

## Students Learn How Nonprofits Utilize Volunteers Through Inquiry-Based Learning

Elizabeth B. Bolton  
*University of Florida*

M. A. Brennan  
*Pennsylvania State University*

Bryan D. Terry  
*University of Florida*

This article highlights how undergraduate students implemented inquiry-based learning strategies to learn how nonprofit organizations utilize volunteers. In inquiry-based learning, students begin with a problem or question with some degree of focus or structure provided by the professor. The student inquiry showcased in this article was based on a questionnaire used in an interview with the chief executive officer of a local nonprofit organization. The data collected by students participating in the inquiry-based project contribute to a study that may be used to guide student learning outcomes as they prepare for careers in the nonprofit sector. Inquiry-based learning is a useful approach to focus student learning outcomes and engage students in authentic, active research.

An understanding of the contributions of volunteers and the ways in which their services are put to use within nonprofit organizations is essential to future program and policy development. This awareness is particularly necessary for college students and others who may play future roles as leaders, administrators, and volunteers in nonprofit settings. Undergraduate and graduate college students are encouraged to volunteer as part of service learning contracts to fulfill course work assignments at many colleges and universities. These student volunteers provide valuable services in the area of their chosen field, and to some degree they are learning how volunteer services are utilized through their internship work, but perhaps not fully understanding the significance of this utilization. While the volunteer services they provide may be valuable and their learning outcomes satisfying, they may be missing the larger perspective of volunteer service in relation to the nonprofit mission. Students need to know more than just the fact that nonprofits utilize volunteers; they need to know the multiplicity of duties volunteers perform and how these might vary by organization. With this knowledge, students are more likely to have a positive learning outcome during their academic and career experiences. Further, they are more likely to have well developed competencies in the area of volunteer management. These competencies can be attained through observation or inquiry-based learning as described in this paper and service learning projects, which typically follow.

Students who actively make observations, collect, analyze and synthesize information, and draw conclusions are developing useful problem-solving skills. These skills can be applied to future situations that students will encounter both at school and at work. This is particularly true for undergraduate students of nonprofit administration. There are approximately 1.4 million 501(c)(3)

organizations, including hospitals, museums, private schools, religious congregations, orchestras, both public television and radio stations, soup kitchens, and foundations (Internal Revenue Service, 2006). Depending upon the nature and scope of the services provided by volunteers, nonprofit organizations implement complex processes to recruit, train, involve, and retain volunteers. Knowing the scope of nonprofits will help students understand the ways in which these organizations make use of volunteer labor and the volunteer management practices utilized within these organizations. Such volunteer settings are the environments where students can turn classroom instruction into useful knowledge. It is often hard for students to understand the complexity within a nonprofit organization from a classroom setting. Inquiry-based learning increases the connection between the classroom and the experts in the field that make daily volunteer management decisions.

Defined as learning that occurs “when the learner constructs an understanding of new information by associating it with prior knowledge in an organized and systematic way” (Coombs & Elden, 2004, p. 524), inquiry-based learning is similar to problem-based learning as both require the learner to have some guidance or prior information in order for the learning to be meaningful. The learner’s acquisition of prior information is called scaffolding (de Jong, 2006, p. 532), finding cognitive tools that pertain to the problem. Examples of scaffolding or cognitive tools are simulations, computer programs, written assignments, and others. The scaffold or cognitive tool is used as a platform or a support for the learner’s process of inquiry.

Colburn’s (2000) and Chiappetta’s (1997) perspectives on inquiry-based learning support Exline’s (2004, p. 1), in which he notes that inquiry-based learning “implies involvement that leads to understanding ...involvement in learning implies possessing skills and attitudes that permit you

to...construct new knowledge.” Inquiry is more than just learning facts; it is knowledge of how to get those facts and how they can be used. Inquiry suggests a need to know and it goes beyond just seeking the right answers but implies “seeking resolution to questions and issues” (Exline, 2004, p.2). The outcomes of inquiry-based learning deal with organization and change, how these two relate, and how this relationship can be communicated. It approaches education as a process of “building blocks of knowledge and imparting the skills of how to learn as more important than any particular information being presented” (YouthLearn, 2001, p. 1).

The instructor’s role in the traditional approach to classroom instruction has been that of a “dispenser of knowledge” (Anderson, 2002). As a dispenser of knowledge, the instructor determines how information will be transmitted. Conceptual relationships have been explained through structured lectures, out-of-class assignments, and textbook reading. Student action is directed and communication is linear from instructor to individual student. In this model, students are best characterized as passive recipients of information as they sit through lectures, take notes, and commit information to memory. Student actions follow instructor direction, and classroom decisions defer to the instructor as the authority.

Increasingly, alternative learning formats such as inquiry-based learning are being explored in higher education settings. In inquiry-based classrooms, the instructor’s role shifts from dispenser of knowledge to coach or facilitator. Inquiry-based learning is guided by students’ questions as opposed to the professor’s curricula or lessons. In inquiry-based instruction, the goal of the instructor is to assist with information processing, to facilitate group discussion, to guide student action, and to increase student thinking. The use of inquiry-based instruction involves creating a classroom or learning environment where the students are self-directed and engaged in “open ended, student centered, hands-on activities” (Colburn, 2000 p.42). In contrast to the rote model of the traditional classroom, students participating in inquiry-based classrooms are charged with collecting, interpreting, explaining, and hypothesizing information. This active engagement leads to a shared authority, related to developing answers to concepts and conceptual relationships, and is integral to the concept of “research-centered learning.”

“Research-centered learning” starts with an issue or problem from which the research process evolves to study the issue or to learn more about the various aspects of the problem or situation. An example of research-centered learning is a practicum project, in which students actively collect information, interpret findings, and present results. Classroom discussions reinforce concepts related to the research issue or

problem. For the purpose of introducing students to nonprofits’ volunteer utilization, research-centered learning and inquiry-based learning both promote desired student learning outcomes. Given that volunteers are such an important human resource to most nonprofits, it is essential that the future nonprofit chief executive officer, volunteer manager, or the director of development understand the complexities of volunteer administration. The student learning outcomes related to volunteer administration in a community-based organization includes: (1) the ability to identify how volunteers help accomplish the organizational mission; and (2) the ability to effectively involve volunteers in fulfillment of that mission. To achieve these learning outcomes, students must excel at reflective thinking, assessing information/ideas and arguments (critical thinking), problem solving in context, applying knowledge in practical ways, working effectively with others, active involvement in the community, and effective communication.

Inquiry-based learning approaches are most often used to promote active learning by encouraging students to investigate and engage in thorough discussion to develop a better-informed understanding of a subject. Observing and inquiring how nonprofits utilize volunteers is the basis for the inquiry-based learning experience described in this manuscript. Because utilization of volunteers has been linked to the success of nonprofit organizations in achieving their missions (Brooks, 2002), 90 undergraduate students enrolled in the “Working with Nonprofit Organizations in Community Settings” class at the University of Florida explored the volunteer management practices of nonprofit organizations. Results of this inquiry would be used to enhance student learning outcomes through classroom instruction related to best practices in volunteer management in a nonprofit organization. Three questions served to scaffold the students’ investigation: (a) what types of nonprofit organizations utilize volunteers; (b) what services are provided by nonprofit organizations through volunteers; and (c) does the type of nonprofit organization influence volunteer utilization?

### **Volunteer Administration**

Nonprofit organizations rely on volunteers to carry out their mission and objectives (McCurley & Lynch, 2006). This includes providing direct service to clientele, as well as indirect support to the organization (Hartenian, 2007). Examples of direct services to clientele include tutors, youth and adult mentors, coaches, and those who provide information to clients by telephone or other electronic media (Burke & Liljenstolpe, 1992; McCurley & Lynch, 2006; McKee & McKee, 2008). In addition, indirect service

volunteers serve in coordination and management roles between organizational staff, other volunteers, and clientele. These include volunteers who coordinate and manage specific activities and events, master volunteers who teach other volunteers, and committee members who assist paid staff in planning, implementing, and evaluating the goals and objectives of nonprofit and governmental organizations (Culp, 1999).

Kadlec (2006) suggests that while there are more than enough volunteers, nonprofits are not utilizing their services in ways that benefit the organization and the volunteer. The ability to utilize volunteers to deliver services depends upon the effectiveness of an organization's volunteer program. Effective organizations use a systems approach to expand and empower volunteers to accomplish their missions, goals, and objectives. Organizations that have been successful in managing and utilizing volunteers have identified specific roles for volunteers, identified skills and competencies necessary for them to be successful, and have aligned volunteer roles with the interests, skills, and abilities of potential volunteers (Boyce, 1971; Culp, Deppe, Castillo & Wells, 1998).

Salamon (2002) describes the major fields within the nonprofit sector with health, education, and social services being the largest in terms of employment. Other major fields include arts and culture, housing and community development, international assistance, religious congregations, civic participation and advocacy, and environment. Each of these fields utilizes volunteers in similar and generic ways, which could transfer to other organizations either within the field or to other fields. Among the more widespread and diverse use of volunteers have been those in the Cooperative Extension Service. Extension utilizes volunteers in a variety of programs to support its mission in agriculture, community development, human sciences, and environmental education (Bolton, 2005). The benefits and values of these programs relate to education for the volunteer and local adaptive capacity for the community (Schrock, Meyer, Ascher and Snyder, 2000; Wolford, Cox, and Culp, 2001). These volunteer programs receive direct oversight from faculty at both the university and county levels.

### **Inquiry-based Learning and Volunteer Administration**

These attributes have been achieved through inquiry-based learning experience described by Student Services of Georgia State University (2006). For the purpose of introducing students to nonprofits' volunteer utilization, research-centered learning and inquiry-based learning both promote desired student learning outcomes. These student learning outcomes, as described by Division of Student Services at Georgia

State University (2006), provide a broad and generic set of expectations for both nonprofits and students. These are focused on cognitive maturity, effective citizenship and intercultural maturity, mature relationships, integrated identity, and personal maturity.

In the study presented here the student learning outcomes of the inquiry focus on the content and process of volunteer administration and also on how the nonprofit organizations differ in the ways in which they engage volunteers based on their specific mission. At these levels, student experiences promote improvement in a range of skills and competencies such as connecting to the real world beyond the textbook and the classroom. These experiences also expand awareness of aspects of volunteer development beyond the act of volunteering for a specific role or task. Similarly it provides students with a sense of involvement in and ownership of the real world experience. Inquiry-based learning will give the student an opportunity to think reflectively about the experience as well as attain knowledge in practical ways. It will give the student an opportunity to learn how to learn. According to Edelson, Gordon and Pea (1999), the benefits to students when they participate in inquiry is an "opportunity to achieve three interrelated learning objectives: The development of general inquiry abilities, the acquisition of specific investigation skills, and the understanding of concepts and principles" (p. 393).

### **Method**

The theoretical and applied background that provides focus to this study includes student learning outcomes based on a particular educational approach that is both traditional and nontraditional. These approaches include inquiry-based learning in which the student starts with a need-to-know orientation to the topic of how nonprofits utilize volunteers. Their inquiry is structured in that the learning outcomes must be described in a paper that addresses the variables of nonprofit type, volunteer utilization by type of service, and volunteer utilization by type of organization. Student learning outcomes were derived from summary comments. This learning approach is flexible and research centered in that the student can choose the nonprofit and conduct the research in ways that are meaningful and interesting to him or her.

The participants in this study were students in an undergraduate class at the University of Florida. Students from the class "Working with Nonprofit Organizations in Community Settings" were used in preparation of this manuscript. Most of the students were white females (N=73) in their junior or senior year. Twenty five percent of their semester grade is based on an agency report, which required students to

contact a nonprofit organization of their choice, make the appointment with the chief executive officer, volunteer manager, or an agency administrator, and prepare a report based on their observations and inquiry. A set of questions, shown in Appendix A, was provided to the students to help them focus on the organization's use of volunteers and to guide their inquiry. Not shown is the Institutional Review Board Protocol Submission form which must accompany each contact a student makes with a subject external to the university.

Although there is a great deal of flexibility in the students' choice of nonprofit organization to study, there is a structure to the interview process in terms of what concepts the student is expected to learn about. Students were encouraged to probe beyond the questions on the interview form based on their experiences and expectations. After the interview, the student records his or her observations and experiences in a report submitted to the professor for a grade. A classroom discussion in small groups and then as a total group is conducted to help the students process their experience and learning outcomes. Students are encouraged to share their findings with the nonprofit of their study.

This study was designed to identify the ways in which nonprofits utilize volunteers by having students participate in an inquiry-based learning experience. A mixed methods framework was used to gather data on a variety of factors related to volunteer management in nonprofit settings (Tashakkori and Teddlie, 1998). Qualitative data included key informant interviews with nonprofit executives, administrators, and program coordinators (n=90). Quantitative data included secondary data of nonprofit organization operations and a survey instrument designed to measure a variety of nonprofit related issues, characteristics, and volunteer management activities (n=86). Each protocol was designed to help determine specific activities and rationales for nonprofit volunteer management, and to identify methods for improved utilization of volunteers.

To facilitate student learning of the workings of nonprofits and the ways in which they use volunteers, data collection was incorporated into a senior level undergraduate course. One of the course requirements is that the students interview a chief executive officer or the managing director of a nonprofit organization. Data collection took place between September and December 2006. Due to their proximity to the University of Florida, nonprofit organizations in the Gainesville, Florida, area and surrounding central Florida region were interviewed. Organizations were identified and selected based on directories, professional networks, and associations represented multiple disciplines including business administration;

sociology; political science; family, youth and community sciences; leisure and recreation; journalism; and others. The course is required for the nonprofit minor and it is the foundation course which must be taken before the internship. There were 90 students enrolled and 86 submitted reports.

Students used a structured interview procedure to guide their inquiry although they were encouraged to search beyond the topics on the interview schedule. Students were given a standard template to guide their inquiry about how nonprofits utilize the services of volunteers and what specific kinds of activities volunteers provide. Although a guide to the interviews was provided, students were encouraged to ask about other issues of interest as long as it related to the subject of volunteer utilization. The template was used to focus their discussion, standardize recording of data, probe for additional data, and make observations on the process. Content validity was established by having an expert panel and a number of students review the questionnaire prior to their meeting with the nonprofit administrators. Reliability was established through the use of the same or similar questions over a period of three years with different students.

### **Data Analysis**

Data from student interviews were tabulated to determine the types of nonprofit organizations that utilize volunteers and services provided by nonprofit organizations through volunteers. Analysis of Variance (ANOVA) was performed using SPSS 15.0 to determine if a statistical difference existed between the type of nonprofit organization and the number of services provided by volunteers. To better manage the data set, organization types were collapsed into education, religion-based, social services, and health organizations. Group 1 included nonprofit organizations with an education mission, Group 2 included nonprofit organizations with a community health mission, Group 3 included nonprofit organizations with a religious mission, and Group 4 included nonprofit organizations with a social service mission. Tukey's post hoc procedure was used to examine differences in the mean number of volunteer services offered for all pairs based upon the organizational mission.

### **Results**

Based upon nonprofit organization responses to mission and purpose and consistent with Salamon (2002), the organizations were grouped according to nonprofit fields. The most common type of nonprofit organizations were religious and faith based

organizations (19.8%), those that provide social services (16.3%), organizations that provide health related services (15.1), and community development organizations (14%).

Table 1  
Nonprofit Organization by Type

Organization Type	n	% of Total
Religion/Faith Based	17	19.8
Social Services	14	16.3
Health	13	15.1
Community Development	12	14.0
Arts/Culture	9	10.5
Civic/ Advocacy	8	9.3
Education	7	8.1
Recreation	4	4.6
Other	2	2.3
<b>Total</b>	<b>86</b>	<b>100.0</b>

The nonprofits were asked whether volunteers were utilized to further the mission of the organization and what services were provided by volunteers. The data showed that 82 of the 86 organizations interviewed utilized the services of volunteers (95.3%). Nonprofit organizations were asked to respond to a list of services provided to clientele by volunteers. Services included teaching, providing information, assisting the infirmed, child care, providing transportation, elder care, counseling, health services, docent services, as well as other services. Other services included fund raising, clerical, and management services. Teaching (38 organizations), providing information (37 organizations), and providing other services (37 organizations) were identified as the services most often provided by volunteers.

Table 2  
Volunteer Utilization by Service

Service	No. Organizations	% of Total
Teaching	38	16.7
Provide Information	37	16.3
Provide Other Services	37	16.3
Counseling	27	11.9
Provide Direct Services	24	10.6
Provide Transportation	18	7.9
Provide Childcare	14	6.2
Provide Health Services	12	5.3
Assisting Sick and Infirm	10	4.4
Provide Docent Services	5	2.2
Provide Elder Care	5	.2
<b>Total</b>	<b>227</b>	<b>100.0</b>

A one-way between-groups analysis of variance was conducted to explore the impact of organization type on utilization of volunteers. To better manage the data set, organization types were collapsed into education, health, religion based, and social service organizations. Results showed that there was a statistical significance at the  $p < .05$  level in volunteer utilization for the four groups of organizations [ $F(3, 82) = 3.78, p = .01$ ]. Tukey's post hoc procedure indicated that nonprofit organizations with a religious mission Group 3, ( $M = 3.71, SD = 3.08$ ) had statistically significant higher volunteer utilization compared to nonprofit organizations with an educational mission, Group 1, ( $M = 1.90, SD = 1.07$ ) and nonprofit organizations with a social services mission, Group 4, ( $M = 2.00, SD = 1.25$ ). There was not a significant difference in volunteer utilization between any other comparison groups.

Table 3  
Volunteer Utilization by Nonprofit Type

	SS	df	MS	F	p
Between Groups	45.86	3	15.29	3.78	.01
		52			

  

(I) Volunteer Use	(J) Volunteer Use	Mean Difference	Standard Error	P
Group 1	Group 2	-1.22	0.60	.19
	Group 3*	-1.81	0.66	.04
	Group 4	-0.10	0.61	.99
Group 2	Group 1	1.22	0.60	.19
	Group 3	-0.59	0.63	.79
	Group 4	1.12	0.58	.22
Group 3	Group 1	1.81	0.66	.04
	Group 2	0.59	0.63	.79
	Group 4*	1.71	0.64	.04
Group 4	Group 1	0.10	0.61	.99
	Group 2	-1.12	0.58	.22
	Group 3*	-1.71	0.64	.04

Group 1 – Nonprofit organizations with an education mission.  
 Group 2 – Nonprofit organizations with a community health mission.  
 Group 3 – Nonprofit organizations with a religious mission.  
 Group 4 – Nonprofit organizations with a social services mission.

Qualitative data drawn from the interviews with nonprofit CEOs helped to provide students with a deeper understanding of the workings of nonprofit organizations and the means by which they utilize volunteers. Students were then debriefed by a faculty member and their responses contributed to the compilation of data drawn from the key informant interviews. Steps in the analysis included compiling all responses to specific questions; identifying key phrases, words, and concepts; and summarizing emerging themes (Miles and Huberman 1994). As themes emerged, the information or views obtained were not attributed to specific groups or organizations. Similarly, cross-case and within-case analyses were used to determine social networks, common issues/context, and time order events that

shaped local responses to resource management (Miles and Huberman 1994).

In the spirit of inquiry-based learning, the student learning outcomes were not predetermined. They emerged from comments students made when they were preparing their report based on the inquiry with nonprofit executive officers. Some examples of learning outcomes from student papers are shown below. Analysis shows that student learning outcomes concentrated primarily in the following areas:

(a) Students were not aware of the depth and breadth of activities that volunteers provide for nonprofits as evidenced by one student's remark. This student indicated, "The organization really could not get along without all that volunteer work."

(b) Students felt the inquiry method for acquiring knowledge about volunteer utilization was very beneficial for their perception of reality. One student said, "To know what volunteers actually do in a local organization from the view of a director is much more meaningful than any text book could ever provide."

(c) Students gained an appreciation of the variety of volunteer activities ranging from very simple tasks such as routine clerical services to complex ones such as providing consultation to homeless veterans. One student commented, "I thought all volunteers did were the really dumb jobs that nobody else wanted to do. Some of the volunteers my director talked about were working professionals that provided the same service for free that they are [otherwise] paid for."

From the data collected and the comments of students it is evident that students learned how nonprofits utilize volunteers through the process of inquiry learning. This method to acquaint students with core concepts that rely on reality based experiences is lacking in many situations where it could be utilized with little expense and effort for the professor. What is required is a structured set of expectations for the student, a list of activities that volunteers normally engage in that serve as a guide for the student and feedback after the inquiry learning experience. The feedback is from small group discussions among students and from a facilitated discussion led by the professor. Students were pleased with the inquiry-based learning experience and it was indicated by some of their comments that the learning outcomes will have a lasting impact.

### Conclusions

The study contributes to research and practice that is concerned with instruction related to volunteer administration in nonprofit organizations. Theoretically, inquiry-based learning has been an effective instructional strategy to reverse the role of a student from a passive receiver to a self-directed

learner. As an instructional technique, inquiry-based learning was an appropriate method for students to learn firsthand about the management and utilization of volunteers in nonprofit organizations. Students began with a question about volunteer administration in a nonprofit setting and the instructor provided a predetermined structure to guide the student's inquiry. The experience of the interview, although structured to provide responses to specific questions, allowed the students to probe with deeper questions and while not all did, many expressed that the probing questions were one of the most positive outcomes. Students were encouraged to think critically about all aspects of volunteer administration in a nonprofit setting, and inquiry-based learning promotes the act of critical thinking and analysis. Students learned through the inquiry process that many nonprofits utilize volunteers in similar ways including teaching, counseling and providing care to clientele. Further, they learned that volunteers are an important, if not the largest, part of the nonprofits' workforce. The interviews reinforced the notion that not all volunteers provide equal value to the organization. The multiple and varied types of volunteer activities provided a perspective to the students that a volunteer workforce is not a uniform group of people with time to share.

Similar to the Maor and Fraser (1996) study of computer science students, students in nonprofit management improved their inquiry learning skills based on experience in developing them. Inquiry learning based on some preconceived competencies and knowledge concepts is an essential element if the inquiry learning strategy is to achieve the desired goal. Without this it becomes an empty process leading to nothing (Kuhn, 2005). The questionnaire used by the students to conduct the interview provided the "scaffolding" for competency building as described by de Jong (2006). Consistent with Chiappetta (1997) scaffolding enabled students to have a foundation to ask questions, make comparisons, gather information and solve problems.

The data analysis conducted in this study shows that utilizing volunteers in a nonprofit setting is complex and can vary significantly between nonprofit organizations. In these situations, Anderson (2002) suggested that the instructors incorporate inquiry-based instruction. The findings from the quantitative data highlights the important need to tailor volunteer and nonprofit learning experiences to student needs, interests, and career goals. As seen in the analysis, the volunteer utilization patterns of religious organizations were noticeably different from other types of nonprofit organizations. Understanding the organizations' missions, volunteer utilization patterns and types of volunteer tasks will enable educators to enhance the learning experience for students. The

findings related to the types of services provided by nonprofit organizations and the extent of volunteer utilization will be particularly useful in preparing students for the inquiry process. Specifically, instruction related to utilizing volunteers to accomplish an organizational mission and objective will be enhanced when it accounts for these differences. Additionally, the study tends to support using a structured inquiry learning approach. Although the structured nature of the agency interview questionnaire did not allow students to design and implement as suggested by Anderson (2002), it was necessary to build a foundation that would provide an opportunity for students to explore in more detail the operations of a nonprofit organization.

Additional research is needed to learn what impact the inquiry-based learning experience had on the careers of the participating students. It would be particularly useful for students and professors to know how the inquiry learning approach might be improved within the constraints of a time (semester) and environment (executive officer interview). It is anticipated that more than one guided inquiry would be useful, but that would place a burden on the students who have to meet the requirements during the course of a semester. Further, there are many variations as to how the inquiry learning might be structured. Determining the right approach for inquiry and tailoring the instruction and cognitive tools to accompany it is the real challenge (de Jong, (2006); however, that challenge has always been present in the teaching learning environment. This study demonstrates that inquiry-based learning is an appropriate method for students to learn about the large and growing volunteer component of the nonprofit sector. The student inquiry-based learning project described in this study illustrates its usefulness as an instructional technique.

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ELIZABETH B. BOLTON is Professor of Community Development at the University of Florida. Nonprofit and community based organizations are the focus of Dr. Bolton's teaching, research and extension work with a specialization in governance and volunteer development. She has developed the undergraduate minor in nonprofit studies, the graduate minor and the

graduate concentration for the Department of Family, Youth and Community Sciences in the College of Agriculture and Life Sciences. She is active in governance at the university, college and department level.

M. A. BRENNAN is Associate Professor of Community and Leadership Development at Penn State University. Dr. Brennan's teaching, research, and program development concentrates on the role of local citizen action in the community development process. He has over 15 years experience designing, conducting, and analyzing social science research related to community and development. He has served as chair/co-chair on a variety of national committees and guest editor of journal special issues focusing on a variety of community and related topics.

BRYAN D. TERRY is an Assistant Professor in the Department of Family, Youth and Community Sciences at the University of Florida. He provides statewide leadership for volunteer systems as an Extension Specialist for the Florida Cooperative Extension Service. His research focuses on program evaluation, efficiency, effectiveness and public value of volunteer programs. He has worked with program development and evaluation for the Florida Cooperative Extension Service in counties throughout the state.

## Appendix A

**Agency Research Report: Interview with Nonprofit Executive Director of a 501(c)(3) -- Criteria.**

*Agency:* The agency must be a 501(c)3. A government agency, or other 501 (c) will not suffice for this assignment.

*Length:* Five to six pages not including the cover page.

*Format:* Times New Roman font, 12 point, 1 inch margins on all sides, double spaced, print on one side only, and page numbers centered on bottom of page. Use major topics (shown as alphabetic letters) as centered headings and subtopics as side headings.

*Style:* Use APA format.

*Cover page:* Your name, date, course title and number, agency name and the person interviewed.

*Submission:* Do not submit in a binder or folder. Staple in upper left.

*General Directions:* Include in your written report any comments made by the interviewee and well as your own observations and reactions.

*Due Date:* November 29

## Agency Research Report

**Background Information of the 501(c)3 organization**

1. Name and address of organization.
2. Name of person you interviewed and their title.
3. URL or website address of organization.
4. Which of the following best describes this nonprofit?
  - a. Education
  - b. Health
  - c. Religion/Faith Based
  - d. Housing/Community Development
  - e. Arts/Culture
  - f. Recreation
  - g. Advocacy/Civic Participation
  - h. Social Services
  - i. Other, please describe
5. Describe the mission statement of the organization. Write the exact mission statement.
  - a. Has the mission of the organization changed from its origin? If yes, list the original mission statement.
6. Describe the vision of the organization. Write the exact vision statement.
7. What was the inspiration of the founders to form this organization?
8. List the major changes in the organization from inception to present.
9. What is the most pressing issue currently facing the organization?

**Volunteers**

1. Are volunteers utilized? Yes. \_\_\_\_\_ No. \_\_\_\_\_ If yes, in what way are the volunteers utilized? Choose all that apply. Include comments from interviewee.
  - a. teaching
  - b. providing information, referrals
  - c. helping the sick and infirm
  - d. providing transportation
  - e. child care
  - f. elder care
  - g. counseling including marriage, financial
  - h. health services or care
  - i. docent
  - j. providing direct services, example homes
  - k. other, please list.
2. How are the volunteers recruited? Choose all that apply. Include comments from interviewee.
  - a. advertisements
  - b. constituent referrals
  - c. agency recruitment

- d. other, please list
3. Once recruited, are volunteers provided an orientation to the organization?  
 Yes \_\_\_ No \_\_\_ If yes, what kind of orientation? Choose all that apply. Include comments from interviewee.
- A tour of facilities
  - An explanation of the organization
  - A meeting with the staff and/or other volunteers
  - Other, please list
4. Are the volunteers provided any specialized training?  
 Yes \_\_\_ No \_\_\_  
 If yes, what kind of training is provided? Choose all that apply.  
 Include comments from interviewee.
- reading material provided
  - mentoring the volunteer
  - formal or informal class
  - observations scheduled
5. Are the volunteers provided supervision? Yes \_\_\_ No \_\_\_ If yes, describe the supervision.
- staff member supervises
  - another volunteer supervises
6. Are volunteers evaluated? Yes \_\_\_ No \_\_\_ If yes, how are they evaluated? Choose all that apply.
- annually
  - formally in writing
  - informally with comments
7. Are volunteers provided any kind of reward or recognition? Yes \_\_\_ No \_\_\_ If yes, what kind of reward or recognition is provided? Choose all that apply.
- annual recognition event
  - a card or letter
  - gift
  - certificate of recognition
8. Are records maintained of the volunteers' service and participation in the organization? Yes \_\_\_  
 No \_\_\_ If yes, what kind of record? Check all that apply.
- application form
  - background check information (if required for the volunteer position)
  - dates of services and kind of services provided
  - copies of correspondence to and from the volunteer
9. Your observations from the interviewer about volunteer utilization and any other concepts you learned.