

**The BruinCorps Volunteer Corps Member Program
July 2007 Evaluation Report**

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EXECUTIVE SUMMARY

BruinCorps, an organization based at the University of California, Los Angeles (UCLA), provides critical services in the fields of education, social welfare, health, and the environment to the under-resourced communities in the Los Angeles area. Some UCLA students receive a living allowance while other members volunteer directly to provide these services during the academic year. Volunteer Corps Members do not receive any payment for service hours rendered. Although participants of the two programs share similar duties, this evaluation focused on volunteers and investigated only the strengths and weaknesses of the BruinCorps Volunteer Corps Member Program.

The first step of the evaluation was to study the components of the BruinCorps Volunteer Corps Member Program. The evaluator found that the BruinCorps Volunteer Corps Member Program is composed of two projects that differ substantially: the long-term volunteer project and the short-term volunteer project. Long-term volunteers commit to serving three quarters and a minimum of four hours per week, whereas short-term volunteers consent to serving two quarters and 30 hours of service. The type of commitment selected dictates the kind of work the volunteers do – long-term volunteers tutor elementary or middle school students during weekdays in a classroom assigned to them for the duration of their participation, while short-term volunteers have a variety of dates and a range of weekend activities from which to choose. Long-term volunteers also have the option of participating in the weekend service activities offered to short-term volunteers but short-term volunteers cannot tutor students during the week.

The second step of the evaluation was to investigate how the two types of volunteers differed. When analyzing demographic data, the evaluator found that the long-term volunteer group and the short-term volunteer group share many similarities without a single issue distinguishing them substantially from each other. The differences they do have are rooted primarily in their unique needs. In general, long-term volunteers expressed having more needs and requiring more structure when compared to short-term volunteers. Short-term volunteers, for the most part, seemed more satisfied with the services provided by BruinCorps than long-term volunteers. Although both expressed some degree of frustration with the lack of communication and coordination between the site liaisons and BruinCorps staff, long-term volunteers seemed the most affected. As expected, transportation issues surfaced as the main source of problems for volunteers, especially long-term volunteers, in hindering their participation in service activities. Unexpected changes to personal and academic schedules also seemed to cause the most disruptions in service participation on the part of volunteers, primarily long-term volunteers.

To investigate the strengths and weaknesses of the BruinCorps Volunteer Corps Member Program, it was essential to distinguish between the two types of volunteer projects. The current program structure is best suited for short-term volunteers. Long-term volunteers require more support than is currently available to them. Volunteers recommended BruinCorps involvement in alleviating transportation problems, developing a stronger volunteer community, providing access to more local service activities, and improving the volunteer coordinator's communication and coordination. The data gathered provide evidence that, despite some logistical challenges, the volunteers who manage to donate service hours deeply enjoy participating in the BruinCorps Volunteer Corps Member Program and learn about important social welfare issues in the Los Angeles community.

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INTRODUCTION

BruinCorps, a UCLA-based organization, primarily provides educational services to the under-resourced communities in the Los Angeles area with the help of UCLA students. BruinCorps also makes available other critical services in the fields of social welfare, health, and the environment through its weekend service events and site projects. UCLA students serving as Corps Members, some of whom receive a living allowance while others volunteer, provide these services directly during the academic year. This evaluation focused solely on the BruinCorps Volunteer Corps Member Program and investigated its strengths and weaknesses.

In January 2007, the BruinCorps director hired the SRM Evaluation Group to serve as an external evaluator for the BruinCorps Volunteer Corps Member Program, referred to as “the program” throughout this report. In addition to providing information about the evaluation design, data collection, and findings, this report aims primarily to provide a comprehensive account of the volunteer experience and to assess strengths and weaknesses of the program. This report also includes recommendations posed by the volunteers themselves. In particular, the evaluation sought to answer the following questions:

- How does the volunteer program work?
- Who volunteers?
- What types of volunteers benefit from the current structure?
- What do volunteers want to see improved?

To begin to explore answers to these questions, BruinCorps staff provided the evaluator with a document detailing the demographic information of all enrolled volunteers. After conducting an analysis of the backgrounds of volunteers, the evaluator conducted three focus groups to investigate issues pertaining to program structure, volunteer expectations, program expectations, personal growth, and program improvement. Long-term volunteers recognized by BruinCorps staff as highly motivated comprised the first focus groups. The second focus group consisted of long-term volunteers identified as the least motivated. The final focus group consisted of short-term volunteers selected by BruinCorps staff. For access to the specific questions asked of volunteers, please refer to the focus group protocol located in Appendix B. After analyzing the focus group data, the evaluator produced a survey and administered it electronically to all those identified as volunteers. For details regarding the survey, please refer to Appendix D. To incorporate program administrator input and to confirm accuracy, the BruinCorps director reviewed and made suggestions to both the focus group protocol and the survey. The program coordinator also provided access to the volunteers’ attendance records to allow the evaluator to investigate the various degrees of participant commitment. Below is a table describing the data sources for this evaluation.

Data Source	Type of Administration	Dates Collected
Volunteer Demographic Information Document	E-mailed by BruinCorps Director Total volunteers = 69	March 29, 2007
Volunteer Focus Groups	In-person, group setting Short-term volunteer (Group 1) = 4 Short-term volunteer (Group 2) = 2 Long-term volunteer (Group 3) = 3	May 8, 2007
Volunteer Survey	Electronically Participation: 30 started survey (35%) 20 completed survey (23%)	June 5 ~ June 29, 2007
Volunteer Attendance Document	E-mailed by BruinCorps Program Supervisor Total volunteers = 100	July 6, 2007

An evaluator from the SRM Evaluation Group conducted all three focus groups and administered the online survey. Focus group discussions ranged in length from 23 to 29 minutes. After transcribing the focus group conversations, the same evaluator coded and analyzed the information. The online survey, which remained active from June 5, 2007 to June 29, 2007, was analyzed using STATA computer software. The information from the volunteer rosters submitted by BruinCorps staff was consolidated and reorganized into one central document.

The late administration of the survey during the last week of the quarter, a hectic time for UCLA students, may have affected the low survey participation. The evaluator called all volunteers who had not completed the survey to encourage them to do so and spoke directly to 28 volunteers but left messages for those she could not reach, a total of 38. Of those volunteers with whom the evaluator spoke, 12 revealed their hesitation for completing the online survey given that they never participated in spite of going through the application process. These individuals were inadvertently left on the volunteer list, despite the fact that BruinCorps does not technically consider them volunteers. Although not an intended or official data collection method, these comments made during informal conversations will nevertheless be included in this evaluation to help explore why some prospective volunteers never participated.

The only data excluded from this study pertains to volunteers who enrolled to participate in the BruinCorps Volunteer Corps Member Program during the Spring 2007 quarter. Aside from this exemption, the evaluation report is comprised of an analysis of all the data collected specifically for this study. This comprehensive report is organized in the following 4 sections:

- 1) BruinCorps Volunteer Corps Member Program
- 2) Volunteering at BruinCorps
- 3) Volunteer Comments and Suggestions
- 4) Appendices

Sections one through three include a description of the program as well as document, focus group, and survey findings. When relevant, volunteer suggestions and recommendations were included in the appropriate sections in addition to Section 3. The appendices serve as a reference where raw survey results, focus group protocol, demographic data, and the volunteer survey can be found.

Section 1: BruinCorps Volunteer Corps Member Program Components

The key components of the BruinCorps Volunteer Corps Member Program studied in this evaluation include the following:

- A. Application Process
- B. Orientation and Training Sessions
- C. Long-term Volunteer Activities
- D. Short-term Volunteer Activities
- E. Guidelines and Procedures

Application Process

To participate in the BruinCorps Volunteer Corps Member Program, undergraduate and graduate students must submit a completed application to the attention of Volunteer Recruitment at the UCLA BruinCorps office. A student program coordinator manages the program under the supervision of the program supervisor. The application form informs the applicant that selected candidates will be invited to a short informal interview. Applicants indicate the type of commitment they prefer by checking either the short-term volunteer box, which requires a two-quarter commitment and 30 hours of service, or the long-term volunteer box, which requires a three quarter commitment and a minimum of 4 hours per week. Other than the time commitment, the application does not describe the differences in duties that the volunteers would perform. Although the application does not mention it, volunteers must also submit to a tuberculosis (TB) test and a background check if they hope to provide service hours at a public school.

According to the results of the BruinCorps Volunteer Corps Member Program survey, 71% of the long-term volunteers and 92% of the short-term volunteers generally disagree with the statement that the application process is too cumbersome. Although the majority of the volunteers disagree with the statement, almost one in three (29%) of the long-term volunteers agree. During a focus group, one long-term volunteer indicated it took approximately four weeks to get his TB test because many other students on campus were doing TB testing. Other long-term volunteers in the focus group agreed that a delay occurs in the fall quarter when students must await clearance before reporting to their assigned sites. These volunteers expressing concern about the delay in getting started were in the focus group comprised of the most motivated students. It seems that the most motivated volunteers get impatient waiting for all the clearances to go through. Although most volunteers seem generally satisfied with the application process, BruinCorps may consider addressing some of the delays often experienced by long-term volunteers to facilitate a smooth introduction to the program.

Orientation and Training Sessions

An orientation and training sessions take place to acquaint the volunteers with the guidelines and administrative procedures of the program. This last academic year, the two-day orientation took place early in the morning at 8:00 a.m. on a Saturday. During the focus groups, one long-term volunteer indicated that training sessions “could be more worthwhile,” to which another long-term volunteer replied “yup, useful or short.” Yet another long-term volunteer added that the orientation at the beginning of the year “was literally useful for the last hour when

(they) were just with Jessica.” One long-term volunteer indicated that the BruinCorps staff discussed allocation of the living allowance for Corps Members, something irrelevant to them. On the survey, only 10% of the long-term volunteers considered the training at the beginning of the year **very** informative and practical but many more, 36%, of the short-term volunteers did so. The bulk of the volunteers, 50% of the long-term and 55% of the short-term volunteers, indicated that the training was **somewhat** informative and practical. Twenty percent of the long-term volunteers and 9% of the short-term volunteers indicated the orientation or training was inadequate for their role or needs. Given that the overall majority of volunteers described the first training/orientation as **somewhat** informative and practical but few found it **very** informative and practical, BruinCorps staff may consider exploring ways to make the orientation and training sessions more useful and relevant to the volunteers.

Long-term Volunteers

Upon completing the application process and gaining acceptance, BruinCorps staff assigns long-term volunteers to their site – either an elementary or middle school in the Los Angeles area. Once assigned to their sites, long-term volunteers have discretion on when during the week to visit their sites to provide their service hours. A contact at each location serves as the on-site liaison and assigns volunteers to a particular classroom. The teacher then coordinates with the long-term volunteer and assigns him/her tasks to do in the classroom. Long-term volunteers need to inform their assigned teachers that BruinCorps requires volunteers to tutor two or three students on a regular basis and to monitor the time spent with them as well as their progress by completing assessment forms.

In practice, getting settled in the classroom presents an initial challenge to long-term volunteers. One long-term volunteer indicated that her “teachers didn’t really know what to do with [her]... so [she] sat around and waited until [the teacher] thought of something.” Another added that “(t)eachers don’t even know what’s happening.” According to six long-term volunteers, the busy stressed out coordinator at Braddock Elementary does not have time to inform teachers of their expectations. Another long-term volunteer from a different focus group relayed her experience in the following manner:

Well, in the classroom it seemed both myself and the teacher weren’t exactly sure what I was supposed to be doing. Like, my instructions were to pull two or three students aside for 15-20 minutes each and work with them, but I would play word games but I didn’t really know... there were no instructions given to the teacher as to what I was supposed to do.

The survey results provide evidence that the majority of long-term volunteers experienced a similar situation when initially getting started at their assigned sites. A total of 78% of long-term volunteers agreed and only 2% disagreed when asked if they waited around until someone directed them on what to do when they first began volunteering at a new site. Once established, however, 67% of long-term volunteers report that the site liaison generally understands the volunteers’ role. Given the high dropout rate of volunteers after the completion of a low number of service hours, getting through the awkward stage successfully at the beginning may be crucial in encouraging volunteers to continue with their service. Seventy-five percent of long-term volunteers indicated that communication between BruinCorps staff and the site liaisons needs to

improve. Better communication between BruinCorps and the site liaison needs to take place if volunteers are to experience a smooth introduction to their assigned sites.

Another obstacle faced by long-term volunteers pertains to BruinCorps' requirement that volunteers work consistently with two or three students. A couple of tutors did not realize this requirement existed and did not inform their respective teachers until the second quarter. According to one long-term volunteer, BruinCorps staff presented the idea of working with two or three students in such an ambiguous manner that some volunteers perceived it as a recommendation and not a requirement. In general, this requirement presents a challenge to long-term volunteers, who defer to the teacher to decide how best to use their time. A total of 56% of long-term volunteers indicated that they cannot work consistently with two or three students in the class. One long-term volunteer described this challenge as such:

They expect us to have a couple, like two or three students we work with consistently, which doesn't really happen... it's more like you work with all the students. It varies with whom you're working with. There's no long term, like these are my three tutees, like they always say we should be doing.

Another long-term volunteer admitted that she "didn't want to impose onto [the teacher's] schedule... because she has pretty set schedules everyday." Even when volunteers do select three students, they may not get the opportunity to work with those kids during their time in the classroom. More so than anything, teachers use volunteers at their discretion and mostly to address class priorities. Given that the majority of long-term volunteer find this requirement a challenge, BruinCorps may consider either explaining the importance of this requirement to the on-site liaison, doing away with it completely, or somehow revising it.

According to long-term volunteers, BruinCorps staff distributes evaluation forms to account for the time spent with their assigned two or three students between five to eight weeks into the quarter. Although 89% of long-term volunteers reported understanding the purpose of the evaluation forms, the majority does not work exclusively with their two or three designated students often enough to submit an evaluation form for them. During a focus session, one volunteer admitted to vaguely recalling the evaluation form and asked the other volunteers if they were required to submit it to BruinCorps. One of the long-term volunteer replied that BruinCorps staff, presumably the volunteer coordinator, did not really enforce it. The long-term volunteers in the other focus group were equally dismissive of the forms.

A disconnect exists between BruinCorps' guideline to require long-term volunteers to consistently tutor two or three students and the feasibility of doing so in practice in the classroom. If long-term volunteers find it challenging to commit to tutoring two or three students on a regular basis and fail to follow this guideline, then they cannot accurately complete the evaluation forms. Only 44% of the volunteers indicated that the evaluation forms reflect all that they do at their site. Approximately 78% of long-term volunteers indicated that they do more than what is required of them when they are at their volunteer sites. These evaluation forms may very likely include inaccurate information given that they do not align with what long-term volunteers do, volunteers question their relevance, BruinCorps staff distributes them late in the quarter, and their completion is not enforced. These evaluation forms may not be meeting their initial purpose or the expectations of BruinCorps staff.

Short-term Volunteers

The tasks assigned to short-term volunteers vary significantly from the duties required of long-term volunteers. Short-term volunteers do their service hours almost exclusively during the weekends. The BruinCorps volunteer coordinator sends out an e-mail serving two purposes to the short-term volunteers: 1) to inform them of a volunteer activity scheduled for a particular weekend, and 2) to request volunteers to assist with the activity. Short-term volunteers then reply with their availability for that particular weekend. Once short-term volunteers participate in the service activity that assigned day, they bring closure to their volunteer service for that day. Unlike long-term volunteers, short-term volunteers experience their activities from start to end. The typical short-term volunteer activities range from reading to kids, assisting at the Festival of Books, packing kits for a food bank, to cancer runs. Short-term volunteers are essentially on-call and have the flexibility to select the activities in which to participate.

Short-term volunteers seem to appreciate the flexibility provided to them and the array of activities in which they can participate. In fact, 100% of short-term volunteers indicated that BruinCorps gives them the flexibility to go to their volunteer site when convenient for them. One volunteer indicated that the program is a way for “people who really are too busy with classes... to reach out to the community and... help kids with some of the services days.” Similarly, 100% of short-term volunteers agreed with the statement that BruinCorps facilitates their desire to volunteer by offering a variety of volunteer opportunities through its relationship with other agencies and schools. One short-term volunteer explained why he joined BruinCorps Volunteer Corps Member Program:

I really like the idea of being able to join an organization really quickly that has a history of connection with lots of other organizations and groups so that I can just, by joining BruinCorps, help out lots of other communities without going through the process of introducing myself to them and finding out about them. So, yeah, a really quick introduction and connection to these other groups that I would be able to help out with.

The loose structure of the short-term volunteer component of the BruinCorps Volunteer Corps Member Program seems aligned with the level of commitment of the volunteers. One short-term volunteer indicated that he “doesn’t feel like [he’s] in big trouble if something goes a little wrong, if [he’s] a few minutes late or something... it doesn’t feel like a big obligation.” In fact, 55% of short-term volunteers report not feeling pressured to attend their sites and do their volunteer hours. Short-term volunteers acknowledged that the requirements “are pretty easy to fulfill.” Another short-term volunteer mentioned that the BruinCorps staff is not rigid. She explained that she became ill and had to e-mail BruinCorps to inform someone that she could not make the event for which she had signed up. She indicated that BruinCorps was “okay with it” given that no one replied to her. Generally, short-term volunteers seem the most satisfied with the program structure given that they face less challenges and do not seem to need as much support as long-term volunteers.

Guidelines and Procedures

Of those who completed the survey, 100% of the long-term and short-term volunteers indicated that they understand the purpose of the BruinCorps Volunteer Corps Member Program.

Just slightly less, 93%, report understanding all guidelines and procedures program. For 78% of long-term volunteers and 83% of short-term volunteers, BruinCorps' expectations are clear. All long-term volunteers completing the survey agree that they are expected to be a responsible volunteer who shows up on time and consistently to my volunteer site, while slightly less, 92%, of the short-term volunteers agreed with the statement. However, when asked about specific policies or guidelines, volunteers reported conflicting information. For example, 36% of long-term volunteers indicated that they are not allowed to go to their volunteer sites in between quarters, while an equal percentage, 36%, of them disagreed and 25% felt that the question did not apply to them. Thus, it seems that the majority of long-term volunteers do not seem to understand the policy of attending their sites during quarter breaks.

In addition to lack of enforcement of completion of the evaluation forms for long-term volunteers, BruinCorps staff does not seem to enforce long-term volunteers' commitment to weekly or quarterly service hours. Some volunteers alluded to this lack of enforcement as evidence that the BruinCorps staff does not seem to care about the Volunteer Corps Member Program in the manner that the staff cares for the traditional BruinCorp program. Seventy-five percent of long-term volunteers indicated that Corps Members are treated differently than volunteers. BruinCorps may want to stress the importance of guidelines and procedures and enforce them on a regular basis to establish a consistent standard across the board. Approximately 64% of long-term volunteers did indicate that BruinCorps strictly enforces the program's guidelines and procedures while 36% disagreed.

Section 2: Volunteering at BruinCorps

Who comprises the BruinCorps Volunteer Program? The initial volunteer data submitted to the evaluator on March 29, 2007 by BruinCorp staff accounted for 69 volunteers who had enrolled in the program in Fall 2006 and Winter 2007. Of these 69 volunteers, 42 were coded as long-term volunteers, 26 as short-term volunteers, and one had no designation. Of the 69 volunteers, 45 indicated that they do not volunteer elsewhere on the UCLA campus while 14 indicated that they do have other volunteering responsibilities outside of BruinCorps. Two of the volunteers had previously participated in the BruinCorps Volunteer Corps Member Program. Although the data reported the gender of only 63 volunteers, the first names of those with missing information provided strong evidence of their gender. Therefore, the evaluator concluded that a total of 53 female volunteers and 16 males participated in the BruinCorps Volunteer Program during the 2006~2007 academic year. Volunteers had the option to self-report their race/ethnicity on the application but only 35 did so. The table below presents the racial/ethnic breakdown of the 35 volunteers who self-reported.

Race/Ethnicity as reported by Volunteers	Total
African American/Black	3
Asian/Korean American/Japanese-Filipino/Chinese/Filipino-Chinese/Vietnamese/ Korean/Japanese/Pakistani/Indian	11
Hispanic/Mexican/Mexican American/Latino/Chicana	9
White/Iranian/Armenian	10
Biracial/Persian-Chinese/Tongan-Indian	2

Volunteers range in age from approximately 19 years to 31 years. The data submitted to the evaluator included dates of birth for 62 volunteers. As expected, the bulk of volunteers are in the 19 to 22 age range, in accordance with the more common age of college students. In terms of academic status, sophomores, juniors, and seniors comprise the majority of volunteers, although only 63 of the 69 reported their academic standing. Similarly, only 63 of 69 volunteers reported at least one planned major. Biology, psychology, and political science were the most common, respectively, among the volunteers. The three tables below present the breakdown of age, academic status, and the academic concentration of volunteers.

Volunteers' Birth Year

Birth Year	Total Volunteers
1976	1
1982	2
1983	2
1984	8
1985	12
1986	13
1987	14
1988	10

Volunteers' Academic Status

Status	Total
Freshman	8
Sophomore	18
Junior	13
Senior	19
Graduate	1
Transfer	4

Volunteers' Academic Majors

Major	Total Volunteers
Accounting	1
Anthropology	1
Biology	13
Chicano Studies	1
Communication	2
Economics	4
Education	6
English	7
German	1
Global Studies	2
History	5
International Development	1
Life Sciences	1
Linguistics	1
Math	2
Neuroscience	1
Philosophy	2
Physiological Science	3
Political Science	9
Psychology	11
Sociology	5
Spanish	3
Statistics	1
Undeclared	2
Women's Studies	1

Appendix C contains tables of the findings described above broken down by volunteer type. This breakdown was necessary given that the activities and responsibilities of the long-term and short-term volunteers vary significantly. The disaggregated data does not vary much from the information presented in the tables above. Female short-term and long-term volunteers vastly outnumber males. Short-term volunteers as a group are slightly older with an approximate average birth year of 1985, while the long-term volunteer group's mean is 1986. As a group, sophomores make up the long-term volunteers' highest percentage of participants (34%), unlike the short-term volunteers who consist primarily of seniors (29%). Of the volunteers who

reported their race/ethnicity, Asians make up the largest racial/ethnic group participants (41%) among the long-term volunteers, while Whites has the strongest presence (50%) within the short-term volunteer group. Once again, this information should be viewed cautiously given that only 35 volunteers reported their race/ethnicity. In terms of areas of academic concentration, the two types of volunteers demonstrate consistent similarities with one exception: biology majors have a stronger presence among long-term volunteers, whereas the short-term volunteer group has psychology majors dominating. A significant number of political science majors comprise both the short-term and long-term volunteer groups. The two types of volunteers share a similar rate of participation in other UCLA volunteering activities. While two long-term volunteers previously worked/volunteered with BruinCorps, not one of the short-term volunteers had previous experience.

The main difference between long-term and short-term volunteers lies in the hours they completed during their participation in the program. According to the attendance records, long-term volunteers on average completed 17.27 hours while short-term volunteers accomplished an average of 9.6 hours. This is not surprising given the more stringent commitment that long-term volunteers make to the program compared to short-term volunteers. Furthermore, greater variation surfaced in terms of hours served among long-term volunteers than between short-term volunteers. Long-term volunteers are also more likely to serve once having gone through the application process than are short-term volunteers. On average, approximately 29% of long-term volunteers failed to complete any service compared to 35% of short-term volunteers. These averages reflect the hours worked by volunteers participating in the 2006-2007 academic year. Not included in these averages are the service hours performed by volunteers who enrolled to participate in the program in Spring 2007. Because the Spring 2007 volunteers came after BruinCorps staff provided demographic information to the evaluator on March 30, 2007, it is appropriate to exclude them from this analysis. Another difference between these volunteers pertains to the primary reason for joining the program: 91% of short-term and 20% of long-term volunteers joined to help the community but 60% of long-term volunteers did so to work specifically with kids.

An issue that surfaced when the evaluator interacted with volunteers to encourage participation in the BruinCorps Volunteer Corps Member Program survey pertains to the development of a volunteer. How does an individual who has applied to participate in the program go from being a prospective volunteer to an actual volunteer? Based on informal interviews with 12 such individuals who applied but did not participate, these students never developed a commitment or a sense of responsibility towards BruinCorps despite receiving reminders of service activities in which they could participate. The following are the three main reasons why these students did not volunteer this year:

- Signed up to volunteer but school schedule got too hectic (N = 8)
- The program was disorganized (N = 1)
- The program lacked coordination and schedule got too hectic (N = 3)

Their reasons for not participating seem to be primarily unexpected changes to their personal and academic schedules. Although the program has no control over this, it does have control over how to facilitate the participation of prospective volunteers who express an interest in serving but feel disillusioned with the organization or coordination of the BruinCorps Volunteer Corps

Member Program. Therefore, BruinCorps should consider resolving these obstacles faced by prospective volunteers in order to increase the participation rates of the applicant pool.

Who volunteers also depends on who has access to transportation. Both long-term and short-term volunteers are required to either provide their own transportation to their sites or to carpool with other volunteers. If a volunteer does not own a car or does not have access to a carpool, then that individual cannot get to their assigned site to provide service. Of those who completed the survey, 82% of short-term volunteers report having their own transportation but only 30% of long-term volunteers do so. Given the higher number of vehicles available among the short-term volunteers, it would seem logical for them to have a higher percentage of service hours compared to long-term volunteers. They do not, even though they do not seem to struggle with transportation issues. Only 18% of short-term volunteers indicate that transportation problems affected their ability to volunteer consistently in the 2006-07 academic year. For long-term volunteers, the percentage was much higher – 50%. Transportation surfaced as one main concern of long-term volunteers and as the primary hindrance to consistent volunteering on their part.

Both long-term and short-term volunteers first attempt to arrange carpools when they do not have their own means of transportation. Fifty-five percent of the short-term volunteers indicate that arranging carpool with other volunteers is easy, while only 38% of long-term volunteers concur. The majority of long-term volunteers, 62%, disagree that arranging a carpool is easy. Perhaps arranging carpools during the week poses a greater challenge to long-term volunteers since matching schedules are less likely to coincide as most students attend classes during this time. Short-term volunteers, on the other hand, do their service hours on weekends, a less busy time for students as classes are not offered. Among short-term volunteers, 73% attempt to carpool while 67% of long-term volunteers aim to do the same. Short-term volunteers do not attempt to borrow a friend's vehicle, while 11% of long-term volunteers do. Long-term volunteers are slightly more likely to take the bus, 11%, than are short-term volunteers, 9%. If these means of transportation do not work, 18% of short-term and 11% of long-term volunteers simply do not participate. The majority of short-term and long-term volunteers, 55% and 75% respectively, agree that they would be willing to volunteer more hours per week if transportation was provided. Exploring solutions for the transportation or carpool problem may benefit BruinCorps as they may lead to an increase number of service hours donated by long-term volunteers and to a more dedicated volunteer corps.

Section 3: Volunteer Comments and Suggestions

Volunteers provided comments and suggestions on what aspects of the BruinCorps Volunteer Corps Member Program they have appreciated the most and the least. In this report, these comments and suggestions have been arranged in the following categories:

- A. Personal Growth
- B. Transportation
- C. Building Community
- D. Volunteering Activities
- E. Logistics

Personal Growth

Volunteers get personal satisfaction in participation in the BruinCorps Volunteer Corps Member Program, as reported by 100% of long-term and short-term volunteers who completed the survey. All the volunteers who took the survey replied that they feel they help improve the lives of others through their work and that they have gained a broader perspective in life by volunteering through BruinCorps. Of the volunteers who completed the survey, 100% of long-term and 91% of short-term volunteers report that participating in BruinCorps activities has enriched their education by exposing them to real life experiences outside the enclosure of the university. In particular, the majority of volunteers report having gained exposure to people of different backgrounds, the challenges of the public school system, learning about patience, and teaching as a career. During a focus group session, one short-term volunteer described her volunteer experience in the following manner:

I think it has, like helped enrich [my learning experience] more because it's going beyond the textbooks, and lectures, and notes, and discussion – it's beyond that. It's more into real life kind of lesson, a real life experience that takes you outside of the enclosure of the university, you know, and that this is really what's going on outside of this in the City of Los Angeles. This is what's going on outside of this. There are kids who want to go to college, or whatever, need inspiration, or don't know what their options are, and there are poor seniors who get food from the food bank delivered to their front doorstep, or whatever. It gives you a broader perspective.

Everyone who participated in the focus groups also relayed very similar learning experiences and expressed appreciation for the opportunities available to them through BruinCorps.

In terms of personal growth, 100% of long-term volunteers but only 45% of short-term volunteers indicated that they feel they can learn more from their on-site liaison if BruinCorps arranged it. One long-term volunteer indicated that a number of volunteers have an interest in becoming teachers and, therefore, should take advantage of being in the classroom as an opportunity to practice. She suggested collaborating with the teacher to allow a volunteer to do a lesson one day or perhaps to simply allow a volunteer to “pitch ideas.”

The majority of participants have previously volunteered with other organizations on campus or during high school. Approximately 56% of long-term and short-term volunteers indicated that BruinCorps differs from their previous volunteer experience in that it provides consistent structure for volunteering throughout the year. These participants have an interest in continuing volunteering in the future, as indicated by 40% of long-term and 36% of short-term volunteers who plan to volunteer either through AmeriCorps or the PeaceCorps upon graduating from UCLA. Overall, both the long-term and short-term volunteers experience personal satisfaction and growth from participating in the BruinCorps Volunteer Corps Member Program.

Transportation

The majority of volunteers, 100% of long-term and 82% of short-term volunteers, feel that BruinCorps should bear the burden of providing transportation when carpooling is not feasible. Most volunteers, 88% of long-term and 73% of short-term volunteers, are willing to increase their participation if more service days took place on campus. If volunteer sites were

closer to campus, 75% of long-term and 55% of short-term volunteers indicate that they would increase their participation. In the open-ended section of the survey, one long-term volunteer requested more assistance with transportation issues. A long-term volunteer indicated that Corps Member sites should be open to volunteers in order to facilitate carpooling. Two additional long-term volunteer suggested something similar – to increase the number of volunteer sites so that volunteers can coordinate carpool with Corps Members. According to one long-term volunteer, “some people think [carpooling] is the worst.” During the focus group, one volunteer summarized it in the following manner:

[Carpooling is] a really major headache. For me to have to drive, just because we don't, the people who get paid, they get gas refunds and stuff and we don't. Also, with the UCLA parking scam, it's really hard to park when you get back to school. When my car broke down, I couldn't go to site nearly as much as I wanted to. So, I had to start taking the carpool thing. With so little volunteers, it's like hard.

Although the volunteers mentioned that they do not get reimbursed for gas, the application indicates that volunteers would be reimbursed for mileage. If BruinCorps hopes to improve the reliability of current volunteers, expand the program, or simply strengthen the BruinCorps Volunteer Corps Member Program, the transportation issue should be addressed and resolved.

Building Community

Of those who completed the survey, 63% of long-term and 75% of short-term volunteers feel that the BruinCorps office provides support when they feel lost with their volunteer work. Despite this support, a number of the volunteers would like to experience a tighter volunteer community. When they first signed up with BruinCorps, 63% of long-term and 55% of short-term volunteers expected they would interact more consistently with other volunteers. One short-term volunteer described her reason for joining as partly social. She related the following:

I wanted to do some community service work and kind of like interact more with people on campus 'cuz it's kind of hard 'cuz it's such a big campus, you know. You're on a quarter system so you might make friends in one class but then it's hard to really keep things going. So, it's good to kind of give back to the community, makes you feel good, makes other people feel good. Kind of a little social.

Of those who completed the survey 100% of long-term and 64% of short-term volunteers wish that BruinCorps would develop a stronger, cohesive Volunteer Corps Member Program community. Short-term volunteers may not need a stronger, cohesive volunteer community because they do see each other as a group when congregating for a weekend service event while long-term volunteers tend to work in isolation, unless they carpool with other volunteers. Nevertheless, 82% of short-term volunteers wish they had the opportunity to get to know more volunteers, compared to 100% of long-term volunteers. One long-term volunteer indicated that “it would be nice, but not necessary, to have more of like a friendship developing between the volunteers.” BruinCorps may consider creating opportunities, even if just once a quarter, for

volunteers to socialize or interact to make the experience more fun, in addition to personally rewarding, and to develop a stronger commitment to each other and the organization.

Volunteering Activities

In the open-ended section of the survey, one volunteer indicated that volunteer opportunities should be made available at the UCLA hospital. The volunteer suggested working with hospitalized children, reading to them, or, given the lack of availability of books and/or magazines, simply helping to collect reading material for the hospital. Another volunteer suggested more health-related activities, including research. Someone suggested volunteer opportunities focusing on art with children and/or outdoor activities with kids. Two individuals suggested local or campus-based programs, such as Darfur organizations or programs with an international focus. These recommendations suggest that BruinCorps should take advantage of the opportunities available on, or in close proximity to, campus to connect volunteers to local service activities.

Logistics

Volunteers also submitted suggestions on how to improve challenges they faced with the logistics of the program. One volunteer recommended submitting timesheets electronically because, given his/her schedule, s/he faced difficulties in getting to the BruinCorps office. Another volunteer suggested shortening the information seminar given that much of the items presented did not apply to volunteers. S/he suggested that a one-to-two hour session would have covered everything. On a different note, two volunteers mentioned challenges in communicating effectively with the volunteer coordinator. One wrote the following:

I wasn't able to start volunteering fall quarter because my coordinator didn't reply as to how to get started at Stoner Elementary. I emailed someone about my concern and I was contacted winter quarter, but the carpool times didn't fit in with my schedule so I was discouraged to volunteer. Also, the trainings were really long and a little boring and repetitive.

Another volunteer indicated that:

Generally, loved the many different things I could do to volunteer. Liked the variety. The volunteer coordinators didn't seem to be coordinated at times when we met. There was a lot of standing around at first with no sense of communication between the volunteers and the coordinator from Bruincorps. Good luck with everything.

Overall, one volunteer indicated that s/he enjoyed the program but did not get much out of it as s/he would have liked. Another volunteer indicated that the program was rewarding and fun. Overall, communication between the volunteer coordinator, volunteers, and on-site liaisons needs to improve to help volunteers gain a more satisfying experience and, most importantly, to be more effective in the services rendered by volunteers under name of BruinCorps.

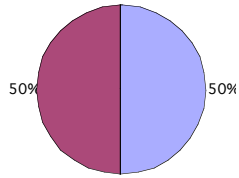
CONCLUSION

To investigate the strengths and weaknesses of the BruinCorps Volunteer Corps Member Program, it was essential to distinguish between the two types of volunteers who serve as participants. The current program structure is best suited for short-term volunteers who benefit from participating on weekends, a less hectic time for them and a time when more cars are available for carpooling. Short-term volunteers enjoy and prefer the flexibility to choose when to participate and in which activities to serve. Furthermore, they like the array of service opportunities made available to them by BruinCorps. The weaknesses for them are in the timing of events, which take place early mornings, some transportation challenges, and minor logistic coordination with BruinCorps staff. BruinCorps cannot control unexpected changes to volunteers' personal schedules that may hinder participation and commitment to the program. However, building a stronger, cohesive volunteer community may encourage volunteers to participate on a more regular and consistent manner as they may feel a sense of responsibility to not only BruinCorps but each other. The short-term volunteers who have donated service hours have expressed satisfaction and personal growth with what they have accomplished through their participation in the program.

Long-term volunteers, on the other hand, have a much different experience than short-term volunteers. They require more support than is currently available to them. Thus, from the perspective of long-term volunteers, the BruinCorps Volunteer Corps Member Program exhibits numerous weaknesses. Volunteers recommended BruinCorps' involvement in alleviating transportation problems, developing a stronger volunteer community, providing access to more local service activities, and improving communication and coordination on the part of the BruinCorps volunteer coordinator. Long-term volunteers feel somewhat abandoned in their pursuit to provide services to the community. They do not seem to resent the fact that some Corps Members receive a living allowance for their service and, in fact, would prefer to interact with them in order to facilitate carpooling. Ironically, although long-term volunteers face the most logistical challenges, they seem more committed to their work and exhibit greater satisfaction than short-term volunteers. The data gathered provide evidence that, despite some logistical challenges, the long-term volunteers who manage to donate service hours deeply enjoy participating in the BruinCorps Volunteer Corps Member Program and learn about important social welfare issues in the Los Angeles community, just like short-term volunteers.

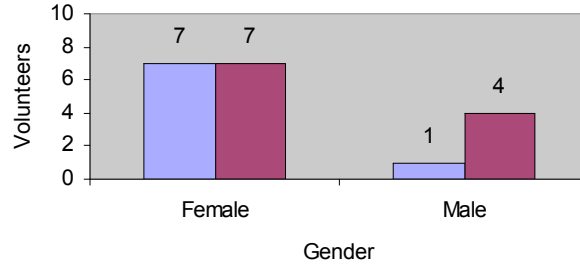
Appendix A

Volunteer Type (N=30)



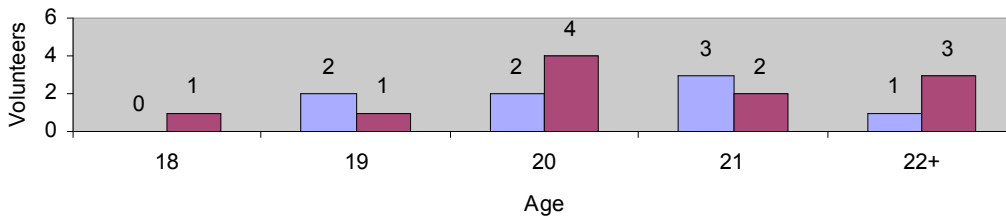
■ Long-term Volunteer N=15 ■ Short-term Volunteer N=15

Volunteer Gender



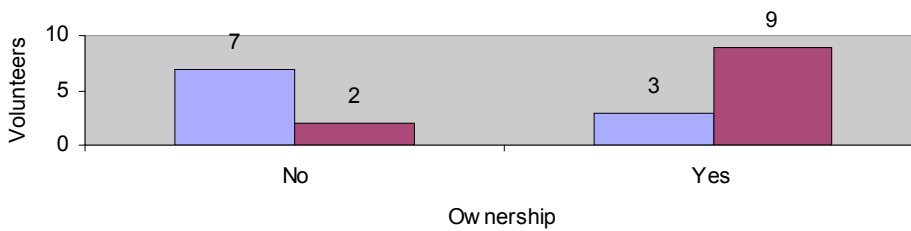
■ Long-term Volunteer ■ Short-term Volunteer

Volunteer Age

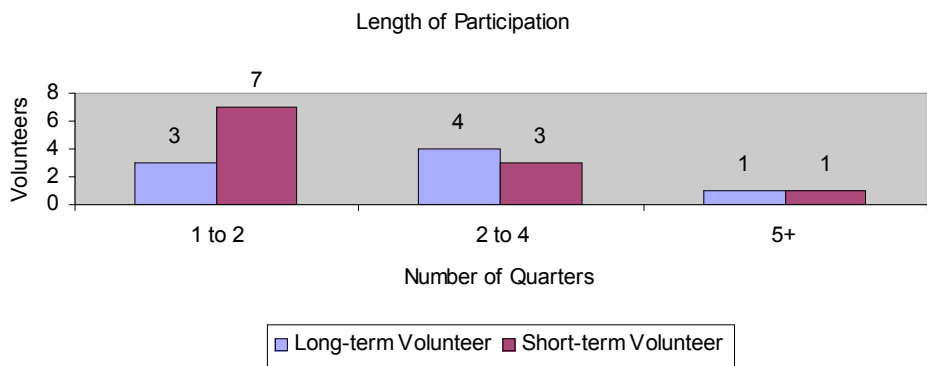
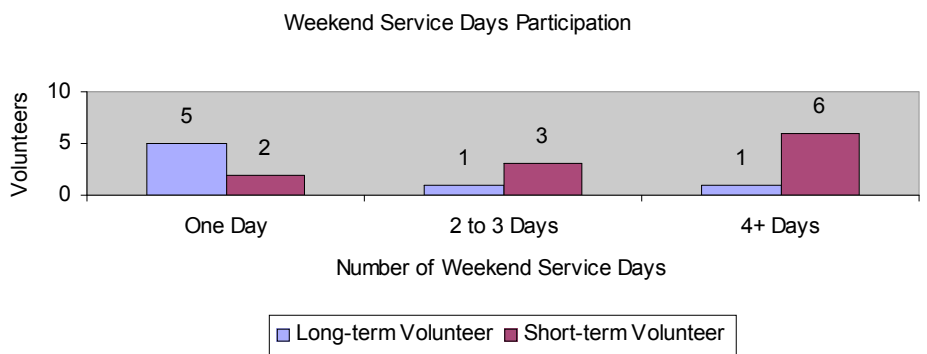
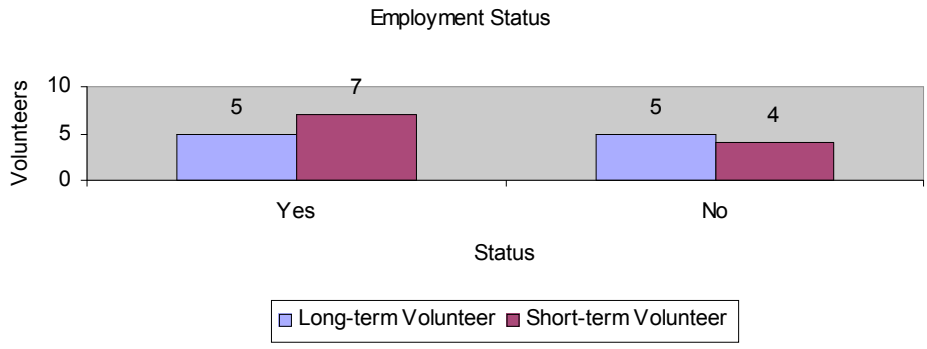


■ Long-term Volunteer ■ Short-term Volunteer

Transportation



■ Long-term Volunteer ■ Short-term Volunteer



Degree of agreement with the following statements:

1. I understand the purpose of the BruinCorps Volunteer Program.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Long-term Volunteer	9	5	0	0	14
Short-term Volunteer	10	3	0	0	13
	19	8	0	0	27

2. I understand all the guidelines and procedures of the BruinCorps Volunteer Program.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Long-term Volunteer	4	9	1	0	14
Short-term Volunteer	6	6	1	0	13
	10	15	2	0	27

3. BruinCorps strictly enforces the Volunteer Program's guidelines and procedures.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Long-term Volunteer	1	8	4	1	14
Short-term Volunteer	5	4	4	0	13
	6	12	8	1	27

4. The application process for the BruinCorps Volunteer Program is too cumbersome.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Long-term Volunteer	0	4	9	1	14
Short-term Volunteer	1	0	11	1	13
	1	4	20	2	27

5. I understand the purpose of the evaluation forms that I must complete to report my volunteer work.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	5	0	0	1	9
Short-term Volunteer	5	5	1	1	0	12
	8	10	1	1	0	21

6. The evaluation forms I complete to report my volunteer work reflect all that I do at my site.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	3	4	0	1	9
Short-term Volunteer	3	5	3	0	1	12
	4	8	7	0	2	21

7. The BruinCorps office provides support when I feel lost with my volunteer work.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	4	2	0	1	8
Short-term Volunteer	4	5	2	1	0	12
	5	9	4	1	1	20

8. BruinCorps facilitates my desire to volunteer by offering a variety of volunteer opportunities through its relationship with other agencies and schools.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	0	7	0	2	0	9
Short-term Volunteer	7	4	0	0	0	11
	7	11	0	2	0	20

9. BruinCorps gives me the flexibility to go to my volunteer site when convenient for me.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	4	1	1	0	9
Short-term Volunteer	7	5	0	0	0	12
	10	9	1	1	0	21

10. In between quarters (when one quarter ends and a new one begins), volunteers are not allowed to go to their volunteer site.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	2	2	1	2	8
Short-term Volunteer	0	1	0	0	10	11
	1	3	2	1	12	19

11. When I first began volunteering at a new site, I waited around until someone (person in charge – teacher, program coordinator, supervisor) directed me on what to do.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	4	1	1	0	9
Short-term Volunteer	0	3	4	0	5	12
	3	7	5	1	5	21

12. When I go to my volunteer site, my site's contact (person in charge – teacher, program coordinator, supervisor) generally understands my role.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	5	0	3	0	9
Short-term Volunteer	1	5	1	0	5	12
	2	10	1	3	5	21

13. I cannot work consistently with two or three students in the class where I tutor.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	2	3	0	1	9
Short-term Volunteer	0	0	2	0	8	10
	3	2	5	0	9	19

14. It is clear what BruinCorps' expectations are of me as a volunteer.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	6	2	0	0	9
Short-term Volunteer	4	6	2	0	0	12
	5	12	4	0	0	21

15. I am expected to be a responsible volunteer who shows up on time and consistently to my volunteer site.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	4	5	0	0	0	9
Short-term Volunteer	8	2	0	0	1	11
	12	7	0	0	1	20

16. I feel pressured to attend my site and do my volunteer hours.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	2	2	4	0	9
Short-term Volunteer	0	2	6	0	3	11
	1	4	8	4	3	20

17. I always volunteer the required hours per week.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	6	2	0	0	9
Short-term Volunteer	0	2	3	0	6	11
	1	8	5	0	6	20

18. I do more than what is required of me when I am at my volunteer site.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	2	5	2	0	0	9
Short-term Volunteer	2	3	1	0	5	11
	4	8	3	0	5	20

19. Once I've met my required hours, I stop volunteering for that week or quarter.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	0	4	0	3	2	9
Short-term Volunteer	0	4	3	0	4	11
	0	8	3	3	6	20

20. BruinCorps differs from my previous volunteer experience in that it provides consistent structure for volunteering throughout the year.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	4	1	2	1	9
Short-term Volunteer	0	6	1	0	4	11
	1	10	2	2	5	20

21. I get personal satisfaction out of my volunteer work through BruinCorps.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	7	2	0	0	0	9
Short-term Volunteer	7	4	0	0	0	11
	14	6	0	0	0	20

22. I feel I have helped improve the lives of others through my volunteer work with BruinCorps.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	4	5	0	0	0	9
Short-term Volunteer	6	5	0	0	0	11
	10	10	0	0	0	20

23. Volunteering through BruinCorps gives me a broader perspective in life.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	6	3	0	0	0	9
Short-term Volunteer	5	6	0	0	0	11
	11	9	0	0	0	20

24. Participating in BruinCorps activities has enriched my education by exposing me to real life experiences outside the enclosure of the university.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	7	2	0	0	0	9
Short-term Volunteer	5	5	1	0	0	11
	12	7	1	0	0	20

25. I feel I can learn more from my site contact (teacher, coordinator, supervisor, etc), if BruinCorps arranged it.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	6	3	0	0	0	9
Short-term Volunteer	2	3	6	0	0	11
	8	6	6	0	0	20

26. Transportation problems have affected my ability to volunteer consistently this year.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	4	0	3	0	1	8
Short-term Volunteer	0	2	4	2	3	11
	4	2	7	2	4	19

27. Arranging a carpool with other volunteers is easy.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	0	3	3	2	0	8
Short-term Volunteer	1	5	3	0	2	11
	1	8	6	2	2	19

28. BruinCorps should coordinate transportation when carpooling is not feasible.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	5	0	0	0	8
Short-term Volunteer	5	4	1	0	1	11
	8	9	1	0	1	19

29. If transportation is provided, I am willing to volunteer more hours per week.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	2	4	1	0	1	8
Short-term Volunteer	2	4	0	0	5	11
	4	8	1	0	6	19

30. When I first signed up with BruinCorps, I expected that I would interact more consistently with other volunteers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	2	3	0	0	8
Short-term Volunteer	3	4	2	0	2	11
	6	6	5	0	2	19

31. I wish that BruinCorp would develop a stronger, cohesive Volunteer Program community.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	5	0	0	0	8
Short-term Volunteer	3	4	4	0	0	11
	6	9	4	0	0	19

32. I wish I had the opportunity to get to know more volunteers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	2	6	0	0	0	8
Short-term Volunteer	2	7	2	0	0	11
	4	13	2	0	0	19

33. Volunteers are treated differently than the Corps Members (those who commit to working more hours) by BruinCorps staff.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	1	5	1	0	1	8
Short-term Volunteer	2	4	5	0	0	11
	3	9	6	0	1	19

34. I would increase my participation if more service days took place on campus.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	2	5	0	1	0	8
Short-term Volunteer	5	3	1	1	1	11
	7	8	1	2	1	19

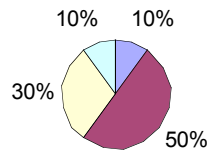
35. I would increase my participation if my volunteer site was closer to campus.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	3	1	0	1	8
Short-term Volunteer	4	2	1	1	3	11
	7	5	2	1	4	19

36. Communication between BruinCorps staff and the contacts at the volunteer sites needs to improve.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Long-term Volunteer	3	3	2	0	0	8
Short-term Volunteer	1	4	3	0	3	11
	4	7	5	0	3	19

Work Assignment at Site
Long-Term Volunteers



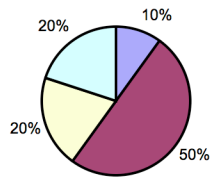
- 2 to 3 students (N=1)
- Different students in class (N=5)
- Sometimes 2 or 3 and sometimes the whole class (N=3)
- Does not apply (N=1)

Work Assignment at Site
Short-Term Volunteers



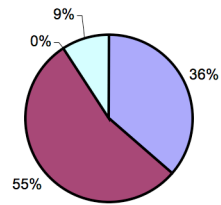
100% Does not apply (N=11)

**Training Relevance
Long-Term**



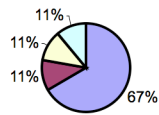
- Very informative & practical (N=1)
- Somewhat informative & practical (N=5)
- Inadequate for my role or needs (N=2)
- None of the above (N=2)

**Training Relevance
Short-Term Volunteers**



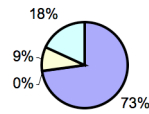
- Very informative & practical (N=4)
- Somewhat informative & practical (N=6)
- Inadequate for my role or needs (N=0)
- None of the above (N=1)

**Means of Transportation
Long-Term Volunteers**

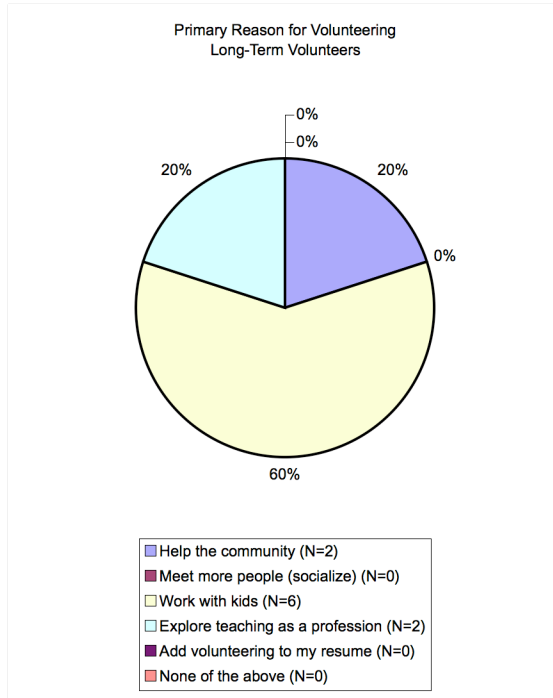
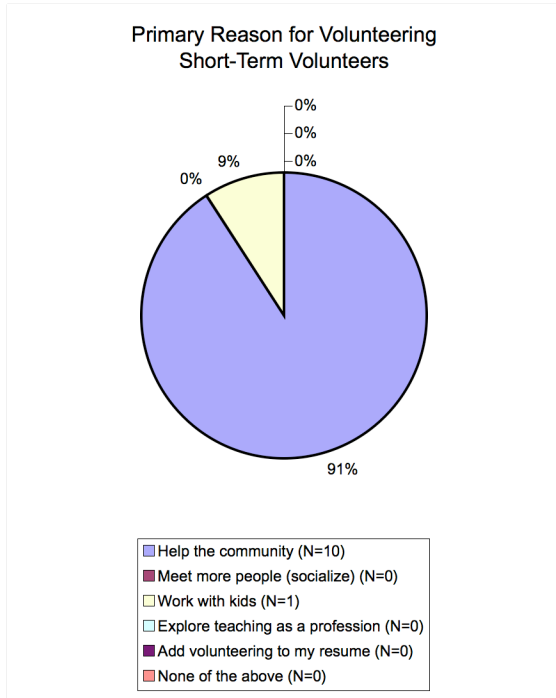


- Try carpooling with other volunteers (N=6)
- Borrow a friend's car (N=1)
- Take the bus (N=1)
- Don't participate (N=1)

**Means of Transportation
Short-Term Volunteers**



- Try to carpool with other volunteers (N=8)
- Borrow a friend's car (N=0)
- Take the bus (N=1)
- Don't participate (N=2)



Upon graduating from UCLA, I plan to continue volunteering either through AmeriCorps or the PeaceCorps.

	Yes	No	I don't know	Total
Long-term Volunteer	2	2	6	10
Short-term Volunteer	2	2	7	11
	4	4	13	21

My volunteer work through BruinCorps has exposed me to:

	People from different backgrounds	The challenges of the public school system	Teaching as a career	Learning the art of patience	None of these
Long-term Volunteer (N=10)	8	8	5	4	0
Short-term Volunteer (N=11)	10	8	5	8	0
	18	16	10	12	0

Appendix B

Focus Group Protocol

Purpose: The purpose of this meeting is to get your perspective on the BruinCorps volunteer program. We want to know your opinions about the program – what works and what could be improved. Please be honest. Your answers will help improve the BruinCorps volunteer program.

1. Program Structure.

- a. If you had to explain the BruinCorps volunteer program to your friends, what would tell them? What does the program do? What is its purpose?
- b. Have you volunteered in other programs? How does your BruinCorps volunteer experience compare to your volunteer work with other organizations?

2. Volunteer Expectations.

- a. Describe a “typical” volunteer.
- b. Why did you sign up to volunteer?
- c. Describe your expectations of the program.
- d. Has the program met your expectations? If so, how?
- e. If not, how can the program improve to meet your expectations?

3. Program Expectations.

- a. Describe the program’s expectations of you.
- b. Have you met the program’s expectations? If so, how?
- c. If not, why? What can be done to help you meet those expectations?

4. Personal Growth.

- a. How has the program affected you?
- b. In what ways have you made a difference?
- c. How has volunteering affected your learning experience at the university?

5. Program Improvement.

- a. What do you like best about BruinCorps?
- b. What do you like the least?
- c. Is there anything in the way BruinCorps is structured that prevents you from volunteering more consistently? If so, what? How can that be resolved?
- d. What other volunteer activities or skills would you want to experience with BruinCorps?

Appendix C

Long-term vs. Short-term Volunteers

Volunteers' Gender

Gender	Long-term Volunteers	Short-term Volunteers	Unrecorded Volunteer Type	Total
Female	32	20	1	53
Male	10	6	0	16
Total	42	26	1	69

Volunteers' Birth Year

Birth Year	Long-term Volunteers	Short-term Volunteers	Total Volunteers
1976	0	1	1
1982	1	1	2
1983	0	2	2
1984	5	2	7
1985	7	5	12
1986	8	5	13
1987	10	4	14
1988	6	4	10
Total	37	24	61

Academic Status

Status	Long-term Volunteers	Short-term Volunteers	Total Volunteers
Freshman	5	3	8
Sophomore	13	5	18
Junior	8	5	13
Senior	11	7	18
Graduate	0	1	1
Transfer	1	3	4
Total	38	24	62

Volunteers' Race/Ethnicity

Race/ Ethnicity	Long-term Volunteers	Short-term Volunteers	Total Volunteers
African American/Black	4	4	8
Asian/Korean American/Japanese-Filipino/Chinese/ Filipino-Chinese/Vietnamese/Korean/Japanese/Pakistani/Indian	9	1	10
Hispanic/Mexican/Mexican American/Latino/Chicana	2	1	3
White/Iranian/Armenian	5	6	11
Biracial/Persian-Chinese/Tongan-Indian	2	0	2
Total	22	12	34

Volunteers' Academic Majors

Major	Long-term Volunteers	Short-term Volunteers	Unrecorded Volunteer Type	Total Volunteers
Accounting	1	0	0	1
Anthropology	1	0	0	1
Biology	10	3	0	13
Chicano Studies	1	0	0	1
Communication	0	2	0	2
Economics	2	2	0	4
Education	4	2	0	6
English	4	3	0	7
German	1	0	0	1
Global Studies	2	0	0	2
History	2	3	0	5
International Developmnt	0	1	0	1
Life Sciences	1	0	0	1
Linguistics	0	1	0	1
Math	1	1	0	2
Neuroscience	1	0	0	1
Philosophy	0	2	0	2
Physiological Science	3	0	0	3
Political Science	5	4	0	9
Psychology	4	6	1	11
Sociology	3	1	1	5
Spanish	1	2	0	3
Statistics	1	0	0	1
Undeclared	1	1	0	2
Women's Studies	1	0	0	1

Other Campus Volunteer Responsibilities

Volunteer Activities	Long-term Volunteers	Short-term Volunteers	Unrecorded Volunteer Type	Total
Yes	7	7	0	14
No	27	17	1	45
Returning	2	0	0	2
Total	36	24	1	61

