes that altruistic motives tend to predominate, two qualifications should be noted. In general, society sees altruistic motives as more valid reasons to volunteer than self-interest motives; therefore, it is difficult to "... distinguish between the a priori desire to serve that led them to volunteer and the retrospective choosing of a socially acceptable 'reason' for their actions" (Pearce, 1985, p.211; also see Smith, 1981). Secondly, the specific goals of people who volunteer are dependent upon where those people are in their life cycles.

Students who volunteered were asked their reasons for becoming involved.

The students gave differing reasons for volunteering (see Table I). Focusing on the "very important" response category, over one-half (52%) of the students said, "It gives me a sense of satisfaction to help others." Other factors that were relatively important were "learning to relate to different types of people" (31%), "it upsets [them] to see people in need" (26%), and "service is part of [their] religious beliefs" (22%).

Focusing on the combined "very important" and "important" response categories, at least two-thirds of the students

**Table I**  
**Reasons for Becoming Involved in**  
**Volunteer Service Work (Percentages)**

Item	Very Important	Important	Not Very Important	Not Important At All	Total
Satisfaction in helping others	52	42	6	0	100
Social obligation to help less fortunate	18	51	27	4	100
Opportunity to learn new skills	13	52	25	9	99
Feel needed	10	45	31	14	100
Show employers an interest in community	8	25	41	26	100
Part of religious beliefs	22	28	25	25	100
Explore career options	7	26	44	23	100
Was once helped by a volunteer	5	13	24	58	100
Requirement for a class or group	5	11	21	63	100
Someone close in same situation as those helped	9	16	31	44	100
A change of pace from other activities	10	38	37	15	100
Particular concern for the population helped	16	43	35	6	100
Making friends with other volunteers	7	36	43	14	100
Upset by seeing people in need	26	57	13	4	100
Parents did volunteer work	4	17	36	43	100
Parents instilled a desire to volunteer	8	18	35	39	100
Encouraged by a teacher	7	21	35	37	100
Learn to relate to different people	31	47	18	4	100
Further the goals of the organization	13	49	28	11	101
To learn new personal, social, vocational skills	18	48	30	4	100
Experienced similar problem when young	6	9	24	61	100
Encouraged by a brother/sister	3	4	23	69	99
Responsibility to give back to the country	14	26	30	30	100

said (in order of importance) "[they] received satisfaction in helping others" (94%), "it upsets [them] to see people in need" (83%), they "learned to relate to different types of people" (78%), they "felt a social obligation to help the less fortunate" (69%), and "it was an opportunity to learn new personal, social, and vocational skills" (60%).

The factors that received the lowest ranking (less than 25%) were related to background or situational factors such as "encouragement by a brother or sister" (7%), "experienced similar problem when young" (15%), and "parents did volunteer work" (21%). Factors such as "exploring career options" or "to show employees that [they] were interested in the community" ranked relatively low.

Students also were asked to indicate which factors inhibited them from becoming involved in volunteer service work (see Table II). Combining the "essential" and "very important" response categories, over half (51%) of the students said they would like to volunteer, but were too busy with other activities. Nearly one-third (30%) said volunteering takes too much time away from other, more important activities. A significant number of stu-

dents mentioned negative volunteer experiences: disorganized agency (19%), inability to directly help people (13%), and inability to find a suitable volunteer service project (17%).

These results are consistent with other studies on motivations for volunteering. In general, the research shows that while altruistic motivations are important for young people, younger people tend to be interested in using volunteer work as a means for personal growth and fulfillment, to obtain job training, and to explore career options (Gillespie and King, 1985; Gottlieb, 1974; Frisch and Gerrard, 1981, Fitch, 1987).

Students were asked what types of volunteer service activities most interested them. At the top of the list (with at least one-third interest) was working in/with schools (51%); followed by "[a] Big Brother and Big Sister [program]" (50%); "juvenile delinquents" (47%); "abused children or spouses" (43%); "children with physical disabilities" (40%); "children with illnesses" (38%); "drug and alcohol abusers" (38%); "adult criminals" (38%); "the homeless" (37%); "adult or child illiteracy" (37%); "visiting the elderly in nursing homes" (37%); and "recreation or

**Table II**  
**Factors that Prevent You from Becoming**  
**Involved in Volunteer Service Work (Percentages)**

Item					Response Total	
	Essential	Very Important	Somewhat Important	Not Important		
Takes too much time	10	20	43	19	7	99
Dislike working with needy people	0	3	14	76	7	100
Needy people should help themselves	1	4	18	69	8	100
Cannot find a suitable project	5	12	32	44	7	100
Volunteered previously —disorganized agency	5	14	23	50	9	101
Volunteered previously —couldn't help people	2	11	21	58	9	101
No volunteer projects nearby	1	8	14	69	8	100
Do not have much to offer needy people	0	5	19	69	7	100
Would like to, yet too busy	23	28	29	12	7	99

coaching work" (35%). They were least interested in working with: "the elderly" (7%); "adults with illnesses" (11%); "adults with physical disabilities" (12%); "Boys or Girls Clubs" (11%); "foster children" (15%); "Boy or Girl Scouts" (19%); or "AIDS patients" (22%).

This study sought to determine which characteristics distinguished volunteers from non-volunteers. Researchers have identified a number of factors which influence or motivate people to become involved in voluntary activities or programs. Smith (1966) identified three broad categories of variables: personality traits, attitudes toward engaging in social activities in general, and attitudes toward a specific voluntary activity or group [see

Allen and Rushton (1983); Smith (1975)]. Other researchers have added socio-demographic correlates of participation (see Smith, 1975). Researchers tend to conclude that personality and situational factors are probably more important than socio-economic variables in predicting volunteering (Smith, 1975).

Volunteers were defined as any students who answered that they had volunteered in high school or college. A chi square analysis was done to identify the variables that discriminate between student volunteers and student nonvolunteers. Results are shown in Table III.

Volunteering was found to be associated with: students who are female; students who have a higher GPA; students who are

**Table III**  
**Characteristics of Volunteers**  
**Versus Nonvolunteers**

Variable	Total Number	Number Volunteer	Percentage Volunteer	Chi Square
Gender				
Females	159	114	72	
Males	81	47	58	3.95*
GPA				
3.5-4.0	43	36	84	
3.0-3.4	91	64	70	
2.5-2.9	64	33	52	
2.0-2.4	19	12	63	14.82**
Fraternity/Sorority				
Yes	65	52	80	
No	177	111	63	5.70*
College Clubs				
Yes	146	113	77	
No	93	48	52	16.03***
Characterize Self				
Vocational	63	35	56	
Academic	88	68	77	
Collegiate	11	9	82	
Nonconformist	22	13	59	9.72*
Volunteer After College				
Very High Probability	66	58	88	
High Probability	88	64	73	
Undecided	65	32	50	
Low Probability	16	5	31	
Very Low Probability	4	2	50	33.55***

**Table III (continued)**

<b>Variable</b>	<b>Total Number</b>	<b>Number Volunteer</b>	<b>Percentage Volunteer</b>	<b>Chi Square</b>
<b>Personal Importance Areas</b>				
<b>Financial Success</b>				
Essential	75	46	61	
Very Important	71	40	56	
Somewhat Important	75	60	80	
Not Important	18	14	78	11.41**
<b>Life Philosophy</b>				
Essential	91	62	68	
Very Important	76	53	70	
Somewhat Important	48	35	73	
Not Important	24	10	42	8.03*
<b>Participate in Community</b>				
Essential	28	23	82	
Very Important	63	44	70	
Somewhat Important	113	79	70	
Not Important	35	14	40	15.09**
<b>Promote Racial Understanding</b>				
Essential	35	26	74	
Very Important	63	41	65	
Somewhat Important	102	76	75	
Not Important	39	17	44	13.20**
<b>Give Time to Help Needy</b>				
Essential	81	64	79	
Very Important	90	59	66	
Somewhat Important	60	36	60	
Not Important	8	1	13	17.43***
<b>Become Positive Moral Influence</b>				
Essential	110	79	72	
Very Important	91	63	69	
Somewhat Important	33	15	46	
Not Important	5	3	60	8.39*
<b>Personal Traits</b>				
<b>Academic Ability</b>				
Highest Ten	48	36	75	
Above Average	139	97	70	
Average	51	25	51	8.79*
<b>Writing Ability</b>				
Highest Ten	33	26	79	
Above Average	124	90	73	
Average	72	39	54	
Below Average	13	8	62	9.40*
<b>Altruism Ability</b>				
Highest Ten	54	44	82	
Above Average	117	79	68	
Average	55	32	58	
Below Average	15	8	53	10.41*

\*p < .05

\*\*p < .01

\*\*\*p < .001

members of college clubs or fraternities/sororities; students who consider themselves to be of the academic or collegiate type;<sup>1</sup> students who predicted they will volunteer after college; students who consider financial success less important; students who believe in developing a philosophy of life; students who believe it is important to participate in community action programs; students who want to promote racial understanding; students who want to give time to help the needy; students who want to become a positive moral influence;<sup>2</sup> and students who consider themselves to have an above average or higher writing and academic ability.<sup>3</sup>

Among the factors that did not differentiate volunteers from non-volunteers were their reasons for going to college (including vocational, financial, educational, and utilitarian reasons), self-evaluative personal characteristics (including altruism, self-confidence, and academic ability), and their social adjustment as indicated by a social well-being scale (The General Well-Being Schedule). Volunteers and non-volunteers also could not be differentiated on a number of individual "altruism" items including a summative altruism scale.

## SUMMARY

To summarize, it was found that at least one-half of the students at the survey school had participated in some type of volunteer activity in high school or college, but the amount of time they spent volunteering was relatively low. Students who volunteered tended to emphasize both altruistic and or instrumental motives. Background or situational factors were given the lowest priority. They were most interested in volunteer activities that involved working with certain types of children. They were least interested in working with the elderly or people with certain disabilities. Factors which prevented them from volunteering centered around being too busy or negative volunteer experiences.

Finally, this study identified a number of characteristics that differentiated volunteers from non-volunteers. Volunteers tended to be good students who are interested in making a positive social and

moral contribution to society. Such a profile cannot only assist programs in recruiting receptive students, but it can also be used to target students who tend not to be receptive to volunteering.

## DISCUSSION

Depending on the source, nonprofit organizations which involve volunteers are in varying degrees of crisis. Threatened by budgetary strains, tax policies that discourage corporate and individual donations, inflation, encroaching government intervention, growing demands for services, changes in the traditional pools for volunteer recruitment, population demographic changes, and increasing demands being made on the public's time and energies, nonprofit organizations are going through a crucial period of self-evaluation and public and private scrutiny (Powell, 1987). The attitudes and experiences that young people have toward volunteer public service are significant components in this evaluation process.

Salamon (1989) identifies a number of recent trends that seem likely to change the character of the volunteer, nonprofit sector, including a change in the relationship between the voluntary sector and government, significant restraints on its provision of resources, and changes in the demands for its services. This includes growing demands from traditional populations such as the poor, and also increased demands from the broad middle-class as our population gets older and as more women with young children enter the labor force.

There appears to be relatively strong evidence that volunteering by young people is on the rise. As discussed, colleges and universities increasingly are responding in significant ways. Colleges and universities are holding conferences on student volunteering, publishing articles, and sharing ideas and experiences. Students appear to be responding.

People who work with college-age volunteers have suggested a number of ways to motivate and maintain the interest in these volunteers. Catherine Milton (1988-89), director of the Public Service Center at Stanford University, discussed the factors that help students to volunteer. Among

the factors she feels are important are: support of the school president and other top administrators; allocation of sufficient resources including a visible space on campus; active support from the community and faculty; student involvement in all aspects of the volunteer program (fund-raising, management, recruitment, and training volunteers); establishment of an advisory committee and a faculty steering committee; keeping the volunteer experiences varied and structured in advance; integrating the volunteer experience with the teaching mission of the university.

Hadsell and Ciwik (1987) added the need for training and development of volunteers and giving the volunteers suitable recognition beyond the intrinsic rewards of the volunteer experience. Schmidt-Posner (1989) spoke of the need for colleges and universities to develop formative and summative evaluations of their public service programs, especially since some of the central features of educational organizations are the transiency of students, the fact that volunteer centers offer very diverse services, and that they are most likely operating in underfunded environments. Vos Strache and Jackson (1989) identified the need for paid professionals to recruit student volunteers and administer the programs.

While many colleges and universities have developed effective programs for recruiting, motivating, and delivering young people for public service options, public service organizations need to be able to fit these young people into their programs. Volunteering is based on an exchange between altruistic costs and egoistic rewards which are in turn modified by the volunteers' expectations and the developmental phase of the volunteer effort (Gillespie and King, 1985; Phillips, 1982; Routh, 1977; Smith, 1966; Wolensky, 1980). People in volunteer organizations also need to be aware that the reasons for volunteering tend to change during the volunteer's life cycle. While young adults have multiple reasons for volunteering, in general, the trend is from more concrete to more altruistic as they grow older. For example, this research would indicate that to attract young volunteers, organizations need to stress not only

altruistic rewards, but also provide realistic opportunities for realizing instrumental rewards such as job training and experience. Public service organizations need to offer a diversity of volunteer experiences that vary not only in terms of time commitment, but also vary in terms of level of involvement in program development and administration.

This study shows that while today's young people tend to be vocationally oriented, interested in personal, social, and financial success, they also feel an obligation to make a moral and social contribution to society (typically separate from their primary occupations). If organizations want to attract today's younger volunteers, if they want to motivate them to adopt volunteerism as part of their life-course, they must tap into these multiple reasons for volunteering, and they must adapt the volunteer experience to fit into the demands of their lifestyles. Public service organizations should also keep in mind, as the data indicate, that a number of factors inhibit young people from volunteering including negative volunteer experiences. Just as positive volunteer experience during high school and college can form a foundation for a lifetime of volunteering, so, too, can negative experiences sour the relationship.

The challenge for the future is to assure that the current interest in volunteering among young adults is not just a passing fad, but the foundation for a life-long commitment to make public service part of their lives.

---

#### FOOTNOTES

<sup>1</sup>"Academic type" of student was identified by asking the students to select which of four types of college students best typified themselves and the college students generally. "Academic students" were described as ". . . primarily concerned with the pursuit of knowledge, but also with the social aspects of campus life." "Collegiate students" were described as ". . . primarily concerned with the social aspects of life."

<sup>2</sup>The students were given a list of 21 areas to rate as "essential," "very important," "somewhat important," or "not im-

portant." Students who volunteered tended to rate "being very well-off financially" as less important, but "developing a meaningful philosophy of life," "participating in a community action program," "helping to promote racial understanding," "giving of my time to help others who are in difficulty," and "becoming a positive moral

influence" as more important.

<sup>3</sup>Students were asked to rate themselves in terms of a number of traits compared with the average person their age. Students who volunteered tended to rate themselves higher in writing ability.

---

**Appendix A**  
**SOCIO-DEMOGRAPHIC CHARACTERISTICS**

---

Item	Percentage
<i>Age</i>	
18-20	61
21+	39
Total	100
<i>Gender</i>	
Male	34
Female	66
Total	100
<i>Race</i>	
White/Caucasian	86
Asian/Pacific Islander	7
Black/Afro-American	3
Hispanic	1
Other	3
Total	100
<i>Citizenship</i>	
U.S. citizen	91
Foreign citizen	9
Total	100
<i>Religion</i>	
Protestant	47
Catholic	19
Jewish	1
Other	22
None	11
Total	100
<i>Class</i>	
Freshman	25
Sophomore	20
Junior	26
Senior	29
Total	100
<i>Major</i>	
Biology/Premedicine/Physics	6
Communications/Advertising/Public Relations	17
Business Administration/Economics/Accounting	25
Sociology	7
Psychology	6
Sports Medicine/Nutrition/Nursing	7
Political Science/International Studies	7
Teacher Education/Liberal Arts	4
Music/Theatre	4
English/Journalism	4

---

**Appendix A (continued)**

Item	Percentage
Foreign Language	1
Math	1
Other	2
Undecided	10
Total	101
<i>GPA</i>	
3.0–4.0	56
2.0–2.9	34
1.0–1.9	0
No response	10
Total	100
<i>Political Views</i>	
Liberal	24
Middle-of-the-Road	72
Conservative	2
No Response	2
Total	100
<i>Parents' Income</i>	
Less than \$65,000	29
\$65,000–114,999	23
\$115,000–154,999	11
\$155,000+	27
No Response	11
Total	101
<i>Probable Occupation</i>	
Accountant	3
Actor	2
Business executive	13
Business owner	10
Business sales	3
Computer programmer	2
Diplomat	3
Lawyer/Judge	6
Physician	6
Psychologist/Therapist	4
Social Welfare	2
Teacher/Professor	7
Writer	2
Other	15
Undecided	13
No Response	9
Total	100
<i>College Clubs</i>	
Yes	61
No	38
Total	99
<i>College Student Type</i>	
Vocational	26
Academic	36
Collegiate	5
Nonconformist	9
No Response	24
Total	100

---

## ACKNOWLEDGMENT

This project on student volunteers was funded by a grant from the Ford Foundation and the University of San Francisco Institute for Nonprofit Organization Management.

---

## REFERENCES

- Adams, D. (1980). Elite and lower voluntary association. *Journal of Voluntary Action Research*, 9, 95-108.
- Astin, A. W., Green, K. C., & Korn, W. S. (1987). *The American freshman: Twenty year trends, 1966-1985*. Los Angeles: Higher Education Research Institute.
- Bellah, R. N., Madsen, R., Sullivan, W. M., Swindler, A., & Tipton, S. M. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley, CA: University of California Press.
- Bok, D. (1982). *Beyond the ivory tower: Social responsibilities of the modern university*. Cambridge, MA: Harvard University Press.
- Bok, D. (1986). *Higher learning*. Cambridge, MA: Harvard University Press.
- Bok, D. (1988). The salary gap and the public wealth: Why graduates shun service careers. *Los Angeles Times*, June 19.
- Boyer, E. (1987). *College: The undergraduate experience in America*. New York: Harper and Row.
- Boyer, E., & Hechinger, F. (1981). *Higher learning in the nation's service*. Washington, DC: The Carnegie Foundation for the Advancement of Teaching.
- Carnegie Foundation for the Advancement of Teaching. (1988). College: changing values: Two-year and four-year institutions. *Change*, Sept/Oct, 21-25.
- Chinsky, J. (1969). *Nonprofessional in a mental health hospital: A study of the college volunteer*. Unpublished doctoral dissertation, University of Rochester.
- Chinsky, J. M., & Rappaport, J. (1987). Attitude change in college students and chronic patients: A dual perspective. *Journal of Consulting Psychology*, 35, 380-394.
- Cooperative Institutional Research Program (CIRP). (1990). *The American freshman: National norms for fall 1989*. Los Angeles: University of California.
- Cowen, E. L., Zax, M., & Laird, J. (1966). A college student volunteer program in the elementary school setting. *Community Mental Health Journal*, 2, 319-328.
- De Tocqueville, A. (1945). *Democracy in America*. New York: Vintage Books.
- Eberly, D. (1988). *National service: a promise to keep*. Rochester, NY: John Allen Books.
- Edwards, P.K., & Watts, A. D. (1983). Volunteerism in human service organizations: Trends and prospects. *Journal of Applied Social Sciences*, 7, 225-245.
- Fitch, R. T. (1987). Characteristics and motivations of college students volunteering for community service. *Journal of College Student Personnel*, 2, 424-431.
- Fretz, B. (1979). College students as paraprofessionals with children and the aged. *American Journal of Community Psychology*, 7, 357-360.
- Frisch, M. B., & Gerrard, M. (1981). Natural helping systems: A survey of Red Cross volunteers. *American Journal of Community Psychology*, 9, 567-579.
- Gallup Report. (1987). Report #262. *Volunteerism*, July.
- Gidron, B. (1978). Volunteer work and its rewards. *Volunteer Administrations*, 11, 18-32.
- Gilineau, V. A., & Kantor, D. (1966). Prosocial commitment among college students. *Journal of Social Issues*, 20, 112-130.
- Gillespie, D. F., & King, A. (1985). Demographic understanding of volunteerism. *Journal of Sociology and Social Welfare*, 12, 798-816.
- Gottlieb, D. (1974). The socialization and politicization of Vista Volunteers. *Journal of Voluntary Action Research*, 3, 19-24.
- Gruver, G. G. (1971). College students as therapeutic agents. *Psychological Bulletin*, 76, 111-127.
- Hadsell, C., & Ciwik, L. (1987). Student volunteer recruitment programs: The total concept. *College and University*, 62, 356-371.
- Hersch, P. D., Kulik, J. A., & Scheibe, K. E. (1969). Personality characteristics of college volunteers in mental hospitals. *Journal of Consulting and Clinical Psychology*, 33, 30-34.
- Hesberg, T. M. (1987). Why higher education isn't making the grade. *Los Angeles Times*, 3, April 5.

- Hobfoll, S. E. (1980). Personal characteristics of the college volunteer. *American Journal of Community Psychology*, 8, 503–506.
- Holzberg, J., Knapp, R., & Turner, J. (1966). Companionship with the mentally ill: Effects on the personalities of college student volunteers. *Psychiatry*, 29, 395–405.
- Howarth, E. (1976). Personality characteristics of volunteers. *Psychological Reports*, 38, 855–858.
- Independent Sector. (1981). *Americans Volunteer*. Washington, DC: The Independent Sector.
- Janowitz, M. (1983). *The reconstruction of patriotism: Education for civic consciousness*. Chicago: University of Chicago Press.
- Jefferson, T. (1940). *Jefferson's letters* (compiled by Whitman Willson). Eau Claire, WI: E. M. Hale.
- Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2nd ed.). New York: Wiley.
- King, M., Walker, L., & Pavey, S. (1970). Personality change as a function of volunteer experience in a psychiatric hospital. *Journal of Consulting and Clinical Psychology*, 35, 423–425.
- Knapp, R. H., & Holzberg, J. D. (1964). Characteristics of college students volunteering for service to mental patients. *Journal of Consulting Psychology*, 28, 82–85.
- Lemon, M., Palisi, B., & Jacobson, P. E. (1972). Dominant statuses and involvement in formal voluntary associations. *Journal of Voluntary Action Research*, 1, 30–42.
- Leonard, W. (1977). *Altruistic behavior among college students: an investigation of the social and psychological characteristics of blood donors*. Chicago: American Sociological Association (ERIC Reproduction Service No. ED147 203).
- Levine, A. E. (1988). Toward a national service program. *Change*, Sept/Oct, 4.
- Milton, C. (1988-9). Enabling college students to volunteer. *The Journal of Volunteer Administration*, VII(2), 29–34.
- Newman, F. (1985). *Higher education and the American resurgence*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Pearce, J. L. (1985). Insufficient justification and volunteer motivation, in Larry F. Moore (Ed.), *Motivating Volunteers*, 201–213.
- Phillips, M. (1982). Motivation and expectation in successful volunteerism. *Journal of Voluntary Action Research*, 11, 118–125.
- Potomac Institute. (1979). *Youth and the needs of the nation*. Washington, DC: The Potomac Institute.
- Powell, W. (Ed.). (1987). *The nonprofit sector*. New Haven: Yale University Press.
- Routh, T. A. (1977). *The volunteer and community agency*. Springfield, IL: Charles C. Thomas.
- Salamon, L. (1989). The voluntary sector and the future of the welfare state. *Non-profit and Voluntary Sector Quarterly*, 18, 11–24.
- Saunders, M. (1990). Commentary: Volunteer youth service legislation: An opportunity for social change? *The Journal of Volunteer Administration*, VIII(2), 39–45.
- Schindler-Rainman, E., & Lippit, R. (1975). *The volunteer community*. Fairfax, VA: NTL Learning Resources Corporation.
- Schmidt-Posner, J. (1989). Catching moonbeams in a jar: Evaluation in a university public service program. *The Journal of Volunteer Administration*, VIII(1), 31–37.
- Smith, B., & Nelson, L. D. (1975). Personality correlates and helping behavior. *Psychological Reports*, 37, 307–310.
- Smith, D. H. (1966). A psychological mode of individual participation in formal voluntary organizations: Application to some Chilean data. *American Journal of Sociology*, 72, 249–266.
- Smith, D. H. (1975). Voluntary action and voluntary groups. *Annual Review of Sociology*, 247–270.
- Smith, D. H. (1981). Altruism, volunteers, and volunteerism. *Journal of Voluntary Action Research*, 10, 21–36.
- Smith, D. H., Reddy, R., & Baldwin, B. (1972). *Voluntary action research*. Lexington, MA: Lexington Books.
- Turner, J. (1973). Personal and situational determinants of volunteer recruitment for a campus "hotline" program. *College Health*, 21, 353–357.
- Umbarger, C., Kantor, D., & Greenblatt, M. (1962). *College students in a mental*

- hospital*. New York: Grune and Stratton.
- VOLUNTEER: The National Center. (1987). *Volunteering: A national profile*. Arlington, VA: VOLUNTEER: The National Center.
- Vos Strache, C., & Jackson, S. (1989). The college volunteering path and its unbroken trails. Seattle: Proceedings of the 1989 conference of the Association of Voluntary Action Scholars, 465-471.
- Weinstein, R. S., Gibbs, J. T., & Middlestadt, S. E. (1979). College students in human service agencies: Perceptions of their impact on the setting. *American Journal of Community Psychology*, 7, 209-221.
- Wolensky, R. P. (1980). Toward a broader conceptualization of volunteerism in disaster. *Journal of Voluntary Action Research*, 8, 43-50.