THE FEASIBILITY OF A STUDENT VOLUNTEER PLAN AT THE CENTRAL WISCONSIN ENVIRONMENTAL STATION

By

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Abstract

The Central Wisconsin Environmental Station (CWES) is a field station of the University of Wisconsin – Stevens Point (UWSP) where students go to gain practical on-the-job experience in teaching environmental education. Financial difficulties and decreased student participation at CWES have resulted in an insufficient number of student teachers. The purpose of this study is to determine the feasibility of developing a student volunteer plan at CWES that complements staff responsibilities, increases student involvement, and results in more adequate staffing at the facility. Volunteer advice collected from other residential environmental education facilities, CWES staff, and UWSP students led to the development and pilot of a student volunteer plan in the spring of 2005. Due to the limited availability of student volunteers, CWES should continue to look for alternative staffing options to fulfill the need for teachers in the area of educational programming. The piloted student volunteer plan resulted in an increase of student involvement but limited success in providing for more adequate staffing in the area of educational programming at the facility.
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Chapter 1

Introduction to the Problem

The Importance of the Study

The Central Wisconsin Environmental Station (CWES), created by the UWSP College of Natural Resource (CNR), produces environmental education programming that serves K-12 schools while involving UWSP students in field experiences. CWES provides training to environmental educators with a program that was created by students, for students, and with students (Champeau, 2004). It is the training facility for undergraduate and graduate students who are majoring or minoring in Environmental Education/Interpretation, Natural Resource Management, Youth Programming and Camp Management, Wildlife Education, and many more. Through practicum, the students gain a real world experience, which allows them to challenge themselves, make mistakes, observe, and evaluate other students in the same situation. In return the students gain the confidence they need to succeed in future endeavors.

Since it began in 1975, CWES has been a model environmental education facility receiving recognition at state and national levels for its leadership (Dorn, 1995). In 1977, the National Park Service designated CWES as the first National Environmental Study Area in the state of Wisconsin. Directors of many nature and environmental centers throughout the state attended conferences at CWES for guidance on professional development.

Although CWES has made many historical and academic contributions to the Environmental Education (EE) programming in the CNR and around the state, fewer
UWSP students are involved at CWES today than in the past. The total number of students majoring in Natural Resources with an emphasis in Environmental Education/Interpretation has decreased from 116 in 1999 to 40 students in 2004 (Weber, 2004). Also, CWES is no longer the only hands-on educational opportunity for students at UWSP. Faculty focus has decreased and fewer advisors are encouraging students to participate at CWES causing a decline in student involvement (Champeau, 2004).

As a result of reduced participation at CWES, the number of practicum students teaching at CWES each semester fluctuates and is often not enough to cover all of the teaching needs. For example, in the fall of 2004, 13 students participated in practicum and the spring 2005 semester the number of practicum students decreased to 5, leaving staff numbers short every day of the week.

To compound the situation, financial difficulties have put a strain on the staff needed to adequately run the facility. In 2003, staff and facility costs increased beyond what the budget and generated revenue could support (Champeau, 2004). Therefore, CWES is unable to hire more staff at the facility when practicum numbers are down. CWES also cannot raise programming prices to make up for the loss because the target audiences are K-12 schools that are also in financial trouble – CWES would risk pricing itself out of business. The financial difficulties at CWES require quality programming produced in a cost effective way.

This study explores the feasibility of a student volunteer plan at CWES. It focuses on the involvement and services of UWSP students at the facility. It has the potential to involve students in all aspects of operation at the facility and builds on the premise that CWES was created by students, for student, and with students.
The Statement of the Problem

The purpose of this study is to determine the feasibility of developing a student volunteer plan at CWES that complements staff responsibilities, increases student involvement, and results in more adequate staffing at the facility.

The Sub-problems of the Study

1. Locate other residential environmental education centers that are comparable to CWES and review their volunteer efforts relative to possibilities at CWES.
2. Identify present and future student volunteer positions or efforts that could be created at CWES.
3. Develop and administer a UW-Stevens Point student survey to gain knowledge on who is most likely to volunteer and what motivates them to volunteer.
4. Analyze all information to develop a student volunteer plan for CWES.
5. Create, conduct, and evaluate the impact of a pilot student volunteer plan for CWES.

Limitations

1. The volunteer programs analyzed in the Residential EE Center Questionnaire only include residential environmental education facilities compiled by Raincloud Publishing.
2. The UWSP Student Survey only reflects the ideas and opinions of UWSP students who voluntarily filled out the survey.
3. The student volunteer plan created in this Study is specific for CWES and may be difficult to implement at other environmental education facilities.

Assumptions

1. This study will identify an approach that enables the researcher to test the value of a student volunteer plan at CWES.

2. CWES has a continued interest in exploring student volunteers as an option to supplement staffing needs.

3. The current student volunteer plan at CWES is not adequately staffing the facility.

4. The students that took the UWSP Student Survey submitted only one survey and told the truth about their perceptions.

Definition of Terms

Student Volunteer plan – a system to recruit and utilize volunteers as a means to accomplish goals

Student Volunteer position – Any position being filled by an unpaid student.

Environmental Education Facility – any facility supporting interpretive or hands-on environmental or outdoor education programming.

Residential Outdoor School – Facilities offering nature based or environmental education in which students stay on site at least one night.

Educational Programming – The area of curriculum based lesson, daytime or evening, taught to visiting school groups at CWES.
Abbreviations and Acronyms

CWES – Central Wisconsin Environmental Station

UWSP – University of Wisconsin Sevens Point

EE – Environmental Education

CNR – College of Natural Resources at UWSP

SMOD – Student Message of the Day

UC – University Center

ACT - Association for Community Tasks

GS – General Student Population
Chapter 2

Literature Review

The purpose of this study is to determine the feasibility of developing a student volunteer plan at CWES that complements staff responsibilities, increases student involvement, and results in more adequate staffing at the facility. This literature review describes the benefits that a volunteer plan can bring to students and a facility. Also included is an overview of the procedures for creating a student volunteer plan. The findings of the literature review are presented under the following headings:

Student Volunteerism

The Importance of a Student Volunteer Plan

The Creation of a Volunteer Plan: An Overview

- Introducing the Volunteer Plan – Staff Meetings
- Defining Student Volunteer Positions
- Recruiting and Motivating Volunteers
- Creating a Learning Environment
- Risk Management
- Evaluating the Plan and the Volunteer

Much of the data in this Study was collected through surveys. Qualitative data collection and analysis used in this Study are described under the following headings:

Qualitative Research Analysis for this Study

- Developing a Survey
- Sampling
- Analysis

Conclusion
Student Volunteerism

Through volunteering, college students are directly and indirectly able to gain awareness of their abilities to be leaders (Orndorff, 2003). Volunteer opportunities directly build leadership skills by encouraging students to be good role models. They also problem solve daily challenges and learn how to work with groups of people who share similar interests. Student volunteers are indirectly exposed to leadership skills when they learn the ability to develop backup plans and follow through with a job (Orndorff, 2003). In Leadership: Reflections over the Past 100 Years, Mary Gregoire (2004) states that "leadership [roles]...may change based on the situation and individuals involved. Leaders do not need to be in a position of power; leadership concepts can be applied in a variety of job contexts." (p. 2).

Student enrollment appears to play an important role as to whether or not college aged individuals will volunteer. One reason for this is because universities actively promote volunteerism and make opportunities easy to find. The Monthly Labor Review reported that between 2001 and 2002, the female population, college students, and college graduates were most likely to volunteer (Boraas, 2003). Educational or youth-service-related organizations were pursued most often for volunteer opportunities, following religious organizations (Boraas, 2003).

Volunteerism is a way for students take control and gain experience and skills that compliment their course studies. If a student is volunteering for a position related to their major, then he or she can pull knowledge out of their classrooms and apply it their volunteer position. A volunteer experience like this will also make classroom discussion
more valuable by involving real-life situations and problems so the students are able to see the professionalism involved in their coursework (Schneider, 1997).

On the other hand, student volunteers may be difficult to recruit as many full time students are working up to 20 hours per school week to make ends meet (Marchese, 1996). The two main reasons college students are filling their schedules with employment are: 1) because college tuition is on the rise and, 2) financial aid seldom covers all student expenses. Student employment is usually unrelated to coursework.

Even the students who work 20 hours per week recognize the value of volunteer positions. Volunteering is an example of learning by doing. Students who volunteer report a unique sense of “self-discovery”, along with increased flexibility, a better work ethic, and improved communication skills (Orndorff, 2003). Students who devote a few hours per week to out-of-class studies, like volunteering, will get more out of a college education and have a better chance of getting a job than students who work in unrelated jobs (Marchese, 1996).

The Importance of a Student Volunteer Plan

Student volunteers and the facilities that recruit them both benefit from the experience (Pfeiff, 1987). A carefully designed student volunteer program recognizes, acknowledges, and satisfies the specific interests of every member participating. The advantages to the facilities and the student volunteers are explained below.
**Benefits to the facility**

Many environmental education and interpretation facilities have turned to volunteers for added support to make their programming possible. Volunteers have the potential to ease staff needs at a facility and enhance environmental education (EE) programming. EE is a diverse field that provides instruction on various topics and disciplines. Volunteers are valued by EE facilities for offering special skills to specific activities that the paid staff may not have to improve the existing programs (Pfeiff, 1987). In many cases, it is the volunteer that makes a large EE program possible for children and communities that are interested in increasing their knowledge of the environment. Volunteers also like to be part of work crews, either mending fences or in the office, which increases the ability of regular staff to complete tasks they would not normally have time to do (Hostetter, 2004).

Volunteers are also important in easing the financial strain encountered by EE facilities. Many facilities are understaffed, under budgeted, and simply do not have enough money to hire more paid employees when needed (Pfeiff, 1987). When used correctly, volunteers have the potential to ease the workload of paid staff. Volunteers also develop a connection to the facility and get the word out by telling their neighbors, friends and families (Pfeiff, 1987). Therefore, financial strain also seems to decrease as public support for the facility increases through volunteers.

**Benefits to the Student Volunteer**

Volunteering allows participants to become part of a network (Skelly, 2003). As mentioned earlier, college students volunteer to gain leadership skills and experience, but
also to get involved, explore a career, make new friends, or for recognition (Ellis, 1996). Volunteers may also be looking for a unique learning opportunity or a way to use acquired skills from the past. Once a part of an organization or facility, volunteers often feel like an insider. This allows the volunteer to enjoy quiet time before the public arrives, learn about what goes on behind the scenes, and attend training or recognition events (Streeter, 2004).

No matter how or when volunteers come to a facility, they bring with them desires, interests, motivations, and skill levels that need to be taken into consideration (Pfeiff, 1987). The basic criteria to support the creation of a student volunteer plan are summarized below.

**The Creation of a Volunteer Plan: An Overview**

A facility wanting to start a student volunteer plan must be willing to bear the costs, dedicate time for supervision and training, and work as a team to implement the plan. Volunteers are not paid, but are not free either (Greer, 1984). A lot of time and energy goes into the creation of a successful volunteer plan, whether the volunteers are students or community members. The amount of time set aside for plan development depends heavily on the facility and the circumstances surrounding the need for volunteers.

Many administrators looking to include volunteers at a facility do not think about the fact that more time and money may be necessary for the plan when the volunteers actually arrive. In *How to Run a Volunteer Program*, Jerry D. Greer (1984) writes:
Dollar costs include supplies, travel, equipment, potential tort claims, uniforms, and office facilities. Be prepared also to spend the time necessary in planning, management, supervision, and recognition. Provide workspace for volunteers, including an office, desk, or workstation, and supplies (p. 661).

Ultimately, to be successful, a student volunteer plan needs a dedicated person to organize and recruit volunteers. The volunteer coordinator commits the time needed for planning and training the volunteers. This person is an organizer who is able to “inspire [volunteers], deal individually with their developmental needs, and encourage new ways to approach problem solving” (Ashcraft, 1997, p.23). The coordinator requires time to be involved with the whole planning process from volunteer position development to volunteer recognition and evaluation (Bembry, 1996). A survey administered in 1996 by the Association for Volunteer Administration revealed that “almost 4 out of 10 respondents (37.7%) were full-time volunteer administrators, [and] almost 8 out of 10 respondents (77.7%) spent at least 50 percent of their time or more in volunteer administration duties” (Ashcraft, 1997, p. 22). The amount of time dedicated to volunteers depends on the size and scope of the volunteer plan at a facility.

Volunteer coordinators recognize the relationship between leaders and volunteers and provide the direction necessary for goals to be met (Ashcraft, 1997). Table 1 lists the 12 requirements of a volunteer coordinator as expressed by James Bremby (1996, p.16)
Table 1 – 12 Requirements of a Volunteer Coordinator

| 1. Perform a needs assessment | 7. Communicate needs through the media |
| 2. Screen and interview volunteers | 8. Nurture volunteers |
| 3. Develop volunteer positions and descriptions | 9. Promote volunteers and create promotional ladders |
| 4. Recognize volunteer motivations | 10. Devise dismissal strategies |
| 5. Establish criteria for volunteer selection | 11. Volunteer recognition |
| 6. Develop community relations programs | 12. Develop long-term goals with staff to sustain and revitalize volunteers |

Introducing the Volunteer Plan – Staff Meetings

Implementing a student volunteer plan requires existing staff to work as a team. To implement the volunteer plan, staff must create volunteer positions, understand responsibilities, and be ready to supervise volunteers when needed. Therefore, it is important that the staff at a facility understands their role in the volunteer plan. If the core staff is not involved in the planning process they may feel threatened by the volunteers and worry about the security of their jobs. Meetings allow workers to learn directly about the new volunteer plan from administrators rather than hearing it through the grapevine (Billikopf, 2003). Informing the staff about new volunteer opportunities to include them in the planning process is a good reason to call a meeting. Groups of people are wonderful at generating ideas for possible volunteer positions (Salary, 2004).

Meetings are a positive communication and planning tool for volunteer programs if they are planned well. (Billikopf, 2003) Knowing when and why to call a meeting is
the secret to a success. One meeting or several short meetings might work best for some objectives (Billikopf, 2003). A *standing meeting* is a regularly scheduled meeting set to discuss the ongoing progress of the student volunteer plan, while a *topical meeting* may be set up from time to time to discuss specific details about the plan (Salary, 2004).

The planning process for the meeting should begin by developing an agenda with the key participants and state the overall outcome that is needed from the meeting (Management Assistance Program for Nonprofits (MAPN), 2003). Time management is difficult but important so that the meeting stays on task. (DHC, 2003) The facilitator of the meeting helps keep the meeting on track, creates an environment for open discussion, and seeks maximum participation from all individuals (DHC, 2003). This helps to establish a team culture and staff participation is important for brainstorming volunteer position ideas (DHC, 2003). Brainstorming allows everyone an opportunity to express themselves without comment by other participants and all ideas are recorded (Weiss, 2004). Seating arrangements, refreshments, room temperature, and lighting might either positively or negatively influence group interaction in a meeting (Billikopf, 2003).

**Defining Student Volunteer Positions**

The amount of work time that can be expected from a student volunteer depends on the facility and the needs of the volunteer. On average a facility can expect a volunteer to work between 5-10 hours a month and stay at a facility for 1-2 years (Pfeiff, 1987). Because volunteers tend to come and go, the specific skills that a volunteer brings to the job should prioritize the order in which tasks are accomplished at the facility. A
rewarding volunteer position will fulfill the needs of the volunteer as well as the facility (Skelly, 2003).

Carefully placing all volunteers is important because the facility needs to use every staff member to its fullest potential for the interest of the facility and of the volunteer (Greer, 1984). The best strategy in selecting the most valued volunteer positions is to prepare a wish list of all the possible projects that a student volunteer could work on, and then decide which jobs are most important to the facility (Greer, 1984). Identifying incentives and articulating the benefits of each assignment will make the task of matching the position to the volunteer’s needs easier (Ellis, 1996). Examples of common jobs offered to volunteers by EE facilities include teaching, conducting programs, secretarial work, maintenance, publicity, or research (Pfeiff, 1987). Identifiable, as well as measurable goals and objectives for each student volunteer position must be created.

Once the volunteer positions have been selected, a job description must be written. The process of writing the job description will help determine if the job is really worth doing (Ellis, 1996). It also enables the development of a complete idea of what needs to be done, how it fits into the facility’s structure, and organized to be discussed in interviews with volunteer candidates (Ellis, 1996). The job description should be written with other staff members who will be working in the position or doing the job already (Lehn, 1998). Involving other staff members will provide added insight into the requirements of the job. The job description should include the following: the job’s title, importance of the position to the organization, responsibilities, training, benefits, time commitment, contact person, and the date that the description was revised (Lehn, 1998).
By including all of this information, a full understanding of the position will be available for the volunteer before the first day of work. The coordinator may also go back to the job description if problems arise in the future to reinforce the duties required for the position (Lehn, 1998). If the problems are irreconcilable the time commitment listed on the description will ensure that the volunteer’s position is temporary (Lehn, 1998).

**Recruiting and Motivating Volunteers**

Student volunteers are motivated to work at a facility for many reasons such as learning new skills, making new friends, gaining experience for a resume, or to simply keep busy (Lehn, 1998). The reasons that a person chooses to volunteer their time should be looked at as the largest motivating factor. The facility must keep in mind that one or two incentives cannot be relied on to attract all volunteers because volunteers have multiple motivators (Ellis, 1996). All volunteer motivations may be difficult to identify, but few people are only motivated by one thing and a facility can draw upon the most common motivators for many volunteers (Ellis, 1996).

The facility benefits the most if it uses a cost effective way to find and recruit volunteers. There is a variety of ways to locate interested people to fill the positions created for volunteers. Much of the recruitment battle will be overcome by creating position descriptions that sound appealing, even if it is an unglamorous position (Lehn, 1998). Advertising for the position can be done through billboards, newspapers, booth exhibits, mass mailings, etc. (Ellis, 1996). Bear in mind that the budget costs of recruiting volunteers should include time spent organizing, traveling, doing, etc, and not just paying for a publication or mailing (Ellis, 1996).
Creating a Learning Environment

Student volunteers need direction when they arrive at work so it is important that a staff member is available to answer questions and get supplies. Good supervision is important because a volunteer can easily leave if the work situation is not desirable. Volunteers should be looked at as valued staff and perform job duties with all staff members (Greer, 1984).

After a volunteer is recruited, it is important to talk with the volunteer regularly to keep up to date with their changing needs (Skelly, 2003). The facility must be flexible and accommodate the needs of volunteers. A volunteer requires training and resources to succeed. A strong commitment to the plan and clearly thought out projects will be evident to the volunteer through the training process.

Most volunteers need instruction and training to become familiar with a facility. Upon arrival, the volunteer is primarily interested in learning about the organization’s goals and mission (Serafino, 2001). Volunteers often prefer a formal orientation that includes both long-term and short-term volunteers because their contributions to the facility can be equally as rewarding (Serafino, 2001). Once the volunteer has settled in, he or she may be interested in learning more about the people involved with the facility, and the specific job they will be doing. Maintain balance between employees and volunteers by encouraging team or group projects to ensure that expectations are equal between staff members (Greer, 1984). Soon, the volunteers will learn how to gain access to the people in the organization who have desired skills, information and/or influence to enhance and control their own learning experiences (Serafino, 2001).
Risk Management

The facility must keep in mind that recruiting a student volunteer is similar to hiring an employee and must follow the same guidelines. At the University of Wisconsin – Stevens Point, student volunteers must sign a UWSP Volunteer Agreement to confirm services as a volunteer and not an employee (See Appendix X for a sample Volunteer Agreement). Student volunteers are allowed to drive state-owned vehicles providing the "volunteer program is under the direct supervision of the university, the program provides substantial benefit to the university, and where an agent agreement has been approved by Risk Management" (Risk Management (RM), 2003). In addition, Risk Management’s Guidelines for Extending Liability Protection to Student or Volunteer Drivers indicates that the State of Wisconsin requires all volunteers intending to drive a University/State owned vehicle to complete a Driver Authorization Form, be approved, and added to the university database before driving (RM, 2003). This means that the volunteer must have the paperwork signed and submitted at least ten working days before driving (RM, 2003).

Evaluating the Plan and the Volunteer

An evaluation of the student volunteer during and after the volunteer’s commitment will assist in the improvement of the student volunteer plan. The evaluation may be written or verbal depending on the length of time contributed by the volunteer. A written evaluation will be useful as a record for consideration by volunteer coordinators in the future (Meguagh, 1999). The techniques used to evaluate a student volunteer may
be the same as with a paid employee, but with a few minor adjustments (Meguagh, 1999). In addition, allowing a student volunteer to perform his or her own evaluation of the program is also important. Barbara Meguagh (1999) suggests that the volunteer evaluation should “speak to the quality of the work, [the volunteer’s] respect for the time commitment [they’ve] made, interactions with staff and other volunteers, any specific goals achieved or helped the institution achieve, and suggestions for future growth” (p.8). A volunteer’s loyalty and commitment to the facility may increase simply by recognizing his or her strengths and commitment.

Evaluating the general impact of the student volunteer plan on the facility is as important as implementing the plan in the first place (Safrit, 1998). Reviewing the volunteer positions chosen is the only way to determine the cost benefit of having volunteers at the facility. R. Dale Safrit (1998) defines evaluation as “measuring the progress of program plans, measuring the success of program objectives, or measuring the effects of program activities” (p.6). Basically, the impact of the plan is determined by defining to what extent the plan caused change in the targeted population (Safrit, 1998). To evaluate a student volunteer plan the facility must set plan objectives, gather information, and make decisions about the plan’s effectiveness (Culp, 2001). By including volunteers in the evaluation process the partnership between the volunteer and the facility will be enhanced and help make volunteers feel as if they are really part of the team (Meguagh, 1999). It is also important that procedures were written down and that goals and objectives were set at the preliminary discussion of the plan with the end results in mind (Culp, 2001). The failure to set goals will limit the ability to assess the impact of the plan effectively (Culp, 2001).
Qualitative Research Analysis for this Study

This Study involves the collection of data through surveys from residential EE centers, UWSP students, and CWES student volunteers. Information describing the qualitative data collection and analysis used in this Study is summarized below.

Developing a survey

Surveys can provide a variety of information about a subject. Whether the survey structure is web-based, written, or verbal, the researcher is looking to analyze a subject through asking questions. Written questions establish a direction for the survey and create structure as every respondent receives all of the questions in the same order. This will ensure completeness and protect the larger scope and objectives of the survey (McCacken, 1988).

Surveys are most successful if the researcher is able to write good questions and is specific about the information needed (Salant, 1994). Good questions are one dimensional and can accommodate all possible answers without assuming (Walonick, 1997). In order to write good questions, the researcher identifies what kind of information is desired, how specific the questions should be, and whether the respondents are able or willing to answer the questions (Salant, 1994).

The survey may include all kinds of questions such as open-ended, close-ended, or partially close-ended questions. Open-ended questions allow the respondent to answer the question with full thoughts or beliefs. The researcher benefits from the use of open-ended questions when exploring unfamiliar subjects where opinions are desired, or the answers can be recalled without a list of options (Salant, 1994). One drawback of open-
ended questions is that the questions take more time for the respondent to answer. Another drawback is that the answers are also more difficult for the interviewer to code (see Analyzing below for information about coding data).

Close-ended questions are simple and to the point questions followed by a list of options. The respondent simply reads the question and selects the best answer. The choices are specific and easy for the researcher to code, although the close-ended questions do not probe in-depth answers (Salant, 1994).

Partially close-ended questions are the link between an open and close-ended question and includes an area for the respondent to create their own response (Salant, 1994). This enables the respondents to have the option to express complete answers.

**Sampling**

The target survey population needs to be clearly defined before a survey begins. If the population is small, then the whole thing can be surveyed, and if the population is large a representative sample can be used (Salant, 1994). The sample may be selected in a random or nonrandom manner depending on the needs and goals of the research.

A disadvantage of surveys as a research tool is a low response rate. The cover letter included with the survey will affect whether or not respondents take the time to complete the survey (Walonick, 1997). The distribution method of the survey can also have an effect on how many people respond. Mail and telephone are the two most popular ways to get questions answered (Walonick, 1997).

Mail surveys are cost effective, easy to analyze and ideal for large sample sizes (Walonick, 1997). The respondents are free to complete the questionnaire on their own
time; however the person responding is not always the most knowledgeable on the subject.

Telephone surveys can produce results quickly and the researcher is able to ask to speak to the person who has the most information (Salant, 1994). Telephone surveys also allow the opportunity for the researcher to probe for opinions (Walonick, 1997).

Analyzing

Ultimately, the researcher is looking for categories of data that include repetition in the information collected (Denzin, 1998). When it comes to analyzing a survey with open-ended questions, the analytical process is to determine categories, relationships, and assumptions of all the recorded data (McCracken, 1988). Denzin (1988) describes *theoretical sampling* as a process of data collection along with ongoing analysis so that excess and unnecessary data are not collected. This means that the analysis should begin shortly after the collection of data begins and continues throughout and after the data collection process. All the data collected is used as a guide and determines the length and close of the study.

Denzin’s (1998) *Criteria of Adequacy and Appropriateness of Data* suggests that in qualitative research an investigator “samples until repetition from multiple sources is obtained”, which provides compatible and valid data (p. 76). The focus is on the amount of data collected rather than the number of subjects. The requirements are met when repetition occurs in understandable variation. This is suitable as it relates to the theoretical needs of the sample.
Data management and interpretation is as important as collecting data. Transcripts and notes from interviews should be easily accessed, retrieved, cross-referenced and separated (Denzin, 1998). Many computer programs can aid in data analysis from simple programs like Microsoft Word to more complex databases such as Microsoft Excel and Access.

Analyzing data from open-ended questions is a process that moves from specific phrases to general themes (McCracken, 1988). McCracken (1988) outlines 5 stages to data analysis.

**Stage 1:** Treat each utterance in the interview transcript in its own terms, which means to sort with no intentions of where it will go.

**Stage 2:** Take the observations and develop them by themselves, according to the evidence in the transcript, and according to the previous literature review. It is important to extend the observations until the possibilities are more fully played out. The observations are then examined in relation to the other.

**Stage 3:** Examine the interconnection by switching from the transcripts to the observations. This is a process of refinement as patterns and themes are rising into view.

**Stage 4:** Take the observations and scan for theme consistency and contradictions. This is a time for judgment, to draw out the general themes, decide on interrelationships and then organize the theme hierarchically.

**Stage 5:** Take the patterns and themes and subject them to a final process of analysis. A process of transformation takes place as it brings together the four stages of analysis and moves the data to observation. (p.42)

Reporting data and understanding what it means is an important part of data analysis. Descriptive statistics enables a researcher to describe what the data shows by pulling out the basic features in the study, often one variable at a time (WebStat, 2000). Descriptive statistics basically condenses large amounts of data in a sensible way,
reducing it to a simple summary. One drawback to transforming data into simple and
easy terms is that a researcher risks distorting or losing important details (Trochim,
2002). For instance, the data may offer information about where something is ranked
among everything else, but will not provide details about why or how it ended up in that
position.

Conclusion

The review of literature has examined the information necessary for the
development of a student volunteer plan. Careful volunteer planning can have many
positive benefits for student volunteers and EE facilities similar to CWES. Students have
the opportunity to volunteer to gain skills and experience while CWES can potentially
lessen the workload of paid staff and improve EE programming by offering volunteer
opportunities. In order for a student volunteer plan to be successful, CWES must be
willing to bear the costs of the volunteer plan and appoint a dedicated coordinator to
manage it. This coordinator will need to motivate the student volunteers and ensure that
their needs are being met for the continuation of the plan. The facility should approach
volunteer positions as having the same importance as permanent staff positions. Once the
plan is implemented into the daily operations of the facility, it can be evaluated to
determine achievements and areas of possible improvement. If all these factors come
together, a successful student volunteer plan can feasibly be created and will allow for the
facility to operate effectively for years to come.
Based on the review of literature, surveys and phone interviews will be used to collect data for this study. The data will then be analyzed through qualitative research techniques such as the 5 stages of data analysis.
Chapter 3

Methodology

The purpose of this study is to determine the feasibility of developing a student volunteer plan at CWES that complements staff responsibilities, increases student involvement, and results in more adequate staffing at the facility. This chapter describes the procedures used to achieve the goal of this Study and is divided into five sections, relating to the five Sub-problems of the Study. The procedures for each Sub-problem are described in their respective sections.

Sub-problems of the Study

1. Locate other residential environmental education centers that are comparable to CWES and review their volunteer efforts relative to possibilities at CWES.
2. Identify present and future volunteer positions or efforts that could be created at CWES.
3. Develop and administer a UW-Stevens Point student survey to gain knowledge on who is most likely to volunteer and what motivates them to volunteer.
4. Analyze all information to develop a student volunteer plan for CWES.
5. Create, conduct, and evaluate the impact of a pilot student volunteer plan for CWES.
Approval by the Institutional Review Board of the University of Wisconsin-Stevens Point was necessary to work with human subjects before data collection could begin on Sub-problems 1, 3, and 6. Approval was obtained after the submission of a protocol and sample data collection instruments.

**Procedures Related to Sub-problem 1**

**Sub-problem 1**

Locate other residential environmental education centers that are comparable to CWES and review their volunteer efforts relative to possibilities at CWES.

**Sources of Data**

The goal of Sub-problem 1 was to determine the feasibility of a student volunteer plan at CWES based on examples from other residential EE centers. Many of these other facilities may use volunteers or have tried using volunteers in the past. The volunteer coordinator from these facilities would be familiar with the best strategies to make a volunteer plan successful and would be able to describe the process and provide useful information. Therefore, the volunteer coordinator from other residential environmental education centers were contacted and asked to provide information on their volunteer programs. The facilities are unique; vary in location, structure, and resources. The procedures used to fulfill the goal of Sub-problem 1 are listed below in six steps.
Procedures Undertaken

1. In selecting other programs to review, the first step was to identify required criteria for the compatibility of a residential environmental education facility to CWES. Defining these criteria was done by identifying characteristic categories that sets CWES aside from many other EE facilities. The facilities contacted possessed at least two of the criterion listed below.

The three criteria defined are:

- A residential environmental learning center
- EE centers that are associated with a university
- EE centers that have a remote location requiring volunteers to travel by car to the facility.

2. A search of a listing for residential environmental education centers was conducted. These listings were found in book form and online. Sources used to locate relevant centers include:

- Online search with the Google search engine
- Networking through members of the Association of Nature Center Administrators (ANCA)

The following descriptors were used in search engines to locate the directory online:

- Residential learning centers
- Environmental education centers
- Guide residential centers
- Residential learning centers list
• Residential environmental learning center directory

Two directories, ANCA’s *The Centers Directory* and Raincloud Publishing’s *Residential Outdoor Schools* were discovered. The identified directories were then reviewed and compared to determine if they each possessed a complete list of residential environmental education centers in the nation.

3. A telephone interview questionnaire, consisting of 22 open ended questions was developed to address the goal of Sub-problem 1 (See Appendix A for the questionnaire). The questionnaire was designed to address five main topics in the volunteer plan:

   • Volunteer plan structure
   • The role of the volunteer coordinator
   • Recruiting and hiring strategies
   • Training and evaluation
   • Overall strengths and challenges of the program

A draft telephone questionnaire and objectives for each question were submitted to the graduate committee that served as a validity panel for approval. The validity panel provided suggestions for improvement, changes were made, and the questionnaire was approved. A test run of the questionnaire was conducted over the phone at CWES and more adjustments were made for a final draft.

4. Determine how many and which residential outdoor schools to call.

   • Raincloud Publishing’s *Residential Outdoor Schools* directory was used in this Study because it provided a list of residential outdoor schools, listed
state by state. The 251 facilities in this directory fulfilled the criteria listed under procedure number 1 of this Sub-problem. They were all similar to CWES in that they are residential environmental learning centers. Some of them have remote locations and a few are associated with universities.

- A sample was needed to gain information about other volunteer programs. Every forth residential outdoor school in the directory was contacted by telephone and asked to participate in the study (see Appendix B for a list of facilities contacted). The interview questions were asked in order of appearance on the questionnaire and responses were typed into a computer as the interviewee answered.

- The facilities continued to be called until every fourth was contacted and the responses started to repeat using theoretical sampling (Denzin, 1988).

5. The data gathered from the telephone questionnaire was analyzed using McCracken’s (1988) five stages of data analysis.

6. The information collected was used in determining the feasibility of a CWES student volunteer plan. Below is the criteria used to draw conclusions in determining if the Sub-problem results suggest the feasibility of a student volunteer plan at CWES.

**Is the Student Volunteer Plan Feasible at CWES?**

- If the data collected in the Sub-problem provides an example of how CWES can implement a student volunteer plan into daily operations.
Will the student volunteer plan at CWES complement staff responsibilities?

- If the data collected in the Sub-problem shows that a student volunteer plan will allow CWES to insert student volunteers into the same positions of fluctuating CWES staff so that hiring additional staff is not necessary.

Will the student volunteer plan at CWES increase student involvement?

- If the data collected in the Sub-problem provides evidence that student participation with the student volunteer plan will achieve the individual goals of the students and CWES to develop into a partnership of support and participation.

Will the student volunteer plan at CWES result in more adequate staffing?

- If the data collected in the Sub-problem shows a student volunteer plan will generate a sufficient amount of help at CWES with the flexibility to add and terminate student volunteer position as needed.

Procedures Related to Sub-problem 2

Sub-problem 2

Identify present and future student volunteer positions or efforts that could be created at CWES.

Sources of Data

The goal of Sub-problem 2 is to identify the feasibility of creating a student volunteer plan at CWES based on the feedback from CWES staff and the ability to identify student
volunteer positions. The development of student volunteer positions at a facility involves the entire staff to gain information about the most needed volunteer positions and to obtain the greatest amount of support for the volunteer plan as a whole (Lehn, 1998). This means that identifying potential student volunteer positions at CWES should involve the opinions of CWES management and employees. Each staff member at CWES knows their own department best, whether it is administrative, food service, maintenance, or programming. There was also a need to discuss the scope for future accomplishments at CWES to make sure the list of student volunteer positions is as complete as possible.

The procedures for volunteer position identification are explained below in two steps for the primary and secondary data.

**Procedures Undertaken**

*Secondary Data – Literature Review*

1. A search of literature related to the creation of volunteer positions was conducted. The related literature was found in the form of books, journal articles, and other documents. Sources used to locate relevant literature included:
   - James S. Albertson Learning Resources Center On-line Catalog, University of Wisconsin Stevens Point
   - Educational Resources Information Center (ERIC) On-line Data Base
   - Internet

   The following descriptors were used to locate relevant literature:
   - Volunteer Program
   - Volunteerism
• Volunteer
• Volunteer recruitment

2. The selected literature was reviewed to determine the best way to:

• Identify successful and desired volunteer positions
• Introduce a student volunteer plan into an established facility

The Literature Review aids in understanding the requirements needed to start a volunteer plan at a facility. It provided instruction on staff meetings as well as developing volunteer positions. The results of the literature search are presented in Chapter 2 of this report (Literature Review – Introducing the Volunteer Plan and Defining Student Volunteer Positions).

Primary Data – Volunteer Development Meeting at CWES

1. A list was compiled of volunteer positions held by students at CWES over the past two years.

2. Two meetings were held to gain input on student volunteer positions to be created at CWES. The first meeting was held with the departing CWES programming staff of spring 2004 to collect ideas about student volunteer positions from staff that is familiar with CWES. The second meeting was held with current CWES staff to collect information on possible student volunteer positions to be created at CWES.

First Meeting

‘Volunteer planning’ was put on the agenda of the April 2004 monthly meeting of the CWES programming staff as a preliminary planning session for the
student volunteer plan. An introduction to the development of a volunteer plan at CWES was provided. The staff was then asked to participate in a brainstorming session to create a list of possible volunteer positions to be created at CWES.

Second Meeting

A Volunteer Development Meeting was held October 4, 2004 to introduce the idea of a student volunteer plan to current CWES staff. See Appendix C for the meeting agenda and outline.

- All CWES staff was invited to attend the meeting via email. The meeting agenda was included in the email to allow the staff time for personal reflection on the topic. The meeting was not mandatory, although strongly encouraged for the participation of as many staff as possible.

- All staff was encouraged to brainstorm for student volunteer positions and incentives to be created at CWES. The CWES Goals – Fall 2004 (Appendix D) from a previous staff meeting were used to facilitate ideas. The brainstormed positions produced by the CWES staff were recorded and saved.

This information was collected to be use while determining the feasibility of a student volunteer plan at CWES. The criteria created to determine conclusions from this collected information are outlined in the methods of Sub-problem 1 in this chapter (step 6).
Procedures Related to Sub-problem 3

Sub-problem 3

Develop and administer a UW-Stevens Point student survey to gain knowledge on who is most likely to volunteer and what motivates them to volunteer.

Sources of Data

The goal of this survey was to obtain student volunteer advice from UWSP students to determine the feasibility of creating a student volunteer plan at CWES. Data was collected under the following categories:

- Student interest in volunteering
- Student volunteer motivation

The volunteers in this study were UWSP students. All students have different motivations for volunteering and hope to accomplish different goals with the experience. A UWSP student survey was developed in order to best identify volunteer positions, descriptions, and incentives that motivate students to volunteer. The procedures used to fulfill the goal of Sub-problem 3 are listed in four steps below.

Procedures Undertaken

3. A survey, consisting of 30 close-ended and open-ended questions was developed to address the goals listed above. A draft survey along with objectives for each question was submitted for approval to the graduate committee that served as a validity panel. The validity panel provided suggestions for improvement, changes were made, and the survey was approved. A preliminary survey was conducted
using fellow graduate students to ensure smooth question flow. The final draft was then completed (see Appendix E for the *UWSP Student Survey*).

3. The survey was then put on the CWES website using Microsoft FrontPage. The submit button at the end of the survey automatically collected data in an MS Access database.

3. To collect data on students' perception of volunteerism, two student populations were surveyed for comparison – UWSP students that belong to the Association for Community Tasks (ACT) which is a student volunteer organization, and the general UWSP student population.

a) Members of the ACT student volunteer organization on campus were surveyed to collect information from students who already volunteer and are part of an organization that keeps them informed about volunteer opportunities.

  - An email asking the students to take the survey was sent out to every student member of the ACT volunteer listserv (See Appendix F for the cover letter). The ACT list serve reaches 148 students who are interested in hearing about volunteer opportunities.

b) The general student population was surveyed.

  - An announcement was submitted to the Student Message of the Day (SMOD) (See Appendix G for the announcement) to notify students of the survey. The announcement appeared on the SMOD webpage for one week and was submitted to be sent via email to every student three times throughout the week.
• A table in the University Center (UC) was set up, Friday October 12, 2005, offering a free cookie for a completed survey to all students. A hard copy of the survey was used and the data was entered into the database.

3. The data collected from the two populations were analyzed. Responses for the closed-ended questions were tallied, percentages were calculated, and graphs were created for each question. Responses were compared to determine similarities and differences between the two populations. Responses for the open-ended questions were tallied by common phrases and presented in the results by the number of responses for each phrase.

This survey was administered to gain information on the volunteering interests and motivation of the students. The collected data was used to determine the feasibility of a student volunteer plan at CWES. The criteria used to determine conclusions are outlined in the methods of Sub-problem 1 in this chapter (step 6).

Procedures Related to Sub-problem 4

Sub-problem 4

Analyze all information to develop a student volunteer plan for CWES.

Sources of Data

The goal of Sub-problem 4 was to compile the results from Sub-problems 1-3, generate the best design and determine the feasibility of a student volunteer plan at
CWES. The procedures used to fulfill the goals of Sub-problem 4 are listed below in 3 steps.

**Procedures Undertaken**

1. The conclusions from Sub-problems 1-3 were compiled into a matrix (See Appendix H for the matrix) to combine all of the information collected and to create a summary for the feasibility of a student volunteer plan at CWES.

   a) The matrix included the information in ranked order from the majority of respondents based on a simple scale of 1-5. The data was entered with percentiles included (when possible) under specific categories for Sub-problem 1-3. The categories are: volunteer positions, volunteer coordinator, recruitment, incentives, training, evaluation, and volunteer work schedules.

   b) The key feasibility factors that were summarized in the conclusions for each Sub-problem were highlighted to stress importance as a requirement of the student volunteer plan while compiling the information.

   c) The last column of the matrix, Compiled Results, summarizes the combined information from each Sub-problem. Each ranked position was added up numerically and rated in the final column based on the total scores. The Compiled Results were used as an outline to create the summary of a student volunteer plan at CWES.

2. A meeting was held with the CWES Interim Director and Interim Program Manager on December 27, 2004, to better determine the best design and most feasible approach for a student volunteer plan at CWES. The results and
conclusions from Sub-problems 1-3 as well as the Compiled Results in the matrix from this Sub-problem were presented and analyzed through a discussion on the best way to use student volunteers at CWES.

3. A summary of a student volunteer plan for CWES was created. See Chapter 4 – Results of this report for the plan.

The compiled results from Sub-problems 1-3 were used to create and determine the feasibility of a student volunteer plan at CWES. The criteria used to determine the conclusions are outlined in the methods of Sub-problem 1 in this chapter (step 6).

**Procedures Related to Sub-problem 5**

**Sub-problem 5**

Create, conduct, and evaluate the impact of a pilot student volunteer plan for CWES.

**Sources of Data**

The goal of Sub-problem 5 was to construct, organize, and evaluate the effectiveness of a pilot student volunteer plan based on the student volunteer plan outlined in the results of Sub-problem 4. The student volunteer plan, as well as literature on successful volunteer planning was used to create, conduct, and evaluate the pilot student volunteer plan for CWES. The procedures related to Sub-problem 5 are listed below in three major steps.
Procedures Undertaken

A pilot of the student volunteer plan for CWES using two special events was planned for the spring semester 2005. One event was a programming event and the other a maintenance event. A meeting was held January 25, 2005 with all CWES staff to discuss the goals and expectations of these events (see Appendix I for agenda). Both special events consisted of student volunteer positions previously intended to be completed by CWES staff, which were too busy for the staff to accomplish alone. Each event was organized and marketed specifically for UWSP student volunteers. After each event, CWES staff and student volunteers were asked to fill out a questionnaire about their experience with the event.

1. Programming Special Event – The Snowshoe Owl Prowl was planned for February 18, 2005 from 6:00 to 9:00pm. The $5 admission fee for the event included an interpretive program on owls, a guided night hike, snacks, and games.

   a) An itinerary was created for the night (see Appendix J for the itinerary) that included the following:

      • A schedule of events for the night
      • Specific work areas for CWES staff to focus on for event training and supervising.
      • Pre and post event duties were assigned for CWES staff and student volunteers to ensure a smooth running event
      • Seventeen student volunteer positions were created to be filled by UWSP students
b) This event was organized and marketed for the community using the same basic structure of CWES’s *Hoot N Howl Fest*, an annual October event.

- A news release (see Appendix K for the news release) for the event was written and sent by the Office Manager to all area newspapers.
- Flyers were created for the event (see Appendix L for the flyer) and hung by CWES staff at CWES and around neighboring communities in places such as Amherst, Amherst Junction, Stevens Point, Iola, Rosholt, Waupaca, Manawa, and New London.
- Event flyers (Appendix L) were also sent out in a bulk mailing on January 25, 2005, and included all families on the CWES *Hoot N Howl Fest* mailing list.
- Two hundred 5X7 event flyers (Appendix L) in bundles of thirty were given to the Stevens Point Schools Human Resources to be distributed to every Stevens Point area school.
- Information for the event went out to UWSP news services, CNR reporter, SMOD, and Stevens Point Community Television.

c) Student volunteers were recruited for 17 student volunteer positions at UWSP using the following recruitment strategy.

- Flyers for volunteer recruitment were created (see Appendix M for the flyer), approved by the UC Campus Information desk, and hung on bulletin boards in all building on campus.
• A posting was submitted to ACT the student volunteer organization on campus, to recruit volunteers (see Appendix N for submission information). ACT recruited using the SMOD (Appendix O), email to ACT members, and word of mouth.

• An email was sent to all previous CWES Hoot N Howl Fest student volunteers (see Appendix P) to request volunteer support for another special event.

• Classroom extra credit was offered to students volunteering at this event by Dr. Yockers in NR 370 (Appendix Q) and Becca Franzen for the practicum students currently at CWES in NR 376 and NR 482.

d) Once the student volunteers were recruited, a welcome email was sent to provide more information about the event (see Appendix R for the email) which included all student volunteer names, positions, and itinerary for the night, duties, and departure with transportation information.

• Most student volunteers were trained and oriented for their positions the night of the event, with the exception of the Night Hike Guides who were sent an email to organize a mandatory training night prior to the event on nights when CWES staff was already conducting night hikes for visiting school groups. The training nights were on Wednesday, February 9 and Thursday, February 10, 2005.

• Transportation, food, and last minute student volunteer details were finalized through email on February 14, 2005 (see Appendix S).
e) A staff meeting was held with the staff participating in the *Snowshoe Owl Prowl* on February 7, 2005 to finalize all event plans, itinerary and 5 more volunteer positions were added and extra student volunteers were put in those positions.

f) Preparation and clean up for the event was done February 18, 2005 by utilizing all staff and volunteers available.

- Pre-event preparation lists were developed (see Appendix T for the list) and passed along to all CWES staff.

- CWES staff and practicum students set up for the event between the hours of 10:00am – 4:00pm.

- The student volunteers finalized preparation and took their places 45 minutes before the event.

- Student volunteers were given an itinerary for the night upon arrival specifically addressing their positions (see Appendix U for the itinerary).

g) The appropriate paperwork was created. The student volunteers were asked to sign an *IRB Consent Form* (Appendix W) for this project and a *UWSP Volunteer Agreement* (Appendix X) upon arrival for this event.

h) After the event all student volunteers and CWES staff was asked to answer separate evaluation questions (see Appendices Y and Z). See the methods associated with step three of this Sub-problem for information about the evaluation process.
i) After the event, all student volunteers were thanked individually and thank you letters were sent to all participants (see Appendix V for the letter).

   a) During the January 25, 2005 staff meeting (see Appendix I for the agenda), all CWES staff was given a copy of the brainstormed ideas for student volunteer positions that they created in a previous meeting for Sub-problem 2 of this report.
      • The staff was then asked to provide feedback about the possibility of a student volunteer workday event at CWES and help develop a theme for the duties that were most in need of completion in the spring of 2005.
      • A date of Tuesday, March 15, 2005 was set for the workday.
   b) The staff ideas from the meeting were compiled to create the Cabin Fever Workday as most of the ideas involved cleaning, organizing, and fixing the cabins at CWES.
   c) Student volunteer projects were created and a meeting was held on February 28, 2005, to plan the event (see Appendix AA for meeting agenda).
   d) The student volunteers were recruited using the most successful recruitment strategies from the first special event, the Snowshoe Owl Prowl. The recruitment strategy is listed below.
      • A posting for the event was put on the SMOD (Appendix BB)
• An email was sent to all previous CWES Hoot N Howl Fest and Snowshoe Owl Prowl student volunteers (see Appendix CC).

• A posting was submitted to ACT (see Appendix DD), the student volunteer organization on campus, to recruit volunteers. ACT recruited by posting on the SMOD, contacting organizations, sending emails to ACT members, and word of mouth.

• Extra credit was offered to all current practicum students at CWES (see Appendix EE)

• Dr. Sivek forwarded an email to notify his NR 302/502 EE class of the event (see Appendix FF).

e) A meeting was held on March 14th with the site manager to finalize all supplies and workday details.

f) All student volunteers were trained and oriented for their positions the afternoon of the event.

g) The appropriate paperwork was created. All student volunteers were asked to sign the IRB Consent Form (see Appendix W) and a UWSP Volunteer Agreement (Appendix X) upon arrival for this event.

h) After the event, all student volunteers and CWES staff were asked to fill out an evaluation (see Appendices Y and Z for evaluations). (See the procedures in step 3 of this Sub-problem for the evaluation process)

3. Evaluation for the Piloted Student Volunteer Plan
a) A draft special event evaluation and objectives for each section were submitted to the graduate committee that served as a validity panel for approval. The validity panel provided suggestions for improvement, changes were made, and the evaluation was approved (see Appendices Y and Z for the evaluation final draft).

b) The volunteers for each event, the Snowshoe Owl Prowl and Cabin Fever Workday were asked to fill out an evaluation questionnaire (Appendix Y) after each event.

c) After each event, CWES staff was asked to fill out a questionnaire directly related to their experience with the event (appendix Z).

d) The answers of all questionnaires and additional data about the event were compiled to draw conclusions about the impact of the pilot student volunteer plan at CWES.

The goal of Sub-problem 5 was to use the summarized results for the student volunteer plan in Sub-problem 4 and create a pilot to be tested and evaluated. The pilot was evaluated as it related to the problem statement of this report: to determine the feasibility of creating a student volunteer plan at CWES that complements staff responsibilities, increases student involvement, and results in more adequate staffing at the facility. Results are reported in Chapter 4 under Sub-problem 5.

Summary

This study utilizes information from literature, residential EE centers, CWES staff, and students to discover the feasibility of creating a student volunteer plan for
CWES. The methods of this Study include research to create a telephone interview, meeting, and survey to aid in the formation of a Student Volunteer Plan for CWES. The methods for the study were described in this chapter to clearly state the strategies used to accomplish the goals of each Sub-problem. The collected data was interpreted through qualitative processes to determine if a plan was feasible and successful at CWES.
Chapter 4

Results

The purpose of this study is to determine the feasibility of developing a student volunteer plan at CWES that complements staff responsibilities, increases student involvement, and results in more adequate staffing at the facility. The results presented in this section are organized to correspond with the five Sub-problems of the study.

Sub-problems of the Study
1) Locate other residential environmental education centers that are comparable to CWES and review their volunteer efforts relative to possibilities at CWES.
2) Identify present and future volunteer positions or efforts that could be created at CWES.
3) Develop and administer a UW-Stevens Point student survey to gain knowledge on who is most likely to volunteer and what motivates them to volunteer.
4) Analyze all information to develop a student volunteer plan for CWES.
5) Create, conduct, and evaluate the impact of a pilot student volunteer plan for CWES.
Results Related To Sub-problem 1

Sub-problem 1

Locate other residential environmental education centers that are comparable to CWES and review their volunteer efforts relative to possibilities at CWES.

The goal of Sub-problem 1 was to determine the feasibility of a student volunteer plan at CWES based on the examples from other residential EE centers. A Residential EE Center Questionnaire was developed and telephone interviews conducted to gain a better understanding of volunteer efforts at other facilities. The results of the Residential EE Center Questionnaire are presented below.

Residential EE Center Questionnaire – Analysis of Results

Preparation

The results of the Residential EE Center Questionnaire were collected during a telephone interview and entered into a Microsoft Excel spreadsheet. The responses for each question were analyzed separately by isolating meaningful phrases within each answer. Common phrases were then combined and tallied.

Responses

Raincloud Publishing’s Residential Outdoor Schools directory consists of 251 facilities across the nation. To gain a better understanding of the volunteer efforts made by other facilities comparable to CWES, 47 of the 251 facilities in the directory (19%) were selected and contacted by telephone. (See Appendix B for the facilities called). 24 of the 47 Residential Outdoor Schools completed the questionnaire indicating a 51%
response rate. Some of the respondents were using volunteers but did not have an organized plan, so some of the questions in the Residential EE Center Questionnaire were not applicable for all facilities. N/A was written next to the questions that could not be answered by the facility.

**Residential EE Center Questionnaire Responses**

The number in parentheses reflects the number of respondents who answered the question using the phrase it follows.

Questions 1-5 were asked to collect background information on the facility to determine if any of the facilities could be used as a model while developing a student volunteer plant at CWES.

1. **Do you have volunteers?** (n=24)
   
   *No* (n=11) – These respondents did not have any form of volunteer program.

   *Yes* (n=13) – These respondents organized and used volunteers at least once per year.
   - The facility is not very serious about a volunteer plan and only has a few (up to four) volunteers (8)
   - The facility has an organized volunteer plan with many volunteers (5)

   The people who volunteer at these facilities are broken down as follows:
   - Interns/students(4)
   - Community members(4)
   - Seniors(2)
   - All of the above(2)
   - High school students(1)

   The eleven respondents that responded (No) to question number 1 were asked the following question.

2. **Is there a reason that you do not use volunteers at your facility?** (n=11)

   *The facility uses staff members who are trained and paid.* (n=7)
   - Just haven't. Our staff is trained and paid.
   - Our instructors go through intensive training. They are all paid.
   - We hire on the summer staff, that way they are trained.
The facility has volunteers sometimes but does not pursue volunteers. (n=4)
- We sometimes have a board member come out and or a guy mow but we don’t have a program or even a plan. We have paid staff.
- They are like pulling teeth. We have a new director that is interested in seeing more volunteers.
- We are just starting a volunteer board for special events and fund raising.

The thirteen (13) respondents that answered (Yes) to question 1 were asked the following question after a statement was read regarding IRB approval.

3. Are you willing to participate in this study? (n=13)  
Yes (n=13)

4. Do you have a volunteer coordinator? (n=13)
No volunteer coordinator (n=6)
- The volunteers are treated like staff
- We have only had small events

Yes (n=7)
- The volunteer coordinator organizes all of the volunteers
- Each section has its own coordinator
- We have a Volunteer Committee that consists of 5-7 people. Two people on the committee are volunteers, not paid staff. We also have a volunteer, volunteer coordinator so the person with the title Volunteer Coordinator is a volunteer.

5. Are any of your volunteers college students? This would include interns or other unpaid student help. (n=13)
Yes (n=6)

No (n=7)

Questions 6-9 were asked to discover if basic components for the structure of volunteer position development for a student volunteer plan at CWES.

6. How many years has your facility been working with volunteers? (n=13)
Up to five years (n=5)
Ten to twenty years (n=2)
Unknown (n=3)
N/A (n=3)
7. What kind of volunteer positions are offered? (n=13)

Naturalist or educator (n=4)
- We have a few volunteers in the raptor programming plus the graduate students.
- Naturalist – it is a very lose title. They don’t have any experience before they get here. They stay the whole 9 months
- We have one position called a Teaching Intern, which basically gets a thorough training in August and January.
- Facilitating teambuilding programs

Custodial positions (n=3)
- Volunteers do what they want when they come out. Volunteers will do trail work and maintenance. No teaching, we have paid staff for that.
- Housekeeping and front desk. The volunteers are required to work 32 hour/week in summer
- We mainly use volunteers for maintenance labor, and sometime they come from our family camps. We tend not to use volunteers to do mailings and office work because that is grunt labor and they wouldn’t have a very good experience. Here at the YMCA, we tend to have older men – so we use them for more skilled labor because that is what they can do. Most other folks we end up putting on payroll so we can rely on them.

All areas, the volunteers come and do whatever they are most interested in doing. (n=3)
- We have a wide range, whatever people are willing and able to do. They have a skill or ability and they contact us and say they would like to do it. (Gets list of volunteer opportunities) Bookstore, driving a bus, carpentry, clerical work, construction projects, custodial things like deep cleaning, nursing, electrical work, food service, which includes cooking and dining room and stock person and setting up, snack bar, gardening and landscaping, general handyman, hosting – being a point person making sure the group has everything they need and answer questions or serve. Life guarding, painting, data entry, plumbing.
- Maintaining and beautifying the grounds and center, teaching public programs, Presenting live animal shows, Caring for animals, Organizing equipment, Office organization, Any area of special interest
- Many come with specialized skills and no official volunteer positions are created for these people.

Educational support (n=3)
- Volunteers support educational efforts, college students have gotten credit through independent study and we created projects for them. We had a whole environmental education class create programs. The biggest is our outdoor recreation program – we have volunteers help at three regularly scheduled events. They also help in the outdoor education program, on special projects, and ongoing work. Eagle scouts help out and do projects.
We have people assemble collections such as insect collections. They also develop educational programs, and shelved books. Teach programs too.

*Office work* (n=2)
- Process membership
- Public relations mainly, and we are just starting a volunteer board for special events and fund raising

*Special events, work projects, or seasonal festivals* (n=2)
- We had a volunteer work day last week but it was our first and I will be taking on some volunteer coordinator responsibilities. I do not have any more information beyond that. We will be having a meeting to talk about our possibilities next week.
- Well, we recently had a work day with volunteers but that is about all we have worked with them. The work day, two weekends ago, included volunteers for cutting wood, laying floor, painting, moving things from point a to point b.

*Cabin leader/counselor* (n=1)
- Exclusively we have them come for a cabin leader, counselor position, they stay with the kids.

8. **How many active volunteers do you have?** (n=10)

*Up to five volunteers* (n=5)
- We have not been very serious about it for years.
- We have one intern at a time, but that number will increase soon to 5-10 with the fundraising
- Ongoing we have 5 or 6 volunteers tops, we can call them if we need help and they will come. We can have up to 93 volunteers for special events.

*Five to sixteen volunteers per semester* (n=2)
- 14-16 interns
- We have about 5-10 active volunteer but 100 in the database

*Many volunteers or it varies with department* (n=2)
- Well, I have 142 people in data base, active, some are part of groups and some are individuals, we have some large groups from schools, or varsity groups to work on big projects

*Up to 15 volunteers per week* (n=1)
- 12-15 per week, each week a different crowd until 550 per year

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9. On average, how far do volunteers travel to your facility? Is transportation provided? (n=13)

Require volunteers to live on site (n=4)
- Live onsite. Internship lasts 2-3 months
- We use local volunteers and students live on site

Farther than walking distance and transportation is provided (n=1)
- We pick them up in vans – 25 miles from there – 30 miles at the most

Volunteers travel up to 30 miles and no transportation is provided (n=2)
- We have the same distance problem as you do at CWES. We are just too far away from the core of people we would like to pull from. You are going to have some trouble with the volunteers out there.
- We are 13 miles from campus but we help arrange car pooling
- We are in Anchorage, and the access road is a mile long. It is hard to get here without a car

Volunteers travel up to an hour and no transportation is provided (n=2)
- They come from quite a ways for big projects; the others live in the area. I guess most drive up to an hour.
- For most volunteers, not more than 50 miles

N/A (n=4)

The facilities were asked questions 10-12 about the volunteer coordinator position to determine if a volunteer coordinator is needed at CWES and what the requirements are for the position.

10. How long have you been the volunteer coordinator? (n=13)

The facility does not have a coordinator (n=6)
- No coordinator, the volunteers are treated like staff
- Well, we don’t really have any one person in charge of the interns.
- This was the only event
- It has been loopy goosy for many years

Respondent has been the coordinator for up to 2 years (n=3)

Each section at the facility has its own coordinator (n=1)

Close to 10 years (n=2)
- Since 1989, it is a stressful position if you do not plan correctly

N/A (n=1)
11. Is the volunteer coordinator a full or part time employee or a volunteer? (n=13)

Full time positions (n=4)
- Full time staff position, but not all the time is put toward volunteers, they also go and visit schools and stuff.
- Full time coordinator

The coordinator position is shared (n=3)
- We do not officially have a coordinator. That position has always been someone’s hat to pass around. We all share different areas of the volunteer program. I deal with clean up days. Another person deals with RSP to do bulk mailings.
- It is shared
- Volunteer committee consisting of fulltime and part time employees, and volunteers

N/A (n=6)

12. How many hours per week does the coordinator dedicate to volunteers? (n=13)

It varies (n=3)
- 60% of my time 2-3 weeks before programs start I am on campus recruiting
- I do volunteers on top of my real job which is 100% time... the volunteers take a lot of time... sometimes not... on average takes 20% of my time probably. For every 10 people who contact I get maybe 1. There is a lot of mismatched interest.
- I don’t know how much time they put into it. We match projects with volunteers by the committee. Probably around 50% of our time is put toward volunteers for some of us. It changes too throughout the year.

60% of the time goes toward volunteers (n=1)
- 60% of their time goes toward the volunteers (full time coordinator).

10% (n=1)
- 10% out of a 35 hour week

N/A (n=8)
Questions 13-17 were asked about recruiting and hiring to determine if a strategy is needed and the most effective way to reach, assign positions, and reward UWSP students for volunteering at CWES.

**13. How do you recruit volunteers?** (n=13)

*Word of mouth, website, customer base* (n=7)

- A lot of it is word of mouth through the volunteer coordinator, people we meet, A lot of time we get people from our volunteer website. On the web page we write articles so other people can see what volunteers are doing. A lot of recruitment is done through camps and the family camps. Some of the large groups don’t know how they were recruited but they have been coming for years. One of the groups the leader used to work here as a kid or something so now he is bringing his high school group so that makes for a long term connection.
- They find it on the internet or they are people who came here as a kid and want to give back.
- They come to us. Online or they have already been here with family
- Website and advertise through other organizations like Oryan Society, which we are a part of. I have gone to intern.org for the state of Utah and trying to do that. But they haven’t gotten it together so that hasn’t been successful.
- We try to drive people to web page where we have an application; they post on other web pages and career placement offices. Contact people we have connections with. Go to job fairs. Go to universities to get interns. Also have summer camp and do mutual recruiting and try to get people to say on for both and get a full years experience. We have success with that. Also work with the YMCA international camp program... year and a half in length... which helps with the visa process. Have 2-5 international interns.

*Visit schools, posting bulletins, organizations* (n=3)

- Well we do it in a number of different ways. We call visiting schools and find out if they will help recruit, if they do get students to help then they get a money break. That works; I would say 30% of time. The other times we go through centers and call high schools to get an announcement in the bulletin that there will be a meeting. Then we show up at the school for the meeting and the volunteers are there and ready at the meeting.
- Go to as many classes as I can and present, go to volunteer fair and set up a table, bulletin boards
- Contact schools, newspaper, garden club, and honor society.

*Fliers, newspapers, interpretive naturalist certification* (n=1)

- For public events fliers and notices in the papers. Other positions, we have announcements in the paper, we are one of 8 participating organizations in
interpretive naturalist training program that are seeking certification. Look online for interpretive naturalist certification of Alaska. There is a Listserv and pull from that. Certification requires them to teach or help.

N/A (n=2)

Table 2 shows each recruitment strategy from question 13 tallied separately, independent of the facility, to show the frequency of responses for each specific method the Residential Outdoor Schools.

Table 2 - Volunteer Recruitment Strategies

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Recruitment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Website</td>
</tr>
<tr>
<td>5</td>
<td>Fliers, newspaper</td>
</tr>
<tr>
<td>4</td>
<td>Customer base</td>
</tr>
<tr>
<td>3</td>
<td>Call schools</td>
</tr>
<tr>
<td>3</td>
<td>Advertise through organizations</td>
</tr>
<tr>
<td>2</td>
<td>Word of mouth</td>
</tr>
<tr>
<td>2</td>
<td>Visit universities</td>
</tr>
<tr>
<td>2</td>
<td>Previous employee, includes summer camp</td>
</tr>
<tr>
<td>2</td>
<td>Post on internet</td>
</tr>
<tr>
<td>2</td>
<td>Participation in special program (international or certification)</td>
</tr>
<tr>
<td>2</td>
<td>Job or volunteer fair</td>
</tr>
<tr>
<td>1</td>
<td>Career placement office</td>
</tr>
</tbody>
</table>

14. Do the potential volunteers fill out an application and interview for the position? (n=13)

Yes application and yes interview (n=6)

- Yes, they do. We are redoing that. The application is general and we want to make it specific to better match their capabilities with our needs. Often times, they want to volunteer but don’t know what they can offer. We end up starting them on easy projects until we get to know what they can and cannot do... more on a trial basis. We have to figure out where their interests are. I get the application and pass it on to Ann who matches projects with volunteers. She will give them a call and talk to them on the phone. Get a feel for who they are and what they want to offer to help and how much time they want to give.
- They submit a resume and cover letter and we interview them.
• It depends on the department. Outdoor school they do. Raptor center is more informal

*Yes application and no interview (n=4)*

- Well, they fill out a form to take to teachers to get out of class for the week. They then take it to the contact person at the high school. The contact person will filter them out if they will not work.... Sometimes they will tell us that we don’t want certain kids because of this or that.
- No interview but they do fill out an application online and references. We are more lenient with volunteers than employees. We already know many of them and have a 4 week minimum time requirement for them to work.
- We have a general application, and our main volunteers that come a lot. We have form that they fill out and we keep it on file in the data base. When the volunteers get here they sign in and document hours.

*No application and yes interview (n=1)*

- They call or email and she calls them and talks to them

*No application and no interview (n=1)*

- We are just now thinking about starting to log for the volunteers to write down how many hours per day per volunteer. But we don’t even have the sheet made up yet.

*N/A (n=1)*

15. **Do you offer volunteer job descriptions for potential volunteers?** *(n=13)*

*Yes (n=5)*

- Yes, available on the government website and we have hard copies here or the volunteer can contact her. We have a binder of work descriptions needed at the facility that people can page through.
- Yes, online (4)

*No (n=2)*

- No. But we might have one for the volunteer coordinator which is a volunteer position

*N/A (n=6)*

16. **What kind of incentives do you offer volunteers?** *(n=13)*

*Gaining skills or experience (n=4)*

- When I was in college I would volunteer at a facility and my pay off was a nature hike training every month... We would go on a two hour hike once a month and I learned so much. Training like that is valuable and I could put it on my resume in addition to just volunteering. I had training too.
• We find a lot of students that want to do it and remember coming here as a kid. We get lots of former kids, all of the volunteers here this week were here as kids. They just get experience; get food for the week, and a free t-shirt.

• Everyone volunteers for a different reason. Some people just want to help; they have the skills and see the need. Some come out to teach… although that is very infrequent. Some would come for weekend and saw the accommodations and meals as being their incentive.

• They get experience, training, paid pretty good (wouldn’t say how much) they are the least paid positions though, room and board

**College credit (n=2)**
- Rotating schedules, pro deals, room and board and stipend, grad credit
- College credit, volunteer hours, ice cream, references, those that volunteer for years get their names on a landmark plaque, also gifts such as pins or leather work gloves

**Location (n=2)**
- Work in a fun and beautiful place
- Location is the main incentive; they come to live in the wild. And we do offer a free place to live. For the office position we allow up to two weeks of field work with our outdoor education adventure programs. The volunteers participate in that and really like it. For them the benefit is a portfolio of PR documents that they worked on. They leave with copies of all major documents.

**Room and Board (n=2)**
- Room and board. Discounts around town and discounts for horse back riding and other things to do around here.
- Stipend and room and board and help them secure a health insurance policy. Train and pay for certifications in first aid, CPR, and small craft training. They are given the opportunity to work in conference programs on weekends to earn additional money. We help with their job placement and offer career counseling. We also have community weekend trips and programs and vehicles available and allow them to go to professional conferences.

**Food (n=2)**
- Free lunch and coffee and donuts
- We have offered them meals for the times they are here – day = lunch. Out of town = all three meals. They give the groups gifts – t-shirts. Thank you notes to show appreciation for them.
Table 3 shows each incentive from question 16 tallied separately, independent of the facility, to show the frequency of each incentive response of the Residential Outdoor Schools.

Table 3 – Volunteer Incentives

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Incentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Free food or meals</td>
</tr>
<tr>
<td>4</td>
<td>Room and board</td>
</tr>
<tr>
<td>3</td>
<td>Training and experience</td>
</tr>
<tr>
<td>3</td>
<td>Creation of a portfolio or job placement assistance</td>
</tr>
<tr>
<td>2</td>
<td>T-shirts</td>
</tr>
<tr>
<td>2</td>
<td>A stipend</td>
</tr>
<tr>
<td>2</td>
<td>Location, the volunteer can work in a beautiful place</td>
</tr>
<tr>
<td>2</td>
<td>Gifts</td>
</tr>
<tr>
<td>2</td>
<td>College credit</td>
</tr>
<tr>
<td>1</td>
<td>Vehicle available to use (volunteers live on site)</td>
</tr>
<tr>
<td>1</td>
<td>Offer training once per month on how to conduct a nature hike</td>
</tr>
<tr>
<td>1</td>
<td>A thank you letter</td>
</tr>
<tr>
<td>1</td>
<td>The facility pays for certifications such as CPR and First Aid</td>
</tr>
<tr>
<td>1</td>
<td>Volunteers name is added to a plaque for landmark years of volunteering</td>
</tr>
<tr>
<td>1</td>
<td>The facility helps the volunteer secure health insurance</td>
</tr>
<tr>
<td>1</td>
<td>The volunteer is offered discounts in town</td>
</tr>
<tr>
<td>1</td>
<td>The volunteer’s personal page on the website</td>
</tr>
<tr>
<td>1</td>
<td>Office volunteers get two weeks of field work</td>
</tr>
</tbody>
</table>

17. Do you offer an event to honor student volunteers? (n=13)

Yes, the facility offers an end of year party with awards (n=7)
- We come together and offer a recognition party in the summer. We also have a pancake breakfast in the winter.
- Have an annual award with certificates for everyone and awards for the over achievers such as gym bags with different compartments to hold gear, fanny packs, pins, belt buckles that have messages on them. This is once a year. Special Event honors happen three times a year for the three events. They offer t-shirts associated with event the night of and door prizes. All prizes are donated by businesses.
• Christmas party, usually only the community members come. We've given ornaments with the date and year. We also have miniature golf outings.
• We do have a thank you party at the end of the year – You know, not many go to it, just a small number show up. Last one we had about 50-60 out of 600 and also get letters for summer camp which is huge and popular here. Many students want to come and work at summer camp.

No (n=3)
• No, but do internal cookouts and potlucks to get everyone together.

N/A (n=3)

Questions 18-22 were asked to better determine if a training and evaluation system is needed at CWES to ensure that the student volunteers and CWES accomplish goals in the volunteer plan.

18. What type of orientation or training do you provide for volunteers? (n=13)

The facility provides a formal orientation and training (n=6)
• The volunteer has one full day of paperwork and office orientation. It takes a full week to get the feel for everything.
• Usually they come up the night before and get about 3 hours of training to let them know what to do. They also get a few hours Monday morning before the groups arrive, so probably about 5 hours total. But we have someone around to help out if they run into trouble.
• First make contact and we set up training and that comes first. We provide videos they have to watch and a safety orientation. We do this on an individual basis. If we recruited 2 people for a project then they come together. But usually do training on an individual basis.
• We have a two and a half week training and we pay them for it now. Every Friday and Monday morning more we offer more training.
• It depends on department. For those who run programs we have a school day program, guided nature center and have stations. The intern staff has formal training and goes through as one of kids. If they signed up ahead of time will come to orientation training. If not, for orientation they must observe for two and lead on the third program.
• They come in and are assigned to specific departments and the supervisor trains them. They also come for orientation, which is a full day.

The supervisor trains the volunteers when they arrive (n=3)
• Every work section had a supervisor and the volunteer got to sign up for and choose which project they wanted to work on.
• We don’t have a formal training program because the volunteers are so few and frequent.
• It depends on project they are doing; when they get here they get hooked up with the department supervisor or manager. That person will show them around and explain what needs to be done or teach them how to do it. Big groups get the volunteer coordinator or Ann will meet the group and make sure they have everything they need.

Volunteers shadow the work that will be done (n=1)
• Shadow first couple weeks and that’s about it. They do have continued mentoring throughout the seasons.

N/A (n=3)

19. Who trains the volunteers? (n=13)
Supervisor or administrative staff (n=4)
• There are program directors and assistant programs directors…. Usually the assistant program directors run the training. It is 4 hours of evening training and then a few hours the next day. Some departments have manuals.

The volunteer coordinator (n=2)
• I do the building orientation and supervisor on volunteer form does project overview of the project.

The volunteer is assigned a mentor upon arrival that trains (n=3)
• Volunteers are assigned one of the naturalists as a mentor when they arrive
• An employee would go with that person for the day and show them around.

All staff rotates through a volunteer training schedule (n=1)
• Rotating staff… They sign up for extra work, and get day off later in the week.

N/A (n=3)

20. Is a student volunteer handbook provided? (n=13)
Yes a handbook or manual is provided to the volunteers (n=7)
• Yes, written guidelines, minute by minute explanation of what to expect, and will send you a copy
• Yes, BML volunteer handbook, and I will send a copy
• The main handbook is a basic personnel policy. When they do field programs they get the field program binder with information about what that they are getting in to.
• A little information is given plus the staff manual that everyone gets
21. Do you or have you evaluated your student volunteer plan as a whole? How do you evaluate it? (n=13)

No (n=3)

Yes, at the end of season (n=2)
- We try to. The last week we do a performance review that is an evaluation of performance. On the back of that sheet we ask the intern to rate us and tell us how we met their expectations.
- We evaluate the students’ pre and post position. We do written and oral evaluations. We look back at what they came for and if met needs... and then conclude if their goals have changed or not and why.

Yes, Weekly and seasonally (n=2)
- Teachers evaluate and students evaluate instructors every week. The staff evaluates and gives feedback to the teaching staff. And then staff provides feedback about the program as a whole at the end of every semester.
- Staff meeting every Monday and end of each season have a review meeting; here are the challenges and things that worked well. Each area has teachers evaluate us. Even interns evaluate the program.

Yes, in a meeting every few months (n=1)
- Committee meets on an as needed basis every few months and evaluates the program at each meeting. We have wanted to restructure it and make it work as a whole. I mean we want to make sure all the people don’t get lost in the cracks... and use them the way they want to be used. We also discuss strategy, how to recruit, and now how to better use the volunteers we have. Also as far as the committee goes, who is supposed to do what. We organize to make sure nothing is forgotten or too much burden is on one person. We make sure someone keeps calling the volunteers.

Yes, but no information provided (n=1)

N/A (n=4)

22. Do you evaluate each student volunteer position? How? (n=13)

Daily or weekly meeting (n=3)
- The students are evaluated by the teachers every week – and also by an individual staff person in the forest. We do not have a big evaluation because we do it weekly in a staff meeting every week.
• Some positions are ongoing, some are not. After a big group we will have a meeting and discuss what went well and what could change for the future. Good or bad or whatever, either way. Things they liked or don’t like or what didn’t work for them. Groups get evaluated on an individual basis.

On an individual basis (n=2)
• We have a verbal evaluation for outdoor school volunteer because they are doing it for credit

No (n=4)
N/A (n=4)

Questions 23-25 were asked to gain the respondents’ general impression of the strengths and challenges of their volunteer program that were not previously addressed in other questions. This information was used to determine whether or not a student volunteer program would benefit CWES.

23. How vital are student volunteers to the operation of your facility? (n=13)
Vital or very important (n=7)
• Very vital, especially as the program has improved and we learned how to use volunteers better. They are not hurting or taking any jobs away from paid employees but are helping to enhance things. We get a lot of work and help and hours from volunteers. Great help where we’re are not always able to meet everything. Their willingness to do whatever needs to be done. Their attitudes are expiring to staff
• Volunteers are huge here. It is nail biting if they are not here. They are a great age to do it and the kids really love high school students. Interaction and bonding between the kids and students is strong - as opposed to parents because the dynamics would be different. Kids meet teenagers and they are brand new and they work well together.
• Extremely! I keep a spread sheet of hours and people we had over $60,000 of labor last year. Value of the work builds a sense of community of shared stewardship of land and work. It brings everyone together because they believe in the facility.
• We had a successful day; some people brought equipment we didn’t have.
• Very, lots could not do without them... we are all stretched as far as we can be. Most of our school programs would not happen without them.

Not so vital but they help (n=2)
• The volunteers are always important and needed and welcome. We hire 500 seasonal employees per summer so volunteers help out a lot where needed, especially when we start losing employees to go back to school.
• Day to day we could survive but productivity has increased by having them in the office but it is one more body so we have another person getting things done. It frees up my time to do other things so I am not just working on everything alone. The relationship between an organization and volunteer can be good. If things go well the intern will come back and get a paid position so that helps because we don’t have to train as much.

N/A (n=4)

Table 4 shows the volunteer strengths mentioned above tallied separately, independent of the facilities, to show the frequency of responses of the Residential Outdoor Schools.

Table 4 – Volunteer Strengths

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Volunteer Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The volunteers get a lot of work done</td>
</tr>
<tr>
<td>4</td>
<td>Volunteers offer dedication, along with interacting and bonding with paid staff</td>
</tr>
<tr>
<td>2</td>
<td>The facility often hires volunteers in the future as paid staff</td>
</tr>
<tr>
<td>2</td>
<td>Volunteers enhance the facility</td>
</tr>
<tr>
<td>1</td>
<td>The volunteers’ attitudes are inspiring to staff</td>
</tr>
</tbody>
</table>

24. What is the biggest challenge while working with student volunteers? (n=13)  
Supervision and dependability (n=5)

- They volunteer for a short time so getting the most of that person’s abilities without spending too much time on training. Also balancing day to day work that needs to be done with some more exciting activities that the individual gets to enjoy.
- Supervision and mentoring, making sure they get everything they need, make sure to set aside the time to set it up and structured. This is a challenge partly because no one person is in charge.
- It is a lot more work to manage volunteers than to just have paid employees. Especially when you need people to be reliable. You cannot always depend on volunteers. If they do not show up creek without a paddle. That is why we do not use them for teaching.
- Getting the same people to come back consistently. Student population has so many opportunities and other things they want to do.
- Well, volunteers in general because we do not want to take away from the paid staff. We want to get more volunteers involved but don’t know how to do it.
Recruiting volunteers is difficult (n=3)

- Getting volunteers is hard to do. Sometimes we get the lack luster teenagers, and they don’t get it and they are not much help – and do completely wrong things. Illegal stuff they are out the door and either call the police or contact school.
- Getting people on board is challenging because it is a lot of work. It takes a lot of time. Special event volunteers are easier. Individual volunteers involve more work.
- Recruiting and keeping them motivated while working long hours. If they do not get direct rewards they get frustrated. Dynamics of community can be challenging too. It is a lot to learn in short time and with limited resources. The challenge is always to create learners that keep learning on the job. Their program exists among many others so there are conflicts and challenges and limits with resources.

Matching the volunteer’s skills to the job is sometimes difficult (n=2)

- The biggest challenge is maybe matching skills to a job or project. Especially if they are not sure what they want or can do. It might take several projects to figure out what they are able to do.
- Challenge is placing them based on where they would like to go and especially for training and the amount of time they can be here.

Some volunteers are not much help (n=1)

- There were some abuses. Some would volunteer for a couple hours and then we wouldn’t see them again for the rest of the weekend. It got challenging. We also used to provide meals and accommodations free but it got to a point that we can no longer do that. Unfortunately they were coming mainly because they couldn’t afford it any other way... but to volunteer.

N/A (n=1)

25. Is there anything you would like to add about your volunteer experience that I have not covered in the questions? (n=13)

Positive comments about volunteers (n=1)

- This is a popular volunteer program and it is almost like it is not a real world experience. It is so positive. Good that these things exist in world based on competition and material possessions but this program is valued so much by everyone who comes.

Additional facilities with good volunteer programs (n=2)

- If you are looking for a place with a formal program the best example is Delaware nature society. It is an affluent area and close to people.
• You should call Miami University, Ohio and discuss their program with Houston state park – The University Environmental Club would run nature hikes and receive training programs in return like once a month or something. Biology Rec. and club project was to provide nature programs for state park.

Summary of Results for Sub-problem 1

The goal of Sub-problem 1 was to determine the feasibility of a student volunteer plan at CWES based on the examples from other residential EE centers. Questions 5-8 of the Residential EE Center Questionnaire were asked to determine to what degree the facility could be used as a model while developing a student volunteer plan for CWES. The results reveal that no single facility could be used as a model for a student volunteer plan at CWES even though five residential outdoor schools associated with universities were contacted. One facility appeared to be comparable to CWES in size, but used 14-16 interns per semester by offering incentives such as stipends, room and board, and help securing health insurance. Another facility had more staff, was much larger than CWES and used many paid staff members in each department to successfully organize and utilize student volunteers and interns. The other three university facilities did not use student volunteers or interns.

Most respondents expressed volunteer efforts similar to CWES with either no volunteer plan at all or a loosely organized volunteer plan with only a few volunteers. In general, the few facilities that had an organized volunteer plan benefited from a strong and ongoing base of volunteer help. It is evident that a facility interested in utilizing volunteers needs to maintain serious organization and support for the plan to be successful. The facilities with many paid staff members had larger volunteer plans than
the smaller facilities. Therefore the volunteer plan at CWES will include fewer volunteers compared to many other facilities because it needs to reflect the amount of staff available to implement the plan and supervise the volunteers.

The objective of the questions 4-7 was to discover if basic components for the structure and development of volunteer positions were needed for a student volunteer plan at CWES. The results show that the basic structure and development of a student volunteer plan should encompass worthwhile volunteer positions that the volunteers want and are able to attain.

The most common response to the type of volunteer positions offered at residential outdoor schools can be categorized in to three (3) main areas: custodial, educational programming, or clerical. Smaller facilities were different from larger facilities in their ability to implement volunteer positions. The smaller facilities like CWES focused their volunteer efforts on one area at a time, while the larger facilities were able to accommodate many volunteer positions in all areas. The three main areas of volunteer positions are summarized below.

- *Special events* often involved an organized work day or celebration that could be categorized under the three areas listed below. The majority of respondents offering volunteers a one-time special event opportunity expressed ease in recruiting and utilizing the volunteers. Special events are fun and often receive a lot of support from volunteers who would like to be more involved but cannot commit to ongoing volunteer positions. For this reason, ongoing volunteer positions are more difficult to fill than the positions at a special event.
• *Custodial* volunteer positions included organized work days in the spring or for deep cleaning, organizing equipment, and fixing trails and buildings.

• *Educational programming* volunteer positions were often under the title of ‘intern’. Many of the students worked at the facility through directed or independent study associated with course work in college. Other naturalists, educators, or educational support volunteers were trying to gain experience in the field and were often working to be hire on with the paid staff the next season.

• *Office* positions were either one time or continual positions where volunteers worked the front desk, helped with public relations, filed, and entered data into a computer.

The objective for the questions 10-12 about the volunteer coordinator’s position was to determine if a volunteer coordinator is needed at CWES and if so, the requirements for the position. The results show that a volunteer coordinator is needed to take on the general responsibilities of the volunteer plan to ensure that it is organized and evaluated. Responses indicate that the facilities without a volunteer coordinator only offered loosely organized volunteer positions that operated through staff connections or personal favors, rather than through the general public or specific populations.

The facilities that had an official volunteer coordinator, or at least shared the volunteer coordinator responsibilities, had a plan that was well organized and relatively successful with returning and long term volunteers. The volunteer coordinator position was most often a full time staff position at the facility that had other responsibilities in addition to organizing volunteers. The number of hours dedicated to volunteers varied
between facility and fluctuated throughout the year, but fell anywhere between 10%-60% of their time per week.

The objective for questions 13-17 regarding the facility’s volunteer recruitment and hiring strategies was to determine if a strategy is needed at CWES and the most effective way to reach and reward UWSP students for volunteering at CWES. The questionnaire results indicate that recruitment and hiring strategies are needed, although the approach can be simple. Many respondents revealed that they advertise for volunteers in only a couple places, offer incentives, and provide a social event for volunteers, such as an end of the year party to recognize volunteers. Based on the questionnaire results, the top five places CWES should consider to recruit student volunteers are listed below.

1. Facility website - Most facilities use their website to provide general information on volunteering, volunteer job descriptions, and applications that can be submitted online. Most volunteers apply and interview for their volunteer positions at these facilities just like a regular employee although the respondents admit that the process is more relaxed for volunteers.

2. Fliers on bulletin boards

3. Newspapers

4. Through the customer base/word of mouth

5. Visiting (or calling) schools and universities

Most of the respondents offered incentives directly related to the volunteer position. These incentives were usually what the volunteer got by default just by being present and performing duties in the volunteer position. Many respondents provided volunteers a
combination of the following incentives: free food or meals, room and board, training and experience, or guidance in professional development such as career advising and portfolios. Most of the facilities that used volunteers recognized that they could not offer volunteers many incentives, so to show appreciation, provided a social event, either a Christmas dinner party or a summer cookout or potluck. These social events offer volunteers an opportunity to get together. Certificates, prizes, and rewards were offered to recognize volunteers for their outstanding work.

The objective questions 18-22 regarding volunteer training and evaluation was to determine if a training or evaluation method was needed and if so, the best approach for student volunteers at CWES to ensure that both, the students and CWES, accomplish goals in the volunteer plan. A volunteer training and evaluation method is needed at CWES to orient volunteers, although each student volunteer position should be treated differently and the training and evaluation technique should reflect the student volunteer position.

In general, respondents offered a different training technique for each volunteer position, depending on if the position was custodial, educational programming, clerical, etc. This is because some volunteer positions could be explained the first day of work, while others needed more explanation. Most respondents offered some kind of orientation for volunteers to introduce the facility, policies, and training for the job. Of the facilities that did not offer a formal orientation, training was done the first day of work through supervisors, volunteer coordinators, or an appointed mentor. The majority of respondents also provided volunteers with a volunteer handbook that outlines frequently asked questions, policies, guidelines, and general staff information.
Most respondents indicated that evaluations are necessary to ensure that the volunteers and facilities are accomplishing goals. Many respondents have the volunteers evaluate themselves and the volunteer position by conducting daily or weekly meetings to discuss the challenges or successes of the day. This is similar to the debrief meeting that is offered to the practicum students at CWES. Depending on the volunteer position, evaluation may be done on an individual basis as well if the position does not align with this structure.

Most facilities evaluate their volunteer program as a whole seasonally using written or oral evaluations from their volunteers and customer base. In particular, they look to see if the volunteer positions met expectations and if goals had been met. They also specifically look at the worth of the positions, if the volunteers are working out, and getting the training they need.

The objective for questions 23-25 was to have the respondents’ provide general impression of the strengths and challenges of their volunteer program that were not previously addressed in other questions. This information was used to determine whether or not a student volunteer program would benefit CWES. Based on the results, a student volunteer plan would benefit CWES as most of the respondents reacted favorably when asked about the strengths, even though some admitted their volunteer plans needed to be organized better. The most common response indicated that CWES would benefit from volunteers because they get a lot of work done and enhance the facility. One respondent said that a volunteer’s “dedication, interaction, and bonding is often a boost to the other staff”.

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A student volunteer plan at CWES will also reflect the same challenges of other residential EE facilities. The most frequent responses indicate supervision and dependability are major challenges while working with volunteers. Volunteer supervisors sometimes find it difficult to balance workloads to make sure the volunteer is getting what he or she needs to keep them coming back. A lot of stress is eliminated if the volunteer's skills match the volunteer position and adequate training is provided. Volunteers are often at a facility a short time, so training should be done with the time commitment in mind.
Results Related to Sub-problem 2

Sub-problem 2

Identify present and future student volunteer positions or efforts that could be created at CWES.

The goal of Sub-problem 2 is to identify the feasibility of creating a student volunteer plan at CWES based on the feedback from CWES staff and the ability to identify student volunteer positions. Results below are reported in two steps, past volunteer positions at CWES and the creation of volunteer positions at CWES.

1. Past Volunteer Positions at CWES

A list was compiled of the positions that students volunteered for at CWES over the past two years. These volunteer positions are listed below along with a description of the position, recruitment strategy used, and training and evaluation approaches. Currently a volunteer log is kept at CWES that includes the volunteers' names and how many hours they worked. This log is used as an incentive, primarily to provide job references for volunteers.

Educational Programming

Daytime Educator – A few student volunteers taught lessons during the day at CWES and volunteered at least one day a week. These volunteers heard through word of mouth that the opportunity existed and/or contacted CWES for the opportunity. The program manager was responsible for the organization of volunteer hours. Some volunteers were trained with the practicum students before the semester began, some were past practicum students, and others were not. Volunteers are offered free meals
when provided for the school groups and transportation to CWES. Volunteer position and performance evaluations were held for the volunteer orally in debrief meetings at the end of the day. The volunteer was asked to fill out a final evaluation of the volunteer position and experience at the end of their volunteer term.

*Evening Program Volunteer* – Evening programs include an interpretive program, a campfire, and/or night hike for the overnight school groups at CWES. CWES recruited for this volunteer opportunity through the EENA organization on campus and word of mouth. Volunteers were organized by the program manager. EENA members, as well as past and incoming practicum students volunteered for this opportunity. Training took place as a free dinner, orientation, and mock campfire. Volunteers are offered free dinner and transportation to CWES for volunteering. EENA members were offered a free overnight at CWES after 50 hours of volunteering but never took the opportunity. Volunteer position and performance evaluations were held for the volunteers orally in debrief meetings at the end of the night. Visiting teachers also evaluate the performance of all staff.

**Office Work**

*Filing* – A student spent time in the office filing paperwork. The student contacted CWES and had to volunteer for a class. No recruiting or direct incentives were offered to her. She was supervised by the CWES program manager.

**Annual Special Events**

*Hoot N Howl Festival* – Annual Halloween festival at CWES. Students volunteer to be trail characters, work in the kitchen, park cars, decorate, clean up, and run the
games, crafts, and campfire. Most volunteers are recruited through classes, word of mouth, the Student M.O.D. and fliers hung on bulletin boards and the event was organized by the CWES program manager. Each volunteer area has a different training, some attended a rehearsal party with dinner and other volunteers received training the night of the event. Incentives offered to volunteers included free food and transportation as well as $10 toward trail character costumes.

**CWES Cut N Clean Up** – The Student Society of Arboriculture (SSA) participants attend a week of felling trees, clean up, and cut wood in January. This is an annual event with the SSA and recruitment is set up through the organization and the CWES site manager. Training includes an introduction, orientation and training of the job. For incentives, volunteers are offered free lodging in cabins for the week, a free one night stay for the SSA, free meals, and firewood per number of hours worked.

2. The Creation of Student Volunteer Positions at CWES

Two meetings were held to gain input on student volunteer positions to be created at CWES.

**First Meeting – Preliminary Volunteer Planning**

‘Volunteer Planning’ was put on the agenda of the April 1, 2004 monthly meeting for programming staff at CWES. The meeting was facilitated by the researcher. Other people in attendance were Becca Franzen (Program Manager), Bobbi Kubish (Director), Emily Jacobs (Graduate Assistant), Kate Hofmann (Graduate Assistant), and Mike Ausema (Daytime Educator Volunteer). An introduction to the development of a volunteer plan at CWES was provided. The
staff was then asked to participate in a brainstorming session to create a list of possible volunteer positions to be created at CWES. Twenty-one student volunteer positions were suggested by CWES staff in areas from most popular: 1) general duties, 2) educational programming, 3) maintenance, and 4) office. See the table below, following the results of the second meeting, for a list of brainstormed ideas for volunteer positions.

**Second Meeting – Volunteer Development Meeting**

A volunteer development meeting was held October 4, 2004 to introduce the student volunteer plan at CWES to current staff. The meeting was facilitated by the researcher. Other CWES staff in attendance was Mike Schuster (Site Manager), Dan Malec (Maintenance), Ella Weetz (Office Manager), Scott McIntosh (Maintenance), Janise Moe (Kitchen), and Becca Franzen (Program Manager). An agenda along with an outline of the meeting was provided to everyone attending. The project idea for plan to involve UWSP student volunteers at the CWES was introduced. See Appendix C for the meeting agenda and outline. The meeting was 35 minutes long.

In general all staff members responded positively to the proposal of a student volunteer plan at CWES. Everyone spoke openly about concerns and ideas relating to the development of a student volunteer plan at CWES. Specific feedback is listed below.

- Some staff members expressed the need for volunteers to check in at the front desk when they arrive at CWES. She went on to say that someone needs to know who is on site, why they are there, and what they are supposed to be doing as a liability for school children on site.
• An idea was shared to have a class at UWSP adopt CWES for class projects to gain more knowledge, support, and connections from students.
• Concerns were expressed about establishing a student volunteer program because volunteers are often not as reliable as paid staff and may not show up to do the work.
• Suggestions were made to organize volunteers through CNR professors, especially to find classes that require students to volunteer.
• The site manager is currently recruiting community volunteers of his own through other organizations to help with some maintenance projects and will continue to do so.

The brainstorming session provided many useful volunteer position ideas, although admittedly some ideas would need to be combined to create better positions that students would want to do. Twenty-four student volunteer positions were suggested by CWES staff areas from most popular: 1) maintenance, 2) general duties, 3) office, and 4) kitchen. Table 5 reveals the final list of volunteer positions created while brainstorming during the volunteer development meetings.
### Table 5 – CWES Student Volunteer Position Ideas

<table>
<thead>
<tr>
<th>Preliminary Volunteer Planning Meeting</th>
<th>Volunteer Development Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maintenance:</strong></td>
<td><strong>Maintenance:</strong></td>
</tr>
<tr>
<td>Seasonal clean up day</td>
<td>Repairs on buildings, and roofing</td>
</tr>
<tr>
<td>Waterfront (spring and fall), put in and take out boat and dock</td>
<td>Deep cleaning, washing windows, cleaning cobwebs</td>
</tr>
<tr>
<td>Shoveling in the winter</td>
<td>Paint buildings</td>
</tr>
<tr>
<td>Gardening</td>
<td>Snow removal</td>
</tr>
<tr>
<td></td>
<td>Shoveling/ice removal when needed</td>
</tr>
<tr>
<td></td>
<td>Trail maintenance</td>
</tr>
<tr>
<td></td>
<td>Oil cabins</td>
</tr>
<tr>
<td></td>
<td>Snow shoes need varnishing</td>
</tr>
<tr>
<td></td>
<td>Move equipment</td>
</tr>
<tr>
<td></td>
<td>Work day at CWES,</td>
</tr>
<tr>
<td></td>
<td>Wood splitting, brush cutting, and raking</td>
</tr>
<tr>
<td><strong>Educational Programming:</strong></td>
<td><strong>Educational Programming:</strong></td>
</tr>
<tr>
<td>Kit manager</td>
<td>Program support</td>
</tr>
<tr>
<td>Evening programs</td>
<td>Another teacher to help lesson plans</td>
</tr>
<tr>
<td>Teaching/games</td>
<td></td>
</tr>
<tr>
<td>Make posters for lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Duties:</strong></td>
<td><strong>General Duties:</strong></td>
</tr>
<tr>
<td>Bulletin board, seasonal (sunset and walker)</td>
<td>Class project for the forestry course on campus (come and do a project at CWES)</td>
</tr>
<tr>
<td>Take care of First aid kits, buildings</td>
<td>Any staff in summer</td>
</tr>
<tr>
<td>General store</td>
<td>General store</td>
</tr>
<tr>
<td>Summer naturalist</td>
<td>Special events</td>
</tr>
<tr>
<td>Adopted by Public Relations class?</td>
<td></td>
</tr>
<tr>
<td>Liaison person for overnight groups</td>
<td></td>
</tr>
<tr>
<td>Donations overall</td>
<td></td>
</tr>
<tr>
<td>Sustainable practices (put signs on paper towel, etc,)</td>
<td></td>
</tr>
<tr>
<td>Make fliers for special events</td>
<td></td>
</tr>
<tr>
<td><strong>Office:</strong></td>
<td><strong>Office:</strong></td>
</tr>
<tr>
<td>Newsletter</td>
<td>Spring mailings for the office</td>
</tr>
<tr>
<td>Mailings</td>
<td>Newsletter, editing and publishing</td>
</tr>
<tr>
<td></td>
<td>File school and paperwork twice a year</td>
</tr>
</tbody>
</table>
Summary of Results for Sub-problem 2

The feedback from CWES staff was generally positive and possible student volunteer positions were identified. At the time of the meeting, each area manager had been taking on the responsibility of recruiting volunteers, with most student volunteer opportunities in educational programming and special events. Most often, educational programming volunteers were recruited at CWES through word of mouth, classes, and organizations. Special event volunteers are recruited through word of mouth, fliers, Student M.O.D., and ACT. Free food, transportation, training and end of the semester social events are most often offered to student volunteers as incentives to commit to volunteering. If the students volunteer through an organization, they are often offered a free overnight stay at CWES after 50 hours. Evaluation is done through daily debriefs and monthly meetings through written or oral evaluation forms from volunteers, staff, and visiting teachers.

All staff members responded positively to the proposal of a student volunteer plan at CWES. The brainstorming session from Table 1 provided many useful student volunteer positions, expanding the student volunteer options to include site maintenance, office work, food service, and general site positions, in additional to the educational programming and special events.
Results Related to Sub-problem 3

Sub-problem 3

Develop and administer a UW-Stevens Point student survey to gain knowledge on who is most likely to volunteer and what motivates them to volunteer.

The goal of this survey was to obtain student volunteer advice from UWSP students to determine the feasibility of creating a student volunteer plan at CWES. The survey results are presented below.

UWSP Student Survey – Perceptions of Volunteerism Results

Preparation

The results from the UWSP Student Survey taken online were saved in a Microsoft Access database for analysis. The written surveys were entered and saved into the same program. The responses from ACT members were analyzed separately from the general student (GS) population selected. Percentages of responses were calculated for each question to better determine the most popular answers as well as similarities and differences in the two populations.

Responses

The ACT listserv consists of 148 student members of ACT that are continually receiving information on volunteer opportunities at UWSP. An email sent to the ACT listserv asked the students to take the student survey. Twenty eight (28) of the ACT listserv members completed the survey indicating a 19% response rate. UWSP has 8,710 enrolled students who receive the Student M.O.D by email. 115 students from the general student population (GS) took the survey indicating a response rate of 1.4%.
Some responses were considered non-data because the students selected more responses than the question asked. Some survey questions were not answered or skipped by the respondents. The results are analyzed using the total number of respondents for each question. Some questions allowed multiple responses and each was analyzed separately from the others. In the written explanation of graphs, the first number percent in parentheses is relates to the ACT student volunteer organization and the second relates to the GS survey results.

**UWSP Student Survey – Perceptions of Volunteerism Responses**

Questions 1-2 were asked to gain background information on the students answering the survey.

1. *What is your major?*

Figure 1 illustrates that the respondents’ majors were divided between four departments with the majority, 45% and 51.6%, within the College of Letters and Science.

![Majors by Department](image)

**Figure 1 - Majors by Department**

<table>
<thead>
<tr>
<th>Department of Major</th>
<th>ACT n=31</th>
<th>GS n=120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>10</td>
<td>9.7</td>
</tr>
<tr>
<td>Fine Arts and</td>
<td>9.3</td>
<td>9.7</td>
</tr>
<tr>
<td>Communication (FAC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Letters</td>
<td>45</td>
<td>51.6</td>
</tr>
<tr>
<td>and Science (CLS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Natural</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>Resources (CNR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Professional Studies (CPS)</td>
<td>11.7</td>
<td>16.1</td>
</tr>
</tbody>
</table>
2. Do you belong to any student organizations?

Figure 2 indicates that slightly more than half (53.6% and 55.7%) of the respondents belong to student organizations. Respondents that answered *no* to question 2, skipped to question 7.

![Figure 2 - Students Belonging to Student Organizations](image)

Questions 3-5 were asked to gain information on student organizations such as which organizations offer volunteer opportunities to their members and whether or not they are required to volunteer as a member.

3. Which student organizations do you belong to?

Tables 6 and 7 list student organization membership provided by ACT respondents and the general student population. Responses indicate no trends in student organization membership.
<table>
<thead>
<tr>
<th>Student Organization Membership</th>
<th>General Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS Club</td>
<td>National Wellness Institute Student Chapter</td>
</tr>
<tr>
<td>Anthropology Club</td>
<td>NENC</td>
</tr>
<tr>
<td>Barney Street</td>
<td>Nordic Ski club</td>
</tr>
<tr>
<td>Bellydancing</td>
<td>Paintball Club</td>
</tr>
<tr>
<td>BSU</td>
<td>Phi Eta Sigma (2)</td>
</tr>
<tr>
<td>Campus Crusade</td>
<td>Phi kappa Phi (2)</td>
</tr>
<tr>
<td>Centertainment (2)</td>
<td>Point Women's Rugby</td>
</tr>
<tr>
<td>Cheer Team (2)</td>
<td>Pre-med/Allied Health (2)</td>
</tr>
<tr>
<td>Chinese Culture Club</td>
<td>Pro-choice Alliance</td>
</tr>
<tr>
<td>Circle K</td>
<td>Psi Chi (2)</td>
</tr>
<tr>
<td>CNR SAP</td>
<td>Psychology Club</td>
</tr>
<tr>
<td>College Democrats (2)</td>
<td>Roots and Shoots</td>
</tr>
<tr>
<td>College Feminists (2)</td>
<td>Rotar Act</td>
</tr>
<tr>
<td>College Republicans</td>
<td>Society of American Foresters</td>
</tr>
<tr>
<td>CRU (2)</td>
<td>SALSA (2)</td>
</tr>
<tr>
<td>Delta Omicron</td>
<td>Society of Ecological Restoration</td>
</tr>
<tr>
<td>Delta Phi Epsilon</td>
<td>SHAC (2)</td>
</tr>
<tr>
<td>Dietetics Club</td>
<td>Sigma Mu Tau</td>
</tr>
<tr>
<td>EARTH</td>
<td>Social Science Club</td>
</tr>
<tr>
<td>EENA (3)</td>
<td>Sociology Club</td>
</tr>
<tr>
<td>English Club</td>
<td>Spanish club</td>
</tr>
<tr>
<td>Environmental Council (3)</td>
<td>Student Art League</td>
</tr>
<tr>
<td>FFA</td>
<td>Student Government Association (2)</td>
</tr>
<tr>
<td>FIG</td>
<td>Student Impact</td>
</tr>
<tr>
<td>Fire Crew</td>
<td>Student Planning Association</td>
</tr>
<tr>
<td>Fisheries Society (2)</td>
<td>Student Senate</td>
</tr>
<tr>
<td>Furture Alumni Association</td>
<td>StWEA (2)</td>
</tr>
<tr>
<td>Gamma Phi Delta Sorority</td>
<td>Sustainability committee</td>
</tr>
<tr>
<td>Group Fitness</td>
<td>TWS</td>
</tr>
<tr>
<td>Hansen hall Staff</td>
<td>Ultimate Frisbee</td>
</tr>
<tr>
<td>HaSEAAC</td>
<td>University Writers</td>
</tr>
<tr>
<td>Historical Preservation Student Society</td>
<td>UWSP-PRA</td>
</tr>
<tr>
<td>Honor Societies</td>
<td>Wakeboard Water Ski Club</td>
</tr>
<tr>
<td>Infinity Syndicate</td>
<td>WI Camps</td>
</tr>
<tr>
<td>Inter Greek Council</td>
<td>Wildlife Society (4)</td>
</tr>
<tr>
<td>International Club (2)</td>
<td>WISPIRG (3)</td>
</tr>
<tr>
<td>International Interior Design Student Association (IIDSA)</td>
<td>WOMAC</td>
</tr>
<tr>
<td>InterVarsity (2)</td>
<td>Women in Natural Resources</td>
</tr>
<tr>
<td>Math Club</td>
<td>Women's Bible Study</td>
</tr>
</tbody>
</table>
Table 7 – Student Organization Membership (ACT)

<table>
<thead>
<tr>
<th>ACT (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISPRIG</td>
</tr>
<tr>
<td>ACT (2)</td>
</tr>
<tr>
<td>Big Brothers, Big Sisters</td>
</tr>
<tr>
<td>Black Student Union (2)</td>
</tr>
<tr>
<td>Circle k</td>
</tr>
<tr>
<td>CRU</td>
</tr>
<tr>
<td>EARTH</td>
</tr>
<tr>
<td>German Club</td>
</tr>
<tr>
<td>Habitat for Humanity</td>
</tr>
<tr>
<td>Hall Government</td>
</tr>
<tr>
<td>Inter Greek Council Phi Omega Sorority</td>
</tr>
<tr>
<td>International Club</td>
</tr>
<tr>
<td>Intervarsity Christian Fellowship</td>
</tr>
<tr>
<td>Lamda Pi Eta</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Newman Center</td>
</tr>
<tr>
<td>PAWS</td>
</tr>
<tr>
<td>Peach Lutheran Campus Center</td>
</tr>
<tr>
<td>Residential Living</td>
</tr>
<tr>
<td>Rotaract</td>
</tr>
<tr>
<td>Society of American Foresters</td>
</tr>
<tr>
<td>Student ambassador</td>
</tr>
<tr>
<td>Students for Progressive Leadership</td>
</tr>
<tr>
<td>StWEA (2)</td>
</tr>
<tr>
<td>Tennis Intramurals</td>
</tr>
<tr>
<td>UWSP Cheer and Stunt</td>
</tr>
<tr>
<td>UWSP Climbing Club</td>
</tr>
<tr>
<td>WI Camps</td>
</tr>
<tr>
<td>Wisconsin Choral Directors Association</td>
</tr>
<tr>
<td>Young Poets Project</td>
</tr>
</tbody>
</table>

4. Does your organization(s) offer volunteer opportunities?

Figure 3 shows that the majority (86.7% and 79.1%) of student organizations offers volunteer opportunities to students.
Respondents listed their student organization opportunities.

As shown in Tables 8 and 9, responses indicate that there are no specific trends in volunteer opportunities offered by organizations.

**Table 8 – Student Organization Volunteer Opportunities (ACT)**

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Student Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp Visits (2)</td>
<td>WI Camps</td>
</tr>
<tr>
<td>Campaigning (2)</td>
<td>WISPIRG</td>
</tr>
<tr>
<td>Climbing instruction</td>
<td>WUSP Climbing Club</td>
</tr>
<tr>
<td>Construction work</td>
<td>Habitat for Humanity</td>
</tr>
<tr>
<td>Festival of India</td>
<td>International Club</td>
</tr>
<tr>
<td>High-way Cleanup</td>
<td>Inter Greek Council</td>
</tr>
<tr>
<td>Presentations of Forestry</td>
<td>Society of American Foresters</td>
</tr>
<tr>
<td>Pulp cut</td>
<td>Society of American Foresters</td>
</tr>
<tr>
<td>Tutoring (2)</td>
<td>ACT</td>
</tr>
<tr>
<td>Volunteering in community</td>
<td>ACT</td>
</tr>
</tbody>
</table>
Table 9 – Student Organization Volunteer Opportunities (General Student Population)

<table>
<thead>
<tr>
<th>Volunteer Opportunity</th>
<th>Student Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopt a highway (2)</td>
<td>Environmental Council</td>
</tr>
<tr>
<td>Big Brothers, Big Sisters</td>
<td>Big Brothers, Big Sisters</td>
</tr>
<tr>
<td>Blood Drives (2)</td>
<td>Gamma Phi Delta Sorority</td>
</tr>
<tr>
<td>Boothing</td>
<td>College Democrats</td>
</tr>
<tr>
<td>Boys and Girls Club</td>
<td>Boys and Girls Club</td>
</tr>
<tr>
<td>Buckthorn removal</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>Campaigning</td>
<td>Chinese Culture Club</td>
</tr>
<tr>
<td>Career days (2)</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>CWES (2)</td>
<td>EENA</td>
</tr>
<tr>
<td>Dedicated to offering a wide range of opportunities</td>
<td>International Interior Design Student Association</td>
</tr>
<tr>
<td>Election Volunteers</td>
<td>College Republicans</td>
</tr>
<tr>
<td>Experience in wildlife fields</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>Festival of India</td>
<td>International Club</td>
</tr>
<tr>
<td>Field experience workshops</td>
<td>Fisheries Society</td>
</tr>
<tr>
<td>Fire fighting</td>
<td>Fire Crew</td>
</tr>
<tr>
<td>Fundraising (2)</td>
<td>College Democrats</td>
</tr>
<tr>
<td>Habitat for Humanity (4)</td>
<td>Habitat for Humanity</td>
</tr>
<tr>
<td>High-way Cleanup (2)</td>
<td>Environmental Council</td>
</tr>
<tr>
<td>High-way Cleanup</td>
<td>Gamma Phi Delta Sorority</td>
</tr>
<tr>
<td>K-12 classroom work</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>Math fair hours</td>
<td>StWea</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Psi Chi or Psych Club</td>
</tr>
<tr>
<td>Musky Hunter workdays</td>
<td>Fisheries Society</td>
</tr>
<tr>
<td>New Voters Project</td>
<td>WISPIRG</td>
</tr>
<tr>
<td>Office hours</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>Outdoor activities</td>
<td>CRU, Wildlife Society</td>
</tr>
<tr>
<td>Painting Murals</td>
<td>Student Art League</td>
</tr>
<tr>
<td>Phone calling</td>
<td>WISPIRG</td>
</tr>
<tr>
<td>Prepare and serve dinners at Salvation Army</td>
<td>Sociology Club, Social Science Club</td>
</tr>
<tr>
<td>Presentations</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>Raise money for an orphanage in S.A.</td>
<td>Sigma Mu Tau</td>
</tr>
<tr>
<td>Roadside clean-up</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>College Democrats</td>
</tr>
<tr>
<td>Sandhill WL area</td>
<td>TWS</td>
</tr>
<tr>
<td>School volunteer and tutoring (2)</td>
<td>StWWE</td>
</tr>
<tr>
<td>Service projects</td>
<td>EENA</td>
</tr>
<tr>
<td>Site maintenance at Northwoods Bird Rehabilitation Center</td>
<td>Women in Natural resources</td>
</tr>
<tr>
<td>Trout Unlimited Field workdays (2)</td>
<td>Fisheries Society</td>
</tr>
<tr>
<td>Volunteer at an orphanage in Minneapolis</td>
<td>Sociology Club, Social Science Club</td>
</tr>
<tr>
<td>WAEER conferences</td>
<td>EENA</td>
</tr>
<tr>
<td>Wildlife projects</td>
<td>Wildlife Society</td>
</tr>
<tr>
<td>Work for alumni that attended UWSP</td>
<td>Future Alumni Association</td>
</tr>
</tbody>
</table>
5. Are volunteer hours required in your organization?

Figure 4 indicates that the majority of respondents (65% and 86%) are not required to volunteer to be members of their organizations.

![Figure 4 - Student Organizations Requiring Volunteer Hours](image)

Questions 6-7 were asked to discover if the respondents are interested in and/or are planning to volunteer in the future.

6. Do you actively volunteer within or outside of your organization?

Figure 5 shows that the majority of respondents (80% and 68.8%) actively volunteer.

87
7. Do you plan to volunteer in the future?

Figure 6 indicates that most respondents (100% and 80.9%) plan to volunteer in the future. Respondents that answered no to question 7 skipped to question 19.
The objective question 8 was to discover how many students volunteer for classes and which classes require students to volunteer.

8. Are you required to volunteer for any of your classes?

Figure 7 shows that classes do not require the majority of respondents (75% and 87.1%) to volunteer.

![Figure 7 - Students Required to Volunteer for Class](image)

The respondents that answered yes, to question 8 listed the classes that require volunteer experiences. Education classes were listed most often by both populations, specifically mentioning ED 351 and ED 205. A few Natural Resources classes were mentioned such as NR 368 and NR 301. Psychology, Accounting, English Education, and Sociology classes were also mentioned as classes requiring volunteer hours.
Questions 9-12 were asked to discover when and how often students are willing to volunteer.

9. How often do you currently volunteer your time?

Figure 8 indicates that most students volunteer either at least once per semester (21.4% and 25.3%), monthly (21.4% and 24.2%), or weekly (39.3% and 21.1%). The ACT respondents volunteer most often.

![Figure 8 - How Often Students Volunteer](chart)

10. How often would you be willing to volunteer your time?

Figure 9 shows that many students would be willing to volunteer monthly (48.1% and 43%) or weekly (45.3% and 32.6%).
11. For how many hours in a day are you most likely to volunteer?

Figure 10 indicates that the majority of respondents (78.6% and 73.4%) are most likely to volunteer up to 3 hours in a day.
12. During the semester, are you more likely to volunteer between the hours of:  
(Respondents selected multiple answers.)

Figure 11 indicates that the majority of students are willing to volunteer either weekday evenings between the hours of 5-10pm (75% and 62.5%) or any time on the weekend (64.3% and 53.1%).

Questions 13-14 were asked to discover how far students are willing to travel to volunteer.

13. How far are you willing to travel to volunteer?  (Respondents selected multiple answers)

Figure 12 shows that in general respondents are willing to travel up to 30 miles to volunteer.
14. Are you willing to travel up to 30 miles to volunteer if transportation is provided?

Figure 13 indicates that the majority of respondents (78.6% and 80%) are willing to travel up to 30 miles if transportation is provided.
The objective for questions 15-16 was to discover the students’ motivation to volunteer.

15. Why do you volunteer? *(Respondents selected multiple answers)*

Figure 14 indicates that the main motivation of respondents to volunteer is to get involved (74% and 34%), personal growth (48% and 46%), to gain experience (57% and 37%), and to support an organization or facility (22% and 35%).

![Figure 14 - Reasons UWSP Students Volunteer](image)

Respondents were given an option to specify other answers as to why they volunteer.

Many respondents indicated that they volunteer to help others and the environment. Others stated that they volunteer to have fun, share with others, and make the world a better place.
16. Which volunteer incentive(s) most interest you? (*Respondents selected multiple responses*)

Figure 15 shows that the main incentives for respondents to volunteer are to gain experience (73% and 59%), boost resumes (31% and 40%), receive training in a field (46% and 25%), and receive job references (27% and 29%).

*Figure 15 - Incentives for UWSP Students to Volunteer*

<table>
<thead>
<tr>
<th>Incentive</th>
<th>ACT (n=26)</th>
<th>GS (n=80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Credit for class</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Recognition by the organization</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Free access to equipment</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Gain experience</td>
<td>46%</td>
<td>73%</td>
</tr>
<tr>
<td>Receive training in a field</td>
<td>25%</td>
<td>46%</td>
</tr>
<tr>
<td>Job references</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Resume booster</td>
<td>31%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Respondents were given the option to specify other incentives.

Many respondents indicated that the main incentives that they look for in a volunteer opportunity are to do something good for others to feel good. Others stated that they volunteer because good people deserve help and volunteering allows them to gain a new understanding of the situation.
Question 17 was asked to find out which positions volunteer positions students are interested in.

17. Of the positions listed below, which volunteer position(s) are you most likely to volunteer for? (Respondents selected multiple responses)

Figure 16 shows that the majority of respondents would volunteer to tutor or teach (68% and 59%), work with children (71% and 44%), and for special events or holidays (64% and 47%).

Respondents were given the option to specify other positions they would be interested in volunteering for.

Three respondents indicated that they would volunteer for anything political. Other answers include religious events, construction work, hospital work, and outdoor activities.
Question 18 was asked to discover where the students look for volunteer opportunities.

18. Where do you look for volunteer opportunities? *(Respondents selected multiple answers)*

Figure 17 indicates that the most common responses for students look for volunteer opportunities is through ACT (100% and 0%), from friends (68% and 51%), on bulletin boards, flier, or posters (54% and 43%) and the Student M.O.D. (71% and 42%).

**Figure 17 - Places UWSP Students Look for Volunteer Opportunities**

*ACT n=28
GS n=88*

Newspapers specified:

The Pointer, Wausau Daily Herald, SD Journal

Respondents were given the option to specify other places they hear about volunteer opportunities.

ACT respondents: Classes, religious groups

GS respondents: Student organizations (6), church, websites
The objective for questions 19-25 was to determine if students would rather volunteer under the title of volunteer or intern and then to collect information on internship positions held by students in the past.

19. Would you be interested in a long term volunteer commitment such as an unpaid internship?

Figure 18 indicates that the respondents are evenly split on interest levels of a long term unpaid internship with Yes respondents at 67.9% and 35.7% and No respondents at 32.1% and 64.3%. Students that answered No to Question 19 skipped to question 26.

20. Would you be more likely to search for opportunities under the title of volunteer or unpaid intern?

Figure 19 shows that the majority of ACT respondents (43.5%) would rather look for a volunteer opportunity and while the majority of GS respondents (46%) would look for both volunteer and internship opportunities. Respondents that answered neither to question 20 skipped to question 26.
21. Which two incentives do you consider to be most valuable for an unpaid internship? (Respondents selected multiple answers)

Figure 20 indicates that the major incentives for students to consider internships are to gain experience (65% and 53%) and receive training in a field (35% and 53%). However, 50% of the ACT respondents feel job references are more important.
22. Are you required to do an internship for your major?

Figure 21 indicates that the majority of students (78.9% and 65.9%) are not required to do an internship for their major.
23. Have you ever held an internship position?

Figure 22 indicates that the majority of respondents (68.4% and 73.2%) have never held an internship position. Respondents that answered No to Question 23, skipped to question 26.

24. Was the internship paid or unpaid?

Figure 23 indicates all ACT members had equal experiences with paid, unpaid, and paid/unpaid internships with 33.3% for each response. Slightly more GS respondents had paid internships (45.4%) verses unpaid (36.4%).
Stipend provided: ACT respondents: $30 per day, $9 per hour
GS respondents: $7, $8 (2), $8.50, Minimum wage, $1000 scholarship

25. How many hours per week were required for your internship?

Figure 24 shows that the majority of internships (66.6% and 41.7%) required 11-20 hours of work per week.
The objective for questions 26-29 was to discover the volunteer interests of students when specifically asked about CWES.

26. Have you heard of the Central Wisconsin Environmental Station (CWES)?

Figure 25 shows that the roughly half of the respondents have heard of CWES (57.1% and 42.6%) and others have not (42.9% and 57.4%).

![Figure 25 - Students that have Heard of CWES](chart)

27. Below is a list of potential volunteer opportunities at CWES. Do any of the positions interest you? *(Respondents selected multiple answers)*

Figure 26 indicates that the majority of students are interested in special events such as Hoot N Howl (44% and 33%) and a spring clean-up workday (48% and 31%). The educational programming positions were also selected with primary educator for grades 1-3 being the most popular (37% and 37%). An office assistant position was selected by 44% of ACT members. Respondents that answered *no, not interested* to question 27, skipped to question 30.
28. Ideally, how many hours would you be willing to volunteer at CWES at one time?

Figure 27 shows that the majority of respondents (73% and 55.3%) are interested in volunteering 1-3 hours at a time.
29. How often would you be willing to commit to a volunteer position at CWES?

Figure 28 indicates that respondents are willing to commit at least once per month (23.1% and 31.6%) to every two weeks (34.6% and 27.6%) to a volunteer position at CWES.

![Figure 28 - Students Willing to Volunteer at CWES](image)

Question 30 was asked to allow students the opportunity to add information not covered in the survey.

30. Please use the space below to provide additional information about your volunteer interests not covered in this survey.

Five students indicated that their schedules did not allow for much time to volunteer. Three students suggested that they like to be a part of something and make a difference. Two other students suggested it was difficult to find volunteer opportunities in their field.
Summary of Results for Sub-problem 3

The UWSP Student Survey was administered to obtain information on volunteer positions desired by UWSP students. The objective for questions 1-2 was to gain background information on the students answering the survey. The responses indicate that the survey successfully included respondents from many disciplines throughout four different colleges of UWSP. The results show little variation in responses between the two surveyed populations – the ACT student volunteer organization and the general student population (GS). These results are characteristic only of the students who voluntarily filled out the survey.

Questions 9-14 were asked to explore the general student volunteer interest, such as when and how often they are willing to volunteer, and how far they are willing to travel. General responses in the survey were favorable toward developing student volunteer opportunities at CWES because many students are looking for volunteer positions to enhance their job experience and to be a part of something they believe in. Nearly all of the respondents (100% ACT and 81% GS) plan to volunteer in the future and would most likely volunteer up to three hours at a time, weekday evenings (75% ACT and 62.5% GS) or weekends (64.3% ACT and 53.1% GS). Respondents also indicated that they would be willing to volunteer at CWES at least once per month (80.8% ACT and 79% GS) and would be willing to travel the distance if transportation was provided (78.6% ACT and 80% GS). Half of the respondents (50% ACT and 49.5% GS) indicated that they are willing to drive the distance to CWES on their own.

Questions 26-29 indicate that students have a wide range of interests in the potential volunteer positions at CWES from being in the spotlight teaching to
volunteering behind scenes. The results show that respondents are most interested in working positions that involve teaching or tutoring, working with children, and/or special events. When the respondents were specifically asked about potential student volunteer positions at CWES, the majority of respondents confirmed their interests by selecting positions that can be categorized as educational programming (primary educator and educational support) and special events (a clean-up work day and Hoot N Howl).

Questions 15-25 were asked to explore motivations, incentives, and the most effective way to reach UWSP students for volunteering at CWES. The results indicate that personal growth and job experience are motivating factors for student volunteers. Student volunteers want to gain experience and receive training in a field and enhance employment opportunities (boost resume and gain job references). The majority of respondents reveal that they volunteer to get involved (74% ACT and 34% GS), for personal growth (48% ACT and 46% GS), and to gain experience (57% ACT and 37% GS). Hardly any of the respondents (0% ACT and 3% GS) answered that they are not interested in volunteer incentives. The greatest volunteer incentives are to improve professionally.

Most students are not required to volunteer for classes or student organizations although most student organizations (86.7% ACT and 79.1% GS) offered volunteer opportunities. Responses indicate that ACT respondents searched for student volunteer opportunities through ACT. Other respondents hear about volunteer opportunities through friends (68% ACT and 51% GS), bulletin boards, flier or posters (54% ACT and 43% GS), and the Student M.O.D (71% ACT and 42% GS). Few respondents (17.4%
ACT and 26% GS) preferred to look for opportunities under the title of *internship* over *volunteer*.
Results Related to Sub-problem 4

Sub-problem 4
Analyze all information to develop a student volunteer plan for CWES.

The goal of Sub-problem 4 was to compile the results from Sub-problems 1-3 to generate the best design and determine the feasibility of a student volunteer plan at CWES. The Compiled Results generated by placing the results of Sub-problems 1-3 into a matrix (Appendix H) is presented below as a summary of the Student Volunteer Plan for CWES. The compiled results indicated that the plan is the most feasible approach to involve student volunteers at CWES.

The Central Wisconsin Environmental Station Student Volunteer Plan
The following Student Volunteer Plan for CWES is based on the compiled results from Sub-problems 1-3 of this report. This Student Volunteer Plan provides information about the most effective way to organize, recruit, and use student volunteers at CWES. The plan is presented below under the following headings:

Student Volunteer Coordinator
Student Volunteer Positions
Incentives
Recruiting
Training
Evaluation
Risk Management
Due to the small number of paid staff available to supervise and train volunteers at CWES, student volunteer opportunities are best designed to focus on one area at a time (site, programming, or office, etc). Having multiple volunteer efforts at the same time would risk the need to pull administrative help from other areas, which may or may not be available to help. Based on student availability and staff schedules in the spring 2005, all areas at CWES may benefit from recruiting student volunteers for special events. Educational programming may also benefit from student volunteers for evening programs as long as someone is available to supervise, train, and orient the volunteers.

**Student Volunteer Coordinator:**

The student volunteer coordinator is responsible for creating volunteer positions and organizing the plan – which includes recruiting, interviewing, and supervising student volunteers. The compiled results of this report indicate that the student volunteer coordinator responsibilities at CWES should primarily fall on the area managers (Program Manager, Office Manager, Site Manager, Office Manager). This is because the area managers are full time employees at CWES and most familiar with the type of person they are looking for to fulfill each student volunteer position. Area managers also have schedules and files readily available to reference when questions arise to avoid relaying false information for potential volunteers.

The *Residential EE Centers Questionnaire* indicates that the recruitment of student volunteers is most successful if the coordinator is
physically able to be on campus to talk to students about the opportunities at CWES. The area managers, as student volunteer coordinator(s), have the ability to delegate recruitment duties out to the graduate students at CWES who are often on campus for classes. Primarily, the second year graduate student understands how CWES works and is acquainted with many students through classes to recruit student volunteers easier than the area managers.

**Student Volunteer Positions:**

A wide range of student volunteer positions may be created at CWES to provide volunteer opportunities for the entire student population and to utilize everything CWES is able to offer. CWES staff indicated that the volunteer positions most desired are those that complement the work currently in need of being done at CWES.

Based on this study, CWES and student volunteers would benefit from the creation of two types of student volunteer positions for opportunities in all areas from *frontline positions* to *behind the scenes positions*. The *frontline positions* are for students interested and/or comfortable with leading educational programs or being in lead positions. *Behind the scenes positions* are for students not interested or comfortable with being in the spotlight but are willing to help out and support programs. The results of the *UWSP Student Survey* indicate that the
expectations for the student volunteer positions should reflect the criteria listed below.

- **1-3 hours in length** – Student schedules prevent them from making volunteer commitments for extended periods of time. Students often want to volunteer for a few hours at a time.

- **Evenings or weekends** – Many students are not available during the day due to their class schedules. Most college courses are taught weekdays between the hours of 8am – 3pm (UWSP, 2004).

- **No more than once per month** – The majority of student respondents in the *UWSP Student Survey* suggested that they would be willing to volunteer on a monthly basis but could not commit to anything over that.

- **Transportation to CWES provided** – Many of the students do not have cars and are often unable to attend off campus activities unless transportation is provided. Cars and vans are rented through the Transportation Office at UWSP. As of spring 2005, price for vehicle rental is: 15 passenger van = $.67/mile, a minivan = $.43/mile, and a sedan = $.295/mile with a $20 minimum charge.

**Incentives:**

The results of the *UWSP Student Survey* suggest that students do not necessarily volunteer for material incentives but for the personal gain that they receive from the experience. Providing desired incentives ensures that student volunteers will get what they want out of the volunteer experience. Below is a list of the main incentives for student volunteers.

- **Gain experience** – Many students are interested in an opportunity at CWES to become more skilled in an area. CWES can offer students worthwhile experience in student volunteer positions by offering good training and emphasizing skills developed in each position.

- **Personal growth** – The results of the *UWSP Student Survey* suggest that students volunteer to initiate personal growth. CWES can offer students the personal growth incentive by providing ongoing student volunteer opportunities that keep the students coming back, encourage leadership skills, and builds confidence.
• **Get involved for a good cause** – CWES offers students the opportunity to feel good about what they are doing by helping a good cause. CWES is a public nonprofit educational facility and specializes in educating children and adults about the environment – an organization many students support.

• **Resume builders** – Students are interested in having experiences that they can add to their portfolio and/or include in their resumes. To offer this incentive to student volunteers, CWES should keep a database of volunteer information with an ongoing log of hours worked by each volunteer. The database will assist CWES in providing job references or featuring exceptional volunteers on the web page every month. The database also has the potential to allow CWES to offer awards for outstanding volunteer performance.

• **Free food** – Many students do not volunteer simply for free food. However, free food may be provided in appreciation for the volunteers' hard work. Setting aside time to eat also offers social incentives for student volunteers to get to know the CWES staff and other volunteers. CWES can easily offer free food as kitchen staff is on site almost every day.

**Recruiting:** Recruitment strategies are the most important aspects of a student volunteer plan because students will not be able to volunteer at CWES if they do not know about the opportunity. Below is a list of possible places to recruit for student volunteers at UWSP. The list is in order of most important to least important according to this Study.

• Word of mouth or email using the CWES volunteer database. Start with the students who are already involved with volunteering at CWES. Many students come back multiple times after volunteering.

• Submit an announcement for ACT student volunteer organization on campus to help recruit student volunteers. ACT recruits students through their member listserv, SMOD, and work of mouth. Announcements can be submitted online at [http://www.uwsp.edu/stuorg/act/Main%20Pages/agencies.htm](http://www.uwsp.edu/stuorg/act/Main%20Pages/agencies.htm)

• Create flyers to hang on bulletin boards in every building on campus. All flyers hung on campus must have the words “Sponsored by CWES” written in 12 point font on the flyer and stamped 'approved' by the
information desk in the UC. Copies of flyers can be made through the CWES Program account at Printing and Design in the basement of the Science Building.

- Contact student organizations and/or course instructors to provide information about student volunteer opportunities at CWES. Often this information goes directly to the students. Another option is to visit classes and personally notify the students of volunteer opportunities at CWES.

- Submit a message on the SMOD Student Buz that is emailed to students daily and kept on the website for up to one week. Messages can be submitted online at http://www.uwsp.edu/mod/. (ACT above also recruits volunteers through SMOD)

- The CWES website is a useful vehicle to provide detailed information about student volunteer opportunities, benefits, and positions. The website link can be sent through the SMOD from time to time so that interested students can click on the link and find the volunteer information.

**Training:** Good training for each position is important because many students are looking to gain experience from volunteer opportunities at CWES.

Training strategies depend on the volunteer position and how many supervisors are available. It is difficult for one supervisor to be in charge of more than 6 volunteers at a time. The student volunteers may not receive the attention they need to adequately perform their duties and become frustrated. In general, volunteers for the *frontline positions* are best trained in advance through instruction, observation, and/or practice to assure a high quality performance. Volunteers for the *behind the scenes positions* may be trained the day of the event or project. All of the requirements for each student volunteer should be arranged and explained ahead of time. See the Literature Review of this report for information about volunteer management and supervision.
Evaluation: The student volunteer positions should be evaluated at the end of every semester in a meeting to ensure that all positions are needed at CWES and that the students are getting what they want out of the experience. The evaluation process requires decisions to be made of the plan’s effectiveness based on the objectives and goals for the plan throughout the semester. The evaluation will help to determine the need for additional student volunteers in the future and expose problems in the plan for further modification. Including volunteers in the evaluation process may strengthen the partnership between the volunteer and the facility and help make volunteers feel as if they are really part of the team (Megaugh, 1999).

Risk Management: Recruiting a student volunteer is similar to hiring an employee and CWES must follow the same guidelines. As a field station associated with the University of Wisconsin – Stevens Point, student volunteers must sign a UWSP Volunteer Agreement to confirm services as a volunteer and not an employee (See Appendix X for a sample Volunteer Agreement). As a non-employee of UWSP, students are not eligible for benefits (including workers compensation) other than those explained in the agreement.

Student volunteers are allowed to drive state-owned vehicles providing the “volunteer program is under the direct supervision of the university, the program provides substantial benefit to the university, and
where an agent agreement has been approved by Risk Management” (Risk Management (RM), 2003). In addition, Risk Management’s Guidelines for Extending Liability Protection to Student or Volunteer Drivers indicates that the State of Wisconsin requires all volunteers intending to drive a University/State owned vehicle to complete a Driver Authorization Form, be approved, and added to the university database before driving (RM, 2003). This means that the volunteer must have the paperwork signed and submitted at least ten working days before driving (RM, 2003).

Summary of Results for Sub-problem 4

The compiled results from Sub-problems 1-3 provided a basic outline for a student volunteer plan at CWES. This plan suggests that volunteer events should focus on one area at a time at CWES due to the small number of staff available at CWES to supervise and train volunteers. Each area manager would serve as the main student volunteer coordinators and partner with the graduate students to recruit student volunteers on campus. It is important that volunteer positions are created to fulfill the needs and schedules of the students targeted for the events or projects. This means the student volunteer positions need to be structured to last one to three hours at a time, occur in the evenings or weekends, and no more than once per month. Student volunteer training is important because many students are looking for an opportunity to gain experience from the volunteer opportunity. Training should be specific to the volunteer position. Frontline volunteers often need advanced training while behind the scenes volunteers can usually be trained the day of the event. Risk management requires CWES to prepare
volunteer agreements to explain the nature of the position and for liability purposes. It is important that all student volunteers sign the proper paperwork before volunteering at CWES. This plan is designed to change with time depending on the year and the amount of staff available at CWES. Evaluate the volunteer plan and positions holistically in a staff meeting at least once per semester to ensure the plan is on track and is going in the right direction.
Results Related to Sub-problem 5

Sub-problem 5

Create, conduct, and evaluate the impact of a pilot student volunteer plan for CWES.

The goal of Sub-problem 5 was to construct, organize, and evaluate the effectiveness of a pilot student volunteer plan based on the results outlined in Sub-problem 4. The pilot plan built on all of the results collected in Sub-problems 1-3 of this study. Two student volunteer special events were planned for the spring of 2005 – one programming event (the Snowshoe Owl Prowl) and one maintenance event (the Cabin Fever Workday). Event evaluations were developed to gain a better understanding of the staff and volunteer impression of these events. The results are summarized below in three (3) major steps to correspond with the three (3) major procedures in Chapter 3 - Methodology.

1. Snowshoe Owl Prowl

(Note: The last snowshoe event at CWES was the Hoot and Howl Snowshoe Prowl, held Saturday, February 23, 2002 from 3:00 to 7:00pm. The event was geared toward children and the purpose was to sell summer camps and raise money for school programs. CWES staff (13) and volunteers (11) led games, campfire activities, crafts, and stargazing. The snowshoe hikes were self guided. All CWES staff was paid and volunteers were offered a free meal. Admission was $3.00 for adults and $5.00 for children.)

The Snowshoe Owl Prowl was held Friday, February 18, 2005 from 6-9pm. The event focused on the community and raising money to benefit school programs. Admission was $5.00 for all participants ages 4 and up. An owl program, guided night hike, snacks (hot chocolate, popcorn, and cupcakes), and games were included in the price. Most of the setup for the event was done during the day by CWES staff (see
Appendix T for the setup list). All volunteers were on site at 4:30pm for a welcome meeting to thank them for coming, sign paperwork, eat, and finish setting up. The itinerary for the event is listed below.

**Snowshoe Owl Prowl Itinerary**

4:00  Leave UC with 13 Student Volunteers – Gwen drives
4:30 – 5:00  Arrive to CWES go to Sunset Lodge – Welcomes, paperwork, and meal*
5:00 – 5:45  Pre-event Set up
5:45  Volunteers Take Their Places!
6:15 – 7:00  Hoo Gives a Hoot Program
6:16 – 7:00  Short Night Hikes**
7:15 – 8:00  Short Night Hikes**
7:15 – 8:30  Long Night Hikes**
7:30 - 8:15  Hoo Gives a Hoot Program
8:00 – 9:00  Walker Lodge – Predator/prey games and snacks!
9:00 – 9:20  Thank you, Good bye!
9:20  Post Event Clean Up
9:20  Leave CWES with the van and student volunteers

* A free meal of grilled cheese sandwiches and tomato soup was served to the student volunteers before the event.
**Guided Snowshoe Night Hikes (received CWES map during training)

Short Trails
- **Cabin Loop** – Start at Walker, take back trail to Anderson Lodge, up to Cedar Cabin and continue down the Web of Life Trail to the Firebowl and back up to Walker Lodge.
- **Dirt Den** – Start at Walker Lodge, take Dirt Den Trail around to pass the Summer Staff Lounge to the Nelson General Store, then Walker Lodge.

Long Trails
- **Minister Lake** – take the long way around the challenge course, to the road, and then Minister Lake. Track back to Walker Lodge
- **Forest Ecology Site** – From Walker, take the Web of Life Trail to just before the challenge course and take the shortcut to the Compass Course. Then to road and up to the Forest Ecology site. Track back to end at Walker Lodge.
Event Staff/Trainers

Scott - CWES Director - Floater  
Becca - Program Manager – Walker Lawn  
Gwen - Graduate Assistant – Walker Lodge  
Karla - Graduate Assistant – Night Hikes

Student Volunteer Positions and Training Supervisor –

(3) Parking volunteers  
These volunteers are available from 5:30 until needed to park cars for the event and take down signs and barricades at the end of the night. Training (Becca)

(3) Hospitality volunteers  
These volunteers carry flashlights, greet and escort visitors to and from their cars and Walker Lodge in the dark. Training (Gwen)

(1) Fire Person  
This volunteer is in charge keeping the fire in Walker Lawn under control.

(2) Money Collectors  
These volunteers will oversee sales for the entry fee and General Store. They may also assign a trail guide, long or short trail? Training (Gwen)  
Pre-event job: Set up general store area in Walker Lodge  
Post event jobs: Inventory GS supplies and return leftover items to store, count money

(1) Photographer  
This volunteer takes photographs to create a photo journal of the evening events. Training (Gwen)  
Pre and Post event jobs: Take pictures!

(1) Program Naturalist  
This volunteer leads the evening program Hoo Gives a Hoot. Training (Gwen)  
Pre and Post event jobs: set up and pick up mounts and materials

(8) Night Hike Guides  
Long Night Hike  
These volunteers lead one long night hike with two guides per hike. The volunteers team up and lead different parts of the night hike. This hike will last an hour and fifteen minutes. Training (Karla)  
Pre event jobs: Pack or go through night hike bags and move to Walker Lodge  
Post event jobs: Take all night hike bags back to Becker Lodge, help as needed

Short Night Hike
These volunteers lead two short hikes with two guides per hike. The volunteers team up and lead different parts of the night hike. This hike will last about 45 minutes. Training (Karla):

*Pre event jobs* – Pack or go through night hike bags and move to Walker Lodge

*Post event jobs* - Place all trash in one area outside walker, vacuum Walker Lodge

(2) **Snack Specialists**
These volunteers are stationed in Walker Lodge, and in charge of the snacks, making popcorn, hot water for hot chocolate, placing all garbage in the correct place, and cleaning up spills. Training (Jen)

*Pre event jobs* - Set up food area

*Post event jobs* - Clean up food area and dishes

(2) **Walker Lawn Services**
These volunteers are stationed at Walker Lawn will start as greeters to thank the public for coming, inform them of the evening events and where to go. These volunteers will hand out pairs of snowshoes to the general public and then take turns leading games as groups return from the night hikes. Training (Becca)

*Pre event jobs* - Pair up snowshoes, set up cones for games

*Post event jobs* - Take snowshoes back to Fir Cabin/set broken aside, return cones from game area to the toy bin

(1) **Food Supervisor**
This volunteer is in charge of dishes after all of the volunteers eat, and then over sees the snack area duties and clean up.

**Training** - Two weeks before the event, the 8 night hike guides attended a three and a half hour training to become familiar with CWES trails and equipment. The other student volunteers were trained the night of the event.

**Event Marketing** – Based on the sign up sheet and conversations with the visitors at the event, the majority of people heard about the event through the newspaper, flyers, the CWES mailings, and word of mouth. Forty-seven (47) people ages 5 and up, and four (4) children under the age of 4 attended this event. Reservations for snowshoes included fifty-seven (57) community members and over fifty (50+) boy scouts. Thirty (30) of the fifty-seven (57) community members from the reservation list actually attended the event.
The boy scouts canceled their reservation the day before the event. Seventeen (17) additional community members attended the event without reservations.

**Food - Volunteer Meal**

- Tomato soup...$4.22
- Grilled cheese...$3.04
- Chocolate chip cookies...$5.92

Volunteer Meal Total...$13.18

**Complementary Snacks for the Visitors**

- **Hot Chocolate**
  - 1 – 2 lb container of Swissmiss Hot Chocolate...Free gift
  - 2 bags of mini marshmallows...$2.10
  - 100 cup container of hot water
  - 80 glass coffee cups from Sunset Lodge

- **Popcorn**
  - 3 bags of popcorn...$2.76
  - 1 Pop All Canola Popping Oil...$1.50
  - 1 case of paper bags for the popcorn...$3.31
  - 1 container of popcorn salt...$.72

120 cupcakes...$17.14

Complementary Snack Total...$27.35

**General Store** – A store area was set up in Walker Lodge near the owl program to sell items such as bookmarks, owl calls, books, CWES t-shirts and bandanas.

General Store Items Sold –

1 Poster...$2.50
2 Owl Calls...$33
5 Bookmarks...$1.25

Total Sales...$36.75

**Student Volunteer Incentives** – The student volunteers were offered free transportation and meal for volunteering at this event. An educational opportunity and training for each volunteer position was provided.
**Student Volunteer Recruitment** - Student volunteer recruitment began on January 25, 2005 and ended February 2 when all twenty-four (24) student volunteers for the event were recruited. Sixteen (16) student volunteers had volunteered at CWES before and eight (8) students were first time volunteers. The majority of return volunteers heard about the opportunity at CWES or the email sent out to past CWES volunteers. The majority of new student volunteers heard about the opportunity through ACT.

Four (4) students that agreed to volunteer were unable to participate.

- Two (2) volunteers canceled two weeks before the event but were replaced by other volunteers.
- Two (2) volunteers canceled the day of the event and were replaced by past practicum students who were already volunteering and familiar with the activities.

**Note from the Volunteer Coordinator** – The low number of practicum students (a total of 5) at CWES during the spring semester 2005 made planning for this event a challenge at times. CWES attempted to hire three interns and one volunteer to make up for the low number of programming staff but lost the volunteer and one intern by mid February. Practicum students need a lot of guidance and attention from the Program Manager and graduate students during the first month of the semester because the job is brand new to them. In addition, many students were plagued by the flu epidemic and were unable to teach for days at a time. As a result, the graduate students and program manager worked full and irregular schedules, filling in when needed, and planned for the *Snowshoe Owl Prowl* in between.

The *Snowshoe Owl Prowl* was also a challenge to plan because of the uncertainty in the number of people planning to attend the event. In late January, the news media
reported the arrival of the rare Great Grey Owl to the Amherst area due to the decline of mouse populations in Canada. As a result, many community members became interested in the Snowshoe Owl Prowl hoping to see a great grey owl. In the days leading up to the event, fifty-three (53) community members and fifty (50) boy scouts reserved snowshoes for this event, and more people were expected to attend without reservations. The uncertainty in the number of people attending the event raised questions during the preparation. No one knew how many complementary snacks to make, how many student volunteers were needed, and how the evenings itinerary should be adjusted. We simply did not know how many people to plan for. By the day of the event, the fifty (50) boy scouts canceled their reservation and roughly half of the people that reserved snowshoes did not attend the event. Fifty three (53) people attended the Snowshoe Owl Prowl.

2. Cabin Fever Workday

(Note: The last workday involving student volunteers was the Winter Cut held January 12-14, 2005 over winter break. This workday was set up through the UWSP student organization Student Society of Arboriculture (SSA) to cut trees and stack wood. Two student volunteers attended this event and were given free food and lodging (they slept in the Scandinavian cabins on site). Four additional student volunteers came out for a couple hours the last day of the event.)

The Cabin Fever Workday was held Tuesday, March 15, 2005 from 3:30-6pm. The event was scheduled to take place in the evening when student volunteers indicated in the UWSP Student Survey they would be able to work. The event was also scheduled to be during daylight hours and at a time when no school groups would be on site so that the cabins would be available and ready to clean. The work scheduled to be done during the
*Cabin Fever Workday was done the previous year by CWES staff in a week’s time. The event details are summarized below.

Cabin Fever Workday Pre-event Preparation – Mike (will be working 10-6 this day)
- Turn up heat in Scandinavian cabins Tuesday a.m.
- Put cleaning supplies in all areas*

*Cleaning Supplies - $0 additional cost for supplies already at CWES.

<table>
<thead>
<tr>
<th>Scandinavian Cabins</th>
<th>Anderson Lodge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rags</td>
<td>Cleaning supplies</td>
</tr>
<tr>
<td>Buckets of cleaning supplies</td>
<td>Shop vac</td>
</tr>
<tr>
<td>Gloves</td>
<td></td>
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<tr>
<td>Shop vac</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Walker Lodge</th>
<th>Moving snowshoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning supplies for bathrooms</td>
<td>Gator</td>
</tr>
<tr>
<td>Vacuums</td>
<td>Truck</td>
</tr>
</tbody>
</table>

Cabin Fever Workday Itinerary

3:00 – Leave UC with volunteers – Gwen and Becky drive
3:30 – Arrive at CWES, welcome meeting, paperwork
3:50 – Split up and Scandinavian cabins

4:00
4:30 – Walker Lodge

5:00
5:05 – Anderson Lodge
5:30 – Move new chairs to cabins (Erica to interview – Bryan arrives)

Move snowshoes

6:00 – Eat Spaghetti
6:30 – Depart for Stevens Point
Student Volunteer Positions and Training Supervisors – Each core staff member participating in this event (listed below #1) was teamed up with two student volunteers to supervise and work with (listed below #2). Each core staff member was given a Cabin Fever Workday Checklist (listed below #3) to use as a guide during this event.

1. Core staff participating in the Cabin Fever Workday
   Mike – Site Manager
   Dan – Site Assistant
   Becca – Program Manager
   Gwen – Graduate Assistant

2. Volunteer Work Teams
   Team 1
   Team 2 (Three people per team)
   Team 3
   Team 4

3. Cabin Fever Workday Checklist
   3:50pm - Scandinavian Cabins
   The checklist for each cabin is below.
   - Wipe beds (including under mattresses)
   - Sweep
   - Dressers (and under drawers)
   - Clean windows and sills
   - Take down cobwebs
   - Oil walls

   4:30pm - Walker Lodge
   Team 1 – Boys sleeping area
   - Wipe beds (under mattress too)
   - Vacuum (move beds)
   Team 2 – Girls sleeping area
   - Wipe beds (under mattress too)
   - Vacuum (move beds)
   Team 4 – Bathroom duty!
   - Scrub sinks, toilets, urinals
   - Scrub showers
   - Wipe down mirrors
   - Empty garbage
   - Refill soap, toilet paper, and paper towels
   - Sweep
• Mop
Team 3 – Common Area
• Straighten the furniture
• Wipe tables
• Sponge wash the chalkboard
• Clean the water fountain, sink, and countertop area
• Clean the microwave
• Take out the garbage and recyclables
• Sweep around the fireplace and entryway
• Vacuum

5:05pm - Anderson Lodge
Team 1 – Kitchen Area
• Clean stove, refrigerator, and microwave
• Wipe off counter top and tables
Team 2 – Common Area
• Sweep and mop
• Wash windows in whole building
• Take out garbage
Team 3 – Bunks
• Wipe mattresses (under too)
• Move bunks and clean floor
Team 4 – Teacher room
• Clean out drawers
• Wipe mattress (under too)
• Move furniture and clean under

5:30pm Team 2 & 4 – Move new chairs to cabins
5:30pm Team 1 & 3 – move snowshoes

6:00 – Everyone to Sunset Lodge for food!

Food - Volunteer Meal Cost to CWES

Spaghetti...$4.38
Noodles...$3.07
Salad...$4.13
Breadsticks...$1.48
Cookies...$10.17
Milk...$2.00
Total volunteer meal...$25.23
Student Volunteer Incentives – The student volunteers were offered free transportation and meal for volunteering at this event. Training and supervision for each volunteer position was provided.

Student Volunteer Recruitment - Student volunteer recruitment began on March 2, 2005 and ended March 15, 2005. Four (4) student volunteers had volunteered at CWES before and four (4) students were first time volunteers. The return volunteers heard about the opportunity through an email sent out to past CWES volunteers. The new student volunteers heard about the opportunity through ACT or the SMOD.

The day of the event three student volunteers were unable to attend and three additional student volunteers signed up. Four (4) of the final eight (8) student volunteers left the Cabin Fever Workday before dinner (at 5:30pm) due to prior engagements on campus.

Note from the Volunteer Coordinator – The Cabin Fever Workday was a challenge to plan for because of uncertainties in March weather and the number of students able to be recruited for the event. Originally the event involved outdoor and indoor projects as mid March is often warm enough to start outdoor clean-up. In the days leading up to the event however, the winter snow was still deep on the ground at CWES and the temperature was below freezing. All event projects were switched to the indoors and fewer volunteers were needed. Originally twenty (20) student volunteers were sought for the Cabin Fever Workday. Recruitment of student volunteers was slow possibly due to the timing of the event, with students in the midst of midterms and with spring break the next week. The eight (8) student volunteers recruited for this event were perfect for the amount of work to be done in the indoor projects.
3. Special Event Evaluation

Both special events were evaluated with the same set of questionnaires (Appendices Y and Z). The results of the special event evaluations are presented below for each event.

Snowshoe Owl Prowl – Student Volunteer Event Evaluation Analysis

Preparation

The results of the Snowshoe Owl Prowl - Student Volunteer Event Evaluation were collected the night of the event. The responses for each question were analyzed separately by isolating meaningful phrases within each answer. Common phrases were then combined and tallied. The number in parentheses reflects the number of respondents who answered the question using the phrase.

Responses

Every volunteer for Snowshoe Owl Prowl filled out an evaluation indicating a 100% response rate. Twenty (20) student volunteers participated in this event and two (2) community volunteers.

Snowshoe Owl Prowl – Student Volunteer Evaluation Responses

The first blank on the evaluation asked the volunteers to list their major(s). This was asked to collect information on which majors were most attracted to the Snowshoe Owl Prowl volunteer opportunity at CWES. Each major is listed separately for students who were double majoring.
Student Volunteer Majors

*College of Natural Resources (n=16)*
- Environmental Education and Interpretation (7)
- Wildlife Education (3)
- Youth Programming and Camp Management (1)
- Wildlife (1)
- Forest Recreation (1)
- Waste Management (1)
- Natural Resource Management (1)
- Forestry (1)

*College of Professional Studies (n=3)*
- Elementary Education (3)

*College of Letter and Science (n=5)*
- Biology (3)
- Spanish (1)
- Chemistry (1)

N/A (n=1)

The first question was asked to collect information on how much time the students volunteered for this event through preparation, training, and event hours.

1. *How many hours did you volunteer for this event (include training hours)?* (n=22)

*Total student volunteer event hours = 95.5*
- 3 student volunteers wrote three (3) hours including only event hours
- 9 student volunteers wrote four (4) hours to include pre-event preparation
- 10 student volunteers wrote five (5) hours to include the drive and pre-event preparation

*Total student volunteer training and preparation hours = 33*

*Total Snowshoe Owl Prowl student volunteer hours for the event and preparation = 128.5*
The second question was asked to discover how many student volunteers were repeat CWES volunteers and how many were new.

2. **Have you volunteered at CWES before?** (n=22)

   Yes (n=14)
   - (1) Observe through EE classes
   - (10) Hoot N Howl
   - (2) Daytime educator
   - (5) Evening programs

   No (n=8)

The third question was asked to collect information on the most successful volunteer recruitment strategies.

3. **Where did you hear about this volunteer opportunity?** (n=22)

   At CWES (8)
   CWES email (6)
   SMOD/ACT (4)
   WCEE (2)
   UWSP Newsletter (1)
   Class (1)

The fourth question was asked to collect information on reasons the student volunteers were interested in volunteering for this event.

4. **Why were you interested in volunteering for this event?** (n=22)

   To gain experience (n=3)
   - Because it sounded like a fun night and I wanted more experience.
   - Extra credit plus it is fun

   For personal growth (n=4)
   - Environmental games and night hikes interest me because I have previous environmental ed experience at Bethel Horizons leading games and hikes.
   - I like snowshoeing and teaching people
   - I have snowshoeing experience and expertise as well as extensive knowledge of owls.
• I like working with kids and CWES is a beautiful site.

To get involved for a good cause (n=10)
• I love CWES and wanted to help with this research project.
• I love to snowshoe and like everyone at CWES
• It sounded like fun and keeps me in touch with the EE world
• Something to do.
• Because I enjoy the atmosphere of CWES. And like volunteering
• Sounded like fun, outdoors, transportation provided!

Resume builder (n=1)
• I am an outdoor enthusiast and very interested in birds of prey. Also the volunteer experience is helpful on resumes.

The fifth question was asked to collect information on which positions the students were interested in volunteering for.

5. Which position did you volunteer for? (n=22)

Any I was needed for (7)
Night hikes (7)
Parking (1)
Greeter (2)
Snacks (1)
Photographer (1)
Walker lawn volunteer (1)
Fire (1)
Program Naturalist (1)

The sixth question was asked to discover how comfortable the students were in their role at the event.

6. Was the training for your position adequate? (n=22)

Yes (22)

The seventh question was asked to find out if the student volunteers would be interested in volunteering again in the future.
7. Would you like to be included on our volunteer list to hear about volunteer opportunities first? (n=22)

Yes (21)
No (1)

The eighth question was asked to provide the students an opportunity to comment on issues not already addressed in this evaluation.

8. Please use the space below and/or back of this sheet to provide additional comments or suggestions. (n=22)

Everyone here is very supportive, I really appreciate it.
You all treat us well, thanks!
I think this event rocks! I enjoy helping out with events like this.
Terrific job in planning both of the volunteer events – always a fun time for me as a volunteer.

Snowshoe Owl Prowl – CWES Staff Evaluation

Preparation

The results of the Snowshoe Owl Prowl – CWES Staff Evaluation were collected within five days of the event. The responses for open-ended questions were analyzed separately by isolating meaningful phrases within each answer. Common phrases were then combined and tallied. The number in parentheses reflects the number of respondents who answered the question using the phrase.
Responses

All core staff involved with the Snowshoe Owl Prowl was asked to fill out an evaluation the day of the event.

Questions 1-2 were asked to collect information on staff impressions of the value and necessity of this volunteer event.

1. In what ways was this volunteer event a value to CWES? (n=4)

It got our name out in the community (n=4)
- As a marketing tool, a kickoff for many new public events in the future, and.
- It got our name out in the public. More people are getting to know.
- Getting our name out there. Showing the community that we also do things which are oriented towards the general public.
- Many people approached me expressing their thanks for the program and night hikes. One even said we should do this event every weekend.

It increased UWSP student involvement (n=3)
- It informs more students that CWES is here for students. Also that CWES can use their help on different projects. Hopefully it will help CWES get more volunteers so when we need assistance we can call on them.
- As far as volunteers go, the night hikers can’t wait to do it again. One said he had a blast and asked if it would be okay to volunteer again.
- It began to build a student volunteer program.

2. How did this volunteer event assist with responsibilities that are generally held by CWES staff?

The volunteers were a help (n=4)
- Many hands make light work.
- The CWES staff only needed to give support. The volunteers got materials ready, did the organizing which saved time and energy of CWES staff.
- They were able to fit into positions that CWES staff normally fills.

Question 3 was asked to determine if the volunteer positions were appropriate for student volunteers and the event.
3. Were the volunteers able or willing to perform the volunteer duties requested?

Yes (n=4)
- All volunteers assisted in everything I asked from leading additional night hikes to clean-up. They were a wonderful group of individuals to work with.

Snowshoe Owl Prowl General Event Questionnaire

The General Event Questionnaire was completed by the researcher to collect pertinent information about the event to help determine the feasibility of the Student Volunteer Plan at the facility.

How many volunteer hours did this event accumulate?

Student volunteers worked 128.5 hours during this event (hours include training and preparation time).

What is the financial gain/loss?

- How much money would this event cost CWES if the volunteers were paid minimum wage ($5.15/hour)?
  128.5 X $5.15 = $661.78

- How much money did the special event bring in?
  49 people attended the Snowshoe Owl Prowl at $5 per person.
  49 X $5 = $245
  Eight items were sold from the General Store = $36.75

- How much was paid out to make this event happen?
  15 passenger van...$25.48
  Volunteer food cost...$13.18
  Complementary food cost...$27.35
Total paid out = $66.01
Net gain = $877.52

**Based on recurring volunteers and those interested in more volunteer opportunities,**

**what is the potential for volunteers in the future as CWES grows?**

- Twelve (12) of the student volunteers for the *Snowshoe Owl Prowl* had volunteered at CWES before. Eight of the student volunteers were new.

- On question 7 of the *Student Volunteer Event Evaluation* 21 of the 22 student volunteers circled *Yes* when asked if they would like to be included on the CWES volunteer list to be notified of volunteer opportunities first.

- As a result of the *Snowshoe Owl Prowl* two students expressed interest in volunteering for evening programs and two students expressed interest in volunteering to teach for the daily programming at CWES indicating that this special event had an indirect effect on the staffing of school programs. Although none of the students ended up volunteering.

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**Cabin Fever Workday – Student Volunteer Event Evaluation**

**Preparation**

The results of the *Cabin Fever Workday - Student Volunteer Event Evaluation* were collected the night of the event. The responses for open-ended questions were analyzed separately by isolating meaningful phrases within each answer. Common phrases were then combined and tallied. The answers to close-ended questions were
tallied. The number in parentheses reflects the number of respondents who answered the question using the phrase.

Responses

Eight (8) Cabin Fever Workday volunteers filled out an evaluation indicating a 100% response rate.

Cabin Fever Workday – Student Volunteer Evaluation Responses

The first blank on the evaluation asked the volunteers to list their major(s). This was asked to collect information on which majors were most attracted to the Snowshoe Owl Prowl volunteer opportunity at CWES. Each major is listed separately for students who were double majoring.

Student Volunteer Majors – (n=8)

College of Natural Resources (n=5)
- Environmental Education and Interpretation (2)
- Forestry Management
- Wildlife Education
- Watershed

College of Letters and Science (n=2)
- Biology (2)

College of Professional Studies (n=1)
- Elementary Education

Question 1 was asked to collect information on how much time the students volunteered for this event through preparation, training, and event hours.

1. How many hours did you volunteer for this event? (n=8)

Total student volunteer event hours = 20
- One student volunteers wrote one and a half (1.5) hours for the event
- Five student volunteers wrote two (2) hours
- One student volunteer wrote two and a half (2.5) hours which was the actual length of the event
One student volunteer wrote three (3) hours for the event to include the drive and pre-event preparation.

Question 2 was asked to discover how many student volunteers were repeat CWES volunteers and how many were new.

2. Have you volunteered at CWES before? (n=8)

Yes (n=4)
- Daytime educator
- Hoot N Howl
- Snowshoe Owl Prowl (3)
- Evening Programs

No (n=4)

Question 3 was asked to collect information on the most successful volunteer recruitment strategies.

3. Where did you hear about this volunteer opportunity? (n=8)

ACT (n=3)

SMOD (n=1)

Email from Gwen (n=4)

Question 4 was asked to collect information on reasons the student volunteers were interested in volunteering for this event.

4. Why were you interested in volunteering for this event? (n=8)

Personal Growth (n=1)
- Never been to CWES before

To get involved for a good cause (n=7)
- To have something to do over spring break – Also, I remember spending quite a bit of time here while in grade/high school so I thought this would be a great way to give back to the program.
• Helping the cause of environmental education
• I wanted to help with Gwen’s project
• I like to help CWES and get off of campus for a bit.

Resume builder (n=1)
• It looks good on applications – first volunteering experience

Question 5 was asked to discover how comfortable the students were in their role at the event.

5. Was the training for your position adequate? (n=8)

Yes (n=8)

Question 6 was asked to find out if the student volunteers would be interested in volunteering again in the future.

6. Would you like to be included on your volunteer list to hear about volunteer opportunities first? (n=8)

Yes (n=8)

Question 7 was asked to provide the students an opportunity to comment on issues not already addressed in this evaluation.

7. Please use the space below and/or back of this sheet to provide additional comments or suggestions. (n=8)

First time volunteers (n=3)
• Good time
• Great experience
• Excellent opportunity

Second time CWES volunteer (n=1)
Cabin Fever Workday – CWES Staff Evaluation

Preparation

The results of the Snowshoe Owl Prowl – CWES Staff Evaluation were collected within five days of the event. The responses for open-ended questions were analyzed separately by isolating meaningful phrases within each answer. Common phrases were then combined and tallied. The number in parentheses reflects the number of respondents who answered the question using the phrase.

Responses

All four (4) core staff members participating in this event filled out an evaluation indicating a 100% response rate.

Questions 1 and 2 were asked to collect information on staff impressions of the value and necessity of this volunteer event.

1. In what ways was this volunteer event a value to CWES? (n=4)

The student volunteers helped get work done (n=4)
- Made less work for maintenance staff
- Last year the CWES staff cleaned and it took a week!
2. How did this volunteer event assisted with responsibilities that are generally held by CWES staff? (n=4)

The student volunteers helped ease the maintenance workload (n=4)
- They made the work easy and quick (2)

The third question was asked to determine if the volunteer positions were appropriate for student volunteers and the event.

3. Were the volunteers able or willing to perform the volunteer duties requested? (n=4)

Yes (n=4)
- very well (2)
- Absolutely no complaints, great stories.

Cabin Fever Workday General Questionnaire

The General Event Questionnaire was completed by the researcher to collect pertinent information about the event to help determine the feasibility of the Student Volunteer Plan at the facility.

How many volunteer hours did this event accumulate?

Student volunteers worked a total of 20 hours during this event.

What is the financial gain/loss?
- How much money would this event cost CWES if the volunteers were paid minimum wage ($5.15/hour)?
  20 X 5.15 = $103.00

- How much money did the special event bring in? $0 – But the event helped CWES save money in wages because the staff did not have to clean the cabins and was able to get other work done.

- How much was paid out to make this event happen?
  1 van and 1 sedan…$40.00
Volunteer food cost...$25.23  
Supplies...$0 all cleaning supplies were on site already.

Total paid = $45.23

Based on recurring volunteers and those interested in more volunteer opportunities, what is the potential for volunteers in the future as CWES grows?

- Four (4) of the student volunteers for the Cabin Fever Workday had volunteered at CWES before. Four (4) of the student volunteers were new.

- On question 7 of the Student Volunteer Event Evaluation all eight student volunteers circled Yes when asked if they would like to be included on the CWES volunteer list to be notified of volunteer opportunities first.

- As a result of the Cabin Fever workday, one student expressed interest in volunteering for daytime and evening programming at CWES indicating that this special event had an indirect effect on the staffing of school programs.

**Summary of Results for Sub-problem 5**

Two special events, the Snowshoe Owl Prowl and Cabin Fever Workday, were planned during the spring 2005 semester at CWES to pilot the student volunteer plan summarized in the results of Sub-problem 4 of this Study. The preparation for each event included a list of supplies needed, an itinerary, and expected student volunteer positions (with pre and post event duties). The CWES staff was also assigned to supervise and train specific student volunteers during each event to ensure that all students received guidance in their volunteer positions. The main incentives offered to the students for volunteering at these events were free meals and transportation to and from CWES. Most of the student volunteers recruited through ACT, SMOD, and email. In both cases, the time of year and the uncertainty of the number of participants made the planning and preparation for the events challenging, but doable.
Both special events piloted for the student volunteer plan outlined in Sub-problem 4 were successful. The *Snowshoe Owl Prowl* and the *Cabin Fever Workday* brought thirty (30) enthusiastic student volunteers to CWES to work. Twelve (12) first time student volunteers attended these events and eighteen (18) were return volunteers. When the students were asked why they were interested in volunteering at CWES, the majority (57%) responded that they wanted to get involved for a good cause. Most of the student volunteers heard about the opportunity through email, the SMOD, and ACT. Twelve (12) new student volunteers were added to the email list at CWES for upcoming volunteer opportunities. In addition, five (5) students expressed interest in volunteering for the day or evening programming at CWES.

The CWES staff provided positive feedback about both volunteer events. They indicated that the *Snowshoe Owl Prowl* helped to get the CWES name out in the community as fifty-three (53) community members attending this event. The *Cabin Fever Workday* helped with the spring cleaning of all sleeping cabins on site. Both events increased student involvement at the facility and eased the workload of CWES staff. All of the student volunteers were enthusiastically willing to do the work assigned to them.

The volunteers at the *Snowshoe Owl Prowl* and *Cabin Fever Workday* accumulated one hundred forty-eight (148) total volunteer hours. CWES spent $111.26 on both events and made $245 on the *Snowshoe Owl Prowl*. This produces a net gain of $133.74. The student volunteers produced $762.20 worth of labor based on a minimum wage (5.15/hour) pay scale. The student volunteers also lightened the workload of
CWES staff and allowed them to work on other things resulting in a saving of staff costs for CWES.
Chapter 5

Conclusions

The purpose of this study is to determine the feasibility of developing a student volunteer plan at CWES that complements staff responsibilities, increases student involvement, and results in more adequate staffing at the facility. This Study analyzes the results from an EE center questionnaire, UWSP student survey, staff meetings, and a piloted student volunteer plan at CWES. The conclusions presented in this section are organized to correspond with the five Sub-problems of the study.

SUB-PROBLEMS OF THE STUDY

1. Locate other residential environmental education centers that are comparable to CWES and review their volunteer efforts relative to possibilities at CWES.

2. Identify present and future volunteer positions or efforts that could be created at CWES.

3. Develop and administer a UW-Stevens Point student survey to gain knowledge on who is most likely to volunteer and what motivates them to volunteer.

4. Analyze all information to develop a student volunteer plan for CWES.

5. Create, conduct, and evaluate the impact of a pilot student volunteer plan for CWES.
Conclusions Related to Sub-problem 1

Sub-problem 1

Locate other residential environmental education centers that are comparable to CWES and review their volunteer efforts relative to possibilities at CWES.

The goal of Sub-problem 1 was to determine the feasibility of a student volunteer plan at CWES based on the examples from other residential EE centers. No single facility interviewed in the Study had a student volunteer plan that could be used as a model while developing a student volunteer plan for CWES. However, the results present enough information collectively to be used as a general guide for the creation of a plan.

The results of the Residential EE Center Questionnaire suggest a student volunteer plan at CWES is feasible if the range and scope is designed to reflect the amount of paid staff available to recruit, train, and supervise the student volunteers. As a smaller facility with only a few core staff members, CWES would benefit more by a student volunteer plan concentrating on one area of the facility at a time rather than attempting to train and supervise a wide range of volunteer positions in all areas.

Training and supervision is important in a student volunteer plan. Many of the contacted residential EE centers, who were in need of more educational staff, were reluctant to use volunteers at all for daily programming because volunteers are usually not as reliable as paid staff and may not provide the quality programming desired by the facility.

Results from the Residential EE Center Questionnaire revealed that student volunteers were able to work positions similar to the CWES paid staff positions in maintenance, educational programming, and the office. Therefore, a student volunteer
plan would complement staff responsibilities and hiring additional staff would not be necessary when staff numbers fluctuate.

Respondents also indicated that when used correctly, in the context of a student volunteer plan, volunteers got a lot of work done, even if the facility was only able to use a few volunteers at a time. One respondent discovered after logging all volunteer hours in one year at her facility that volunteers produced over $60,000 of labor.

Responses indicate that the general dedication and interaction of volunteers through a student volunteer plan at CWES would increase student involvement. CWES has the ability to provide students a unique environment for learning. Most respondents offered their volunteers simple incentives, but mostly the volunteers just wanted to be involved and support the facility. Some respondents pointed out that at times the biggest incentive that pulls volunteers to their facility is the site itself. As a field station of UWSP, CWES has a legacy of student involvement that will pull volunteers and result in a partnership that produces dedication, involvement, and quality work.

The results from the *Residential EE Center Questionnaire* indicate that the effective and efficient use of student volunteers through an organized student volunteer plan would result in more adequate staffing at CWES. However, the success lies in the implementation and coordination of the plan through the student volunteer coordinator. The student volunteer coordinator strives to offer worthwhile volunteer positions and effectively recruits students to fill those positions. The volunteer coordinator also ensures the student volunteer plan is orderly and has the flexibility to add or reduce student volunteer positions depending on the need for volunteers.
Conclusions Related to Sub-problem 2

Sub-problem 2

Identify present and future student volunteer positions or efforts that could be created at CWES.

The goal of Sub-problem 2 was to identify student volunteer positions and determine the feasibility of creating a student volunteer plan at CWES based on the feedback from CWES staff. When asked about student volunteers, the CWES staff responded positively during the meetings and indicated that they have the time, resources, and ability to involve student volunteers in daily operations. Currently CWES has not taken a serious approach to recruiting student volunteers but uses them in a few educational programming positions and special events.

The feedback provided by CWES staff indicates that a student volunteer plan is feasible and would have the support of CWES staff if it is designed to emphasize the positions that are in need of being filled. The staff recommended volunteer positions directly relating to the daily duties at CWES to lighten the workload and provide assistance where needed.

The CWES staff identified student volunteer positions that are comparable or closely related to their own positions suggesting that a student volunteer plan would have the potential to complement staff responsibilities. Student volunteers could easily be inserted into the staff work schedule to help with ongoing projects that have deadlines and vacant teaching slots throughout the week. Seasonal positions also were mentioned for student volunteers such as snow removal and waterfront setup that can be added or removed from the plan depending on the need for help.
The identified student volunteer positions by CWES staff in Sub-problem 2 indicate that students would be an integral part of CWES with the student volunteer plan and increase student involvement. The potential student volunteer positions would offer students training, room for growth, and some of the same responsibilities of the core staff. Students have the potential to become a part of CWES and see the advantages of their work through volunteer efforts and support.

The feedback provided by CWES staff reveals that a student volunteer plan has the potential to achieve more adequate staffing at the facility through carefully chosen student volunteer positions. The most successful student volunteer positions will stabilize the workforce and offset the fluctuating staff available throughout the year.

**Conclusions Related to Sub-problem 3**

**Sub-problem 3**

Develop and administer a UW-Stevens Point student survey to gain knowledge on who is most likely to volunteer and what motivates them to volunteer.

The goal of the *UWSP Student Survey* was to obtain student volunteer advice from UWSP students and determine the feasibility of creating a student volunteer plan at CWES. The *UWSP Student Survey* reveals that nearly all (100% ACT and 81% General Students (GS)) surveyed students plan to volunteer in the future, although many students have tight schedules and limited availability. The results also reveal that students have a high interest in volunteering at CWES, as long as it accommodates their schedules and offers opportunity for personal growth and getting experience.
The results of the *UWSP Student Survey* suggest that a student volunteer plan at CWES is feasible if it is designed to reflect the amount of time students are able to commit to the volunteer positions. Students are willing to volunteer up to three hours at a time, at least once per month, and prefer to volunteer weekday evenings and/or weekends. The challenge for CWES staff will be to create volunteer positions that fit into that time frame.

The *UWSP Student Survey* exposes specific volunteer opportunities sought by students and indicates that a student volunteer plan would complement staff responsibilities at CWES. The majority of respondents expressed interest in sample student volunteer positions that reflect the duties of paid or practicum staff positions at CWES. This includes positions in three main areas: educational programming, maintenance, and special events. Therefore, students would potentially be working in volunteer positions on projects that the CWES staff currently needs help with.

The *UWSP Student Survey* also indicates that a well publicized student volunteer plan at CWES has the potential to increase student involvement. Roughly half of the respondents had never heard of CWES before taking the survey. A student volunteer plan at CWES would get the facility's name out into the university, open up the facility to students, and encourage participation. Most UWSP students indicated that they want to volunteer to get involved for personal growth and to gain work experience. CWES offers students an environment for learning to fulfill their professional development objectives, and achieves the individual goals of the students and the facility.

Finally, the results from the *UWSP Student Survey* suggest that a student volunteer plan at CWES also has the potential to result in more adequate staffing at the
facility as students are looking for opportunities to grow without excessive time commitments. CWES will have the flexibility to add and remove student volunteer positions as needed for a sufficient amount of help as CWES staff numbers fluctuate.

Conclusions Related to Sub-problem 4

Sub-problem 4

Analyze all information to develop a student volunteer plan for CWES.

The goal of Sub-problem 4 was to compile the results from Sub-problems 1-3 to generate the best design for and determine the feasibility of a student volunteer plan at CWES. The design and strategies used in the student volunteer plan complements CWES goals and continues to build on the premise that CWES was created by students, for students, and with students.

The student volunteer plan outlined in Sub-problem 4 can feasibly be implemented into the daily operations at CWES if it follows the three main conclusions in Sub-problems 1-3: 1) reflects the amount of paid staff available to supervise volunteers, 2) focuses on positions that are in need of being filled at CWES, and 3) reflects the hours that students are able to volunteer. The plan provides guidelines and structure to offer students an opportunity to get involved at CWES and work closely with CWES staff in the positions they desire. This enables CWES to focus on the interests of the facility and provide student volunteers with practical on the job training and experience from each volunteer position.

The student volunteer plan is also designed to complement CWES staff responsibilities by offering student volunteer positions similar to those of paid staff
members to ease the workload. The *UWSP Student Survey* revealed that students are willing to work frontline and behind the scenes positions, which opens up possibilities to offer an infinite number of ways for students to get involved, gain experience, and boost their resumes. The goal of each position created through the plan provides a benefit to the student volunteers as well as to the facility.

The student volunteer plan includes recruitment strategies through email, word of mouth, and the ACT student volunteer organization on campus that specifically targets UWSP students to increase student involvement at CWES.

As a result of student involvement, there is also potential for the student volunteer plan to provide for more adequate staffing at CWES, although not in the area of educational programming which was originally sought in this Study. Currently, all core CWES staff is on site Monday through Friday from 8:00am to 5:00pm (except with overnight groups when graduate students or interns may mentor until 7:00pm). The *UWSP Student Survey* suggests that the majority of students are most likely to volunteer once per month, 1-3 hours at a time, and in the evenings or weekends. CWES staff is simply not available on a regular basis to train, orient, and supervise student volunteers during their desired hours.

However, special events tend to be scheduled at CWES infrequently in the evenings or on weekends. CWES would like to offer more special events for the community to increase the customer base, get their name out, and establish a network of support. Ideally, CWES would like to organize and offer a special event least once per semester but has not been able to do so because of the low number of staff available at the facility to plan and manage the events. Special events organized for student volunteers would
fulfill the goals of CWES and create volunteer opportunities that students are interested in. The UWSP Student Survey suggests that students were interested in volunteering for programming events like the fall Hoot N Howl Halloween Festival (44% ACT and 33% GS) and maintenance events, like a spring of fall clean-up workday (48% ACT and 31% GS).

Two student volunteer special events were planned at CWES for the spring of 2005 to pilot the student volunteer plan in Sub-problem 4. One special event was a programming event called the Snowshoe Owl Prowl which included an interpretive program, guided night hikes, and games. The other special event was a maintenance event called the Cabin Fever Workday. This event was created to ease the spring workload of the maintenance staff and highlighted cleaning efforts in the Scandinavian cabins, Walker Lodge and Anderson Lodge. Information about these two events can be found in the results chapter for Sub-problems 5.

Conclusions Related to Sub-problem 5

Sub-problem 5
Create, conduct, and evaluate the impact of a pilot student volunteer plan for CWES.

The goal of Sub-problem 5 was to construct, organize, and evaluate the effectiveness of a pilot student volunteer plan based on the results outlined in Sub-problem 4. The evaluation addressed the success of the piloted plan within the overall goals of this Study in complementing staff responsibilities, increasing student involvement, and resulting in more adequate staffing at CWES. Results indicate that the
pilot student volunteer plan was successful in achieving each of the stated goals but in some instances success was limited.

The piloted Student Volunteer Plan involved two special events that were created to reflect the three main criteria suggested for a feasible plan in Sub-problem 4: 1) One special event was planned at a time to accommodate the amount of staff available for organization, training and supervision of volunteers, as established in sub-problem 1, 2) All student volunteer positions were similar to the duties undertaken by CWES staff during special events, as established in Sub-problem 2, and 3) The events were spaced one month apart and scheduled for evening hours in order to accommodate the best timeframe for student volunteers as established in sub-problem 3.

Based on the results of Sub-problem 5, the piloted Student Volunteer Plan at CWES was effective in recruiting student volunteers and easily implemented into the daily operations. The two special events, the *Snowshoe Owl Prowl* and the *Cabin Fever Workday*, eased the workload at CWES, involved thirty student volunteers, and provided 148 volunteer hours producing over $762 in labor. The events also brought in 49 paying visitors and 3 free children from the local community, to involve them in a learning environment that would have not happened without the efforts of the student volunteers. Five students received extra credit for a class by participating in the *Snowshoe Owl Prowl* and five additional students expressed interest in volunteering for daily programming on a regular basis. The post-event evaluation indicated that the majority of students (57%) signed up to volunteer for the special events because they recognized CWES as a worthy cause and wanted to get involved.
All CWES staff responded positively to the special events in post-event evaluations. The student volunteer positions complemented staff responsibilities and eased the workload. The students got a lot done and enthusiastically carried out their duties. As a result, the special events increased student involvement at CWES. Thirty student volunteers traveled to CWES in the spring of 2005 and staffed two special events building on the premise that CWES was created by student, for students, and with students. One student from Dr. Yockers NR 370 class attended the Snowshoe Owl Prowl to earn extra credit and wrote that the event was “a perfect example of students teaching students and how effective that was”. The student volunteers not only staffed the special events, but made them possible and more dynamic for the visitors.

The student volunteer plan could not provide for more adequate staffing at CWES in the area of daily programming, however, it did provided for more adequate staffing at the special events. After volunteering for the events, five student volunteers expressed interest in volunteering for educational programming on a regular basis. Therefore, the student volunteer special events may have an indirect impact on the recruitment of volunteers in educational programming at CWES. One of the students actually volunteered for educational programming and they are all still receiving emails when opportunities arise.

The benefit of public outreach through programming events like the Snowshoe Owl Prowl outweighs the costs of making the event happen. The event fell within the mission of CWES, as a public nonprofit educational facility, to “foster in adults and youth the appreciation, understanding, skill development, and motivation needed to help them build a sustainable balance between environment, economy, and community". The
student volunteers built on the mission not only by teaching community members about owls but also teaching them to appreciate the night, how to use snowshoes, and understand the importance of predators in Wisconsin forests.

The *Snowshoe Owl Prowl* as a fund raiser did not make much money ($133), but the volunteer labor was a great value to CWES. This event was more about CWES connecting with the community and student volunteers than raise money. The *Snowshoe Owl Prowl* was often time consuming and difficult to plan, but worth the bother to bring new people to CWES from the community and the university. Many of the visitors and student volunteers were excited that CWES was offering the event and wanted to know about more events in the future.

The *Cabin Fever Workday* was easier to plan than the *Snowshoe Owl Prowl* but brought in fewer volunteers. The *Cabin Fever Workday* was important to CWES to set up a base of support to care for the facilities and grounds. By cleaning cabins, the student volunteers instantly saw the need for their work and the benefits it provided to CWES. The student volunteers got a lot of work done that took the staff a week to complete the year before and the CWES staff was able to work on other things rather than cleaning cabins. Therefore, CWES saved money on staff wages and increased staff performance. Even though fewer student volunteers were involved in this event, it is possible that a few dedicated volunteers are all an event like this needs.

The student volunteer special events piloted in the spring of 2005 not only inspired students to be involved at CWES but also created a network of support. For both events, CWES staff welcomed the student volunteers in a meeting and provided a meal to
ensure the student volunteers understood that their participation was appreciated. All volunteers were interested in volunteering for CWES again in the future.

Recommendations for the Continuation of the Student Volunteer Plan

CWES Student Volunteer Coordinators

- This Study recommends that the area managers at CWES be the student volunteer coordinators for their own areas because this system has worked in the past and the piloted plan was implemented without disrupting the staff structure. The area managers have been instructed to work closely with the graduate students to recruit student volunteers from campus. In order for this system to be successful, the CWES director should be involved, determining how many events to plan for and setting expectations for the continuation of special events at CWES. It is also important that the student volunteer coordinators receive the tools they need to succeed in the position such as guidance, training, books, etc, to demonstrate the skills needed for the position. To help the volunteer coordinators with this process, a student volunteer handbook should be created using all relevant information from this Study. The Residential EE Center Questionnaire suggested that successful volunteer events need to be well organized and supported by all site staff.

An alternative to training and requiring all area managers to be responsible as volunteer coordinators, is to shift staff duties around to lighten the load of one area manager and allow for more time for volunteer coordinator responsibilities. For example, the graduate students could take on duties of the Program Manager to free up time for the Program Manager to recruit and maintain relationships with student volunteers. In this case one person would be trained as the student volunteer coordinator and have a set schedule when coordinator responsibilities take place.

An alternative to one area manager finding time to take on the student volunteer coordinator responsibility is to use the revenue and cost savings from the special events to hire a part time student volunteer coordinator to focus on student volunteer events. The Student Volunteer Plan at CWES shows great potential to get more students involved and increase community support for the facility. CWES could justify adding this staff position in the budget based on the revenue brought in by the programming special events. The events potentially could fund the student volunteer coordinator position if the plan is strong and successful in the future. Justification to hire a student volunteer coordinator can also be found in lost revenue and opportunities for growth within the Student Volunteer Plan due to lack of staff availability. For example, with careful planning there is
potential for bigger and longer special events to take place on weekends at CWES, but currently it is unlikely that current staff members have the hours available to organize such an event, market for it, recruit the student volunteers, and supervise the event. Finally, the student volunteers got a lot of work done during the two special events in spring 2005 and the cost of staff savings generated by volunteer hours also needs to be taken into consideration while budgeting for the student volunteer coordinator position.

An alternative to hiring a student volunteer coordinator is to recruit a volunteer, student volunteer coordinator to take on the same responsibilities.

- The recruitment of students for volunteer opportunities might be most successful if done through classroom visits on campus to initiate interest in CWES. An assessment of the most advantageous classes to visit on campus would benefit CWES because classroom visits are time consuming and often difficult to work into busy schedules. A good place to start is to focus on the general degree requirement classes because they often involve students with many majors who are just starting their college careers. This offers CWES an opportunity to branch out from the CNR and start building relationships with other departments on campus. Another recruitment option is also to visit student organization meetings on campus.

- The promotion of CWES educational nonprofit standing is a strategy to recruit student volunteers looking for volunteer opportunities to get involved and support a good cause.

- Recruitment and marketing for programming special events might be more successful if CWES were targeting a specific theme or need. For example, the purpose of events like the Snowshoe Owl Prowl could be to raise money for more snowshoes at CWES, making the importance of the event clear for student volunteers as well as the general public attending the event. This way the money would be raised for something specific instead of vaguely stating on the fliers that “proceeds benefit environmental education programming”. Making purchase intentions obvious before the event might provide incentive for volunteers and community members to attend. It will also encourage CWES to identify the purpose of the event as a fundraiser at the facility.

Other Special Event Observations

- The theme of the programming special events might need to change from year to year and focus on natural events happening in the area to keep the community members interested in coming back. It is possible that the arrival of the great grey owl to the Amherst area attracted the attention of student volunteers to the Snowshoe Owl Prowl as well as inspired the general public to attend. With that said, the themes that captivate community interest and those activities that are
most successful might be repeated year to year or every other year to keep community members coming back and reduce the hours of staff labor in planning.

- Avoid planning a program special event the first month of a semester at CWES because the planning process is involved and lengthy. The new practicum students require a lot of attention at that time, which makes the preparation of events very tricky.

- Due to the uncertainty in the number of people attending the Snowshoe Owl Prowl, it would have been useful to require all community members to sign up for the event ahead of time. The Snowshoe Owl Prowl recommended reservations but did not require them because of concerns that some community members might not attend the event at the last minute if they thought they would not be able to get in. But as the event drew nearer we wished we had required reservations for planning purposes. CWES should also consider collecting email addresses on the sign-up sheet so that a reminder email can be sent to participants a few days before the event to prevent them from forgetting.

**Recommendations for Future Research**

The results of this Study confirmed that a student volunteer plan at CWES is feasible. However, the plan did not provide for more adequate staffing in the area of educational programming, which was originally sought in this Study. The *UWSP Student Survey* results suggest that there is a potential for CWES to recruit student volunteers for daytime educational programming through further research on volunteerism within the UWSP student population.

The scope of the *UWSP Student Survey* in this Study was to gain advice from UWSP students on volunteerism to determine student motivations for volunteering. The results provided useful information for this Study although there were some limitations that suggest the survey may not be representative of the entire student population. The two populations surveyed were self-selected and not random. The distribution of the survey also resulted in limited response rates, (19% response rate for the ACT student volunteer organization and 1.4% response rate for the general student population).
This Study primarily focused on the responses of the majority of students who took the survey for the development of the Student Volunteer Plan at CWES. Although the majority of students indicated that they would be interested in volunteering 1-3 hours at a time in the evenings or weekends once per month, 35% of both populations indicated that they would be interested in volunteering during the day. 20% of both populations would be willing to volunteer 4-6 hours at a time. 48% of the ACT student volunteer organization respondents and 32.6% of the general student population would be willing to volunteer weekly. If CWES could use this information to locate and recruit four students willing to volunteer to teach during the day each semester, then the student volunteers would provide CWES with a much needed service for more adequate staffing.

Interpretation of survey results through qualitative data analysis using cross correlation of answers would help determine if the same students indicated interest in volunteering during the day as are willing to volunteer 4-6 hours at a time. Comparisons can also be made between student majors, specific volunteer positions of interest, and the expected longevity of their commitment to volunteer. This information would help CWES to better receive student volunteers when they are recruited by targeting the needs and interests of the student. Further research through a UWSP survey could also aid in decisions leading to specific classes to target for recruitment of student volunteers by designing the survey to focus on the interests of students in specific departments or areas of study.

Another option for CWES to address the issue of more adequate staffing at the facility is to conduct an assessment of alternative staffing options in the area of
educational programming. The Student Volunteer Plan was selected as a staffing option for this Study to encourage student involvement, because CWES is a field station of UWSP. Other residential EE centers are often facing the same challenges as CWES and have found ways to supplement their staff without hiring new employees. For example, the *Residential EE Center Questionnaire* in this Study revealed that some facilities used community volunteers, Americor, partnered internships with other facilities, and international exchange programs to supplement programming staff. For the purposes of this Study the population surveyed in the *Residential EE Center Questionnaire* was self-selected, not random, and not representative of all Centers in the nation, however, it does provide enough information to warrant further research. CWES could discover numerous staffing ideas by collecting information from residential EE centers and nature centers with daytime educational programming. The information may reveal a feasible approach to gain more daytime educators at CWES.


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## Appendices

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"Hello, my name is Gwen and I am calling from the University of Wisconsin’s (Stevens Point) Central Wisconsin Environmental Station (CWES). I am a graduate student looking at the possibility of starting up a student volunteer program at our residential outdoor school. Before I do that, I am contacting other residential environmental centers that are like ours hoping to get some good tips and to find out about your volunteer efforts.

1. **Do you have volunteers at your facility?**

(No) I am a graduate student at UW-Stevens Point attempting to start a student volunteer program at CWES. Before I start I am contacting other residential environmental centers that are like ours to find out about your volunteer efforts. Your answer of no is just as helpful as the answer yes.

2. **Is there a reason that you do not use volunteers at your facility?**

(Yes)

For IRB

This project is being conducted through the College of Natural Resources and will take about 20 minutes. The goal is to determine the feasibility of developing a student volunteer plan for CWES. The resulting will be presented in a presentation at UW-Stevens Point and the project thesis. Participation in this project should pose no risk to you other than your time and effort to answer the questions. If you wish to withdraw from this study, you may do so at any time and all information provided up to that point will be destroyed. If you have complaints about your treatment as a participant in this study please contact Sandra Holmes at 715-346-3952. Your participation in this interview represents your consent to serve as a subject in this research. (If this is not a good time, then I can call back at a more convenient time)

3. **Are you willing to participate?** (Yes)

I am going to go through 20 questions that are put into the five basic categories These categories are:

- General Volunteer Structure at your facility
- The role of the Volunteer Coordinator
- Recruiting and Hiring Strategies
- Volunteer Training and Evaluation
- Your impression of the volunteer program as a whole

What I am going to do is read you the questions in order and then when you respond I will be typing in what you say. So there might a few pauses in between questions but that is just me trying to get down everything you said. Try to speak slowly and clearly and I will do my best to keep up. If you don’t understand a question, just ask and I will clarify.

4. **Do you have a volunteer coordinator or is that you?**
5. Are any of your volunteers college students? This would include interns or other unpaid student help.

6. How many years has your facility been working with student volunteers?

7. What kind of volunteer positions are offered to students?

8. How many active student volunteers do you have?

9. On average, how far do student volunteers travel to your facility? Is transportation provided?

10. How long have you been the volunteer coordinator?

11. Is the volunteer coordinator a full or part time employee or a volunteer?

12. How many hours per week does the coordinator dedicate to volunteers?

13. How do you recruit student volunteers?

14. Do the potential student volunteers fill out an application and interview for the position?

15. Do you offer volunteer job descriptions for potential volunteers? Could you email it to me?

16. What kind of incentives do you offer student volunteers?

17. Do you offer an event to honor student volunteers?
The next five questions are about volunteer training and evaluation.

18. What type of orientation or training do you provide for student volunteers?

19. Who trains the volunteers?

20. Is a student volunteer handbook provided? Can I have one?

21. Do you or have you evaluated your student volunteer program as a whole? How do you evaluate it?

22. Do you evaluate each student volunteer position? How?

The last 3 questions deal with your impression of the volunteer program as a whole.

23. How vital are student volunteers to the operation of your facility?

24. What is the biggest challenge while working with student volunteers?

25. Is there anything you would like to add about your volunteer experience that I have not covered in the questions?

Thank you so much for taking the time to go through these questions with me. I am willing to pass along the results with pertinent information if you are interested in a copy.
Appendix B – List of Residential Outdoor Schools Contacted

Residential Outdoor Schools contacted that use volunteers:
Boston University Sargent Camp, Hancock, New Hampshire
Campbell Creek Science Center, Anchorage, Alaska
Canyonlands Field Institute, Moab, Utah
Clear Creek, Los Angeles USD, California
Estes Park Center, Adams Co. Schools, Estes Park, Colorado
Exploring New Horizons, Loma Mar, California
Mohican Outdoor School, Danville, Ohio
Mount Hermon Outdoor Science School, Mount Hermon, California
Pocono Environmental Education Center, Dingmans Ferry, Pennsylvania
Princeton-Blairstown Center, Blairstown, New Jersey
Shaver's Creek Environmental Center, State College, Pennsylvania
Walden West/Santa Clara Co., Saratoga, California
YMCA Willson Outdoor Center, Bellfontaine, Ohio

Residential Outdoor Schools contacted that do not use volunteers:
Betsy-Jeff Penn 4-H Environmental Education Center, Reidsville, North Carolina
Bradford Woods/ Indiana University, Indiana
Camp Foley Environmental Education, Pine River, Minnesota
Camp Oakes Outdoor Education Center, Long Beach, California
Lake Carlos Environmental Center, Alexandria, Minnesota
Los Angeles Co. Outdoor Science School, Los Angeles Co., California
Marin Co. Outdoor School (Walker Creek Ranch), Petaluma, California
Sanborn Western Camps, Florissant, Colorado
Tamarack Outdoor Education, Ortonville, Michigan
W. Alton Jones Campus Environmental Education Center, University of Rhode Island
Wolf Ridge Environmental Learning Center, Finland, Minnesota

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Residential Outdoor Schools contacted but unable to complete the questionnaire:

Alliance Redwoods Outdoor Education, Occidental, California
Balarat Outdoor Education Center/Denver Public Schools, Jamestown, Colorado
Birch Creek Center, Dillon, Montana
Camp Cosby YMCA Outdoor Environmental Education, Alpine, Alabama
Camp Koinonia, Highland Lake, New York
Camp Long, City of Seattle, Seattle, Washington
Coloma Outdoor Discovery School, Coloma, California
Fairview Environmental Education Center, Clear Spring, Maryland
Genesis Account/American Outdoor Schools, Bear Paw, Newport, Washington
Great Basin Outdoor School, Carson City and Glenbrook, Nevada
Hidden Villa Environmental Education Program, Los Altos Hills, California
Mill Hollow Outdoor Education Center, Granite School District, Salt Lake City, Utah
NeSoDak Environmental Learning Center, Waubay, South Dakota
North Cascades Environmental Learning Center, North Cascades Institute, Sedro-Wooley, Washington
Plano ISD Outdoor School at Camp Classen, Davis OK, Texas
San Mateo Outdoor Education, Dan Mateo County, La Honda, California
Sea Quest Kayak Expeditions, Friday Harbor, Washington
Teton Science School, Kelly, Wyoming
VA Hemlock Overlook Center for Outdoor Education, Fairfax, Virginia
YMCA Camp Pendalouan, Montague, Michigan
YMCA Camp Greenville, Outdoor Residential Education Center, Cedar Mountain, North Carolina
Appendix C – Volunteer Development Meeting Agenda and Outline

Volunteer Development Meeting – Phase one
Scenario Building
Monday October 4, 2004, 2:30pm
Everyone got an email and will attend except Bobbi, Becca, and Karla

Agenda
Introduce the project and the volunteer idea at CWES
• Explain reason we are looking at volunteers
• Discuss what volunteers can do for CWES
• Cost, time and commitment to the volunteer plan
• Everyone’s role in the volunteer plan
• Address concerns and questions about the volunteer plan

Brainstorm about possible positions

Meeting
Introduction to the Project
...is to determine the feasibility of developing a student volunteer plan at CWES that will reduce staff costs, increase student involvement, and result in more adequate staffing at the facility.

• I called other residential outdoor schools to see what they do with volunteers
• I will also be administering a student survey very soon to see what they want out of a volunteer experience.
• I will take the wish list from this meeting and use everything to create a plan

The reasons we are looking at volunteers
CWES is no longer the only hands-on educational opportunity for students = decreased focus and fewer students becoming involved.

Difficult financial times has put a strain on staff needed to adequately run CWES

CWES was created for students, by students, with students - and student volunteers would fit into that framework. The student volunteer plan is a strategy we are looking at to remedy the challenges we are facing today at CWES.

Student volunteers can...
Be involved in all areas of CWES including program instruction and development, maintenance and custodial, kitchen and administrative. They can improve programming, ease staff commitments, and create support for CWES.

Cost, time and commitment to the volunteer plan
Volunteers are not paid but not free either. A lot of time and energy goes into creating positions, recruiting, training volunteers, and providing tools and resources.
Volunteers are usually looking to network with people who have skills they want, gain knowledge and skills they do not have, and the experience to their resumes.

**Everyone’s role in the volunteer plan**
Everyone needs to be on board for the plan to work. The volunteers need to feel welcome and that they can talk to anyone. They are not paid and can leave at any time.

Training – volunteers would be working on specific projects under the manager of each section, programming, administrative, maintenance, kitchen, etc.

**Questions and comments?**
It turns out some staff gets nervous when they see someone doing their job for free and might be concerned about the security of their job as a result of volunteers.

**Brainstorm about possible volunteer positions to be created at CWES**
Create a wish list! We can also use the CWES Goals outlined in the first staff meeting.

The positions that fit best into my findings will be chosen and ‘job descriptions’ will be made. More on that in the next meeting later in the semester!

Thank you for all you do and helping me with my project!
Appendix D – CWES goals

CWES GOALS – Fall 2004

More Events for public/promotion – All
Homemade meals – Kitchen/admin
Less processed foods – Kitchen
Expansion/ADA upgrade – See it happen and get what we want – Admin/maintenance
Clean top to bottom (“Safe, clean, and green”) – Maintenance/All
Professionalize program resources – Program/Admin
Newsletter – Admin/All
Cleaner dishes – Kitchen/All (everyone should clean dishes)
New website – Admin/All
Permanent kitchen helper – Admin/All
Anderson Lodge upgrade with bathrooms – Admin/Maintenance (All-feedback)
Improve signage (pain, make more colorful) – Maintenance
Friends group – Admin/All
Donation box – All
Monthly TV and/or radio appearances – Admin/Program
Remember we are here to serve people – All
Install various gardens (perennial, food (gords/pumpkins), flowers, etc) – Main/Admin
Better food for adult groups – Kitchen
Decorate for the seasons – Maintenance/Program
More professional with adult groups – All
Better office tech (upgrade computers) – Admin
Always put best foot forward – All
Keep communication clear with staff – Admin/All
Develop new batch of A la Cartes – Program
Simple evaluation for the cooks (to pass on information to other cooks) – Kitchen
Flex person to work weekends – Admin/program
Revise contract group forms – Admin
Create new CWES brochures – admin/Program
This project is being conducted through the College of Natural Resources and specifically developed for the Central Wisconsin Environmental Station. The goal of this project is to determine the feasibility of developing a student volunteer plan for the Central Wisconsin Environmental Station. We would greatly appreciate your participation in this study, as it will provide valuable information about the opinions and attitudes about volunteer opportunities available to students.

You are being asked to complete a survey that should take no longer than 5 minutes. The resulting report will not associate your name or any other personal identifier with the answers you give.

The results of the student survey will be reported in a presentation at UW-Stevens Point and the project thesis. The results of the survey will remain anonymous, we will not ask for names at any time, and only the results will be analyzed to enhance the plan for future use.

Participation in this project should pose no risk to you other than your time and effort to fill out the student survey form. If you wish to withdraw from this study at any time, you may do so and any information that you provided up to that point will be destroyed. Once the project is complete you can receive the results from this study. If you would like these results, or have questions in the meantime, please contact:

Gwen Herrewig, College of Natural Resources
University of Wisconsin-Stevens Point, Stevens Point, WI 54481 715-346-2025

If you have any complaints about your treatment as a participant in this study, please call or write:

Dr. Sandra Holmes, Chair, Department of Psychology
Institutional Review Board for the Protection of Human Subjects
University of Wisconsin-Stevens Point, Stevens Point, WI 54481 715-346-3952

All complaints will be kept confidential. The UWSP Institutional Review Board has approved this research project for the Protection of Subjects.

Your completion and submission of this survey to the researchers represents your consent to serve as a subject in this research.

We appreciate your time and the opinions that you express in this survey. Thank you.
1. What is your major?

2. Do you belong to any student organizations?
   
   _____ Check if Yes
   
   If you answered no to question 2, please skip to question 7.

3. Which student organizations do you belong to?
   
   Please list organizations in space provided:

4. Does your organization(s) offer volunteer opportunities?
   
   _____ Check if Yes
   
   If Yes, please list the opportunities in the space below.

5. Are volunteer hours required in your organization?
   
   _____ Check if Yes

6. Do you actively volunteer within or outside of your organization?
   
   _____ Check if Yes
7. Do you plan to volunteer in the future?
   _____ Check if Yes (If no, please skip to question 19)

8. Are you required to volunteer for any of your classes?
   _____ Check if Yes
   If yes, please list the classes that require volunteer experiences in the space below.

9. How often do you currently volunteer your time?
   (Check one)
   _____ Never
   _____ Less than once per year
   _____ Once per year
   _____ Once per semester
   _____ Monthly
   _____ Weekly

10. How often would you be willing to volunteer your time?
    (Check one)
    _____ Less than once per year
    _____ Once per year
    _____ Once per semester
    _____ Monthly
    _____ Weekly

11. For how many hours in a day are you most likely to volunteer?
    (Check one)
    _____ 0-3 hours
    _____ 4-6 hours
    _____ 7-9 hours

12. During the semester, are you more likely to volunteer between the hours of:
    (Check all that apply)
    _____ Weekday (7am to 5pm)
    _____ Week evening (5pm to 10pm)
    _____ Weekend (any time)
13. How far are you willing to travel to volunteer?

(Check all that apply)
___ Walking distance
___ Biking distance
___ Anywhere on the bus path
___ Driving distance 6-30 miles
___ More than 30 miles

14. Are you willing to travel up to 30 miles to volunteer if transportation is provided?

___ Check if Yes

15. Why do you volunteer?

(Check your top two responses)
___ Gain experience
___ Meet people
___ Personal growth
___ To get involved
___ Support an organization or facility
___ Required for class
___ Other (Please specify) ____________________

16. Which volunteer incentive(s) most interest you?

(Check your top two responses)
___ Resume buffer
___ Job references
___ Receive training in a field
___ Gain experience
___ Free access to equipment
___ Recognition by the organization
___ Credit for class
___ None
___ Other (Please specify) __________________________________________________
17. Of the positions listed below, which volunteer position(s) are you most likely to volunteer for?

(Check all that apply)
___ Maintenance
___ Gardening or landscaping
___ Teaching or tutoring
___ Office work
___ Food service
___ Working with children
___ Park or nature center
___ Special Events or Holidays
___ Other (please specify) ___________________

18. Where do you look for volunteer opportunities?

(Check all that apply)
___ I do not look for volunteer opportunities
___ ACT
___ Newspaper (please specify)_____________________
___ Internet
___ Student M.O.D.
___ Bulletin boards, fliers, or posters
___ Brochures
___ Friends
___ Faculty
___ Instructors or teaching assistants
___ Other (please specify) _______________________

19. Would you be interested in a long term volunteer commitment such as an unpaid internship?

___ Check if Yes

**If your answer to Question 19 is No, please skip to question 26.**

20. Would you be more likely to search for opportunities under the title of volunteer or unpaid intern?

(Check one)
___ Volunteer opportunity
___ Internship opportunity
___ Both
___ Neither

**If your answer to question 20 is Neither, please skip to question 26.**
21. Which two incentives do you consider to be most valuable for an unpaid internship?

(Check your top two responses)

___ Resume buffer
___ Job references
___ Receive training in a field
___ Gain experience
___ Free access to equipment
___ Recognition by the organization
___ Credit for class
___ A portfolio of projects completed
___ None
___ Other (please specify) __________________________________________________________

22. Are you required to do an internship for your major?

____ Check if Yes

23. Have you ever held an internship position?

____ Check if Yes

If your answer to Question 23 is No, please skip to question 26.

24. Was the internship paid or unpaid?

(Check one)

___ Paid, how much? $________
___ Unpaid
___ I have had paid and unpaid internship positions

25. How many hours per week were required for your internship?

(Check one)

___ 0-10
___ 11-20
___ 21-30
___ 31-40
___ Over 40
26. The Central Wisconsin Environmental Station (CWES) is a 300 acre teaching and learning center which is located 25 miles away from campus. UWSP students teach environmental education to area schools that spend one to three days at CWES. Many schools return year after year to provide the children with this unique opportunity.

Have you heard of the Central Wisconsin Environmental Station (CWES)?

_____ Check if Yes

27. Below is a list of potential volunteer opportunities at CWES. Do any of the positions interest you?

(Check all positions you are interested in)

___ No, not interested
___ Office assistant
___ Food preparation
___ Hoot N Howl Halloween festival
___ Spring clean-up work day
___ Gardening or landscaping
___ Maintenance
___ Primary educator (Teaches environmental lessons to students in grades 1-3)
___ Primary educator (Teaches environmental lessons to students in grades 4-6)
___ Primary educator (Teaches environmental lessons to students in grades 7 and up)
___ Educational support (prepares lessons, organize supplies, and educational materials)

If you answered no, not interested to question 27, please skip to question 30.

28. Ideally, how many hours would you be willing to volunteer at CWES at one time?

(Check one)

___ 1-3 hours
___ 4-6 hours
___ 7-8 hours
___ Over 8 hours
29. How often would you be willing to commit to a volunteer position at CWES?

   (Check one, most likely)
   ___ More than once per week
   ___ At least once per week
   ___ At least once every two weeks
   ___ At least once per month
   ___ At least once per semester
   ___ Special events only

30. Please use the space below to provide additional information about your volunteer interests not covered in this survey.

   Thank you for completing this survey to improve volunteer opportunities for students.

   If you would like more information about volunteer opportunities available at CWES, please send an email to cwes@uwsp.edu or call 715.824.2428
Dear UWSP Student:

As you may know, student volunteer opportunities can enhance your college education and open doors after graduation. The Central Wisconsin Environmental Station (CWES), a field station of UW-Stevens Point, is working with students within all majors to create volunteer opportunities. With your assistance, it is our goal to produce beneficial volunteer opportunities and positions for students.

Please take four minutes to complete this survey to share your perceptions of volunteerism as a UWSP student. Simply click the link below to begin. The results from this survey will help our volunteer coordinators focus their efforts more efficiently to meet the needs of UWSP students.

http://www.uwsp.edu/cnr/cwes/CWESstudentsurvey/studentsurvey.asp

Thank you for your time and consideration.

Sincerely,

Gwen Herrewig
Graduate Assistant
Central Wisconsin Environmental Station

Bobbi Kubish
Director
Central Wisconsin Environmental Station
The Central Wisconsin Environmental Station (CWES), a field station of UW-Stevens Point, is working with students within all majors to create volunteer opportunities. With your assistance, it is our goal to produce beneficial volunteer opportunities and positions for students.

Please take four minutes to complete this survey to share your perceptions of volunteerism as a UWSP student. The results from this survey will help our volunteer coordinators focus their efforts more efficiently to meet the needs of UWSP students.

Simply click the web address link above to begin the survey.

Thank you for your time and consideration.
<table>
<thead>
<tr>
<th>Matrix Subproblems 1-3</th>
<th>Residential EE Centers (Subproblem 1)</th>
<th>CWES Meeting (Subproblem 2)</th>
<th>Student Survey (Subproblem 3)</th>
<th>Compiled Results Subproblems 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volunteer Positions</strong></td>
<td>Student volunteers are position (11%); focus is on positions that already exist and need to be filled by CWES. Currently, volunteer positions are for Educational Programming and Maintenance.</td>
<td>1. Special events (Hoot N Howl or spring or fall cleanup) (39%)</td>
<td>1. Special events (Hoot N Howl or spring or fall cleanup) (39%)</td>
<td>Focus volunteer positions on what CWES is currently in need of filling and recruit volunteers for one area at a time to reflect the small amount of staff at CWES.</td>
</tr>
<tr>
<td>Subproblems (Subproblem 2)</td>
<td>(Subproblem 3) Subproblems l-3</td>
<td>2. Educational Programming (33%)</td>
<td>2. Educational Programming (33%)</td>
<td>Position Areas:</td>
</tr>
<tr>
<td>1. Special events (6)</td>
<td>3. Office assistant (23%)</td>
<td>3. Office assistant (23%)</td>
<td>3. Office assistant (23%)</td>
<td>1. Special events (6)</td>
</tr>
<tr>
<td><strong>Volunteer Coordinator</strong></td>
<td>Most often a fulltime staff position (30%). Also included part time, shared, or volunteer positions.</td>
<td>Managers of each area organize volunteers and delegates coordinator duties to other staff as needed.</td>
<td>Shared volunteer coordinator position between area manager and graduate students.</td>
<td></td>
</tr>
<tr>
<td>2. Fliers / Newspapers (38%)</td>
<td>2. Visit classes and special events</td>
<td>2. SMOD (55%)</td>
<td>2. SMOD / Websites (6)</td>
<td>SMOD / Websites (6)</td>
</tr>
<tr>
<td>3. Customer base, word of mouth (38%)</td>
<td>3. Special events: fliers, SMOD, word of mouth. ACT</td>
<td>3. Fliers or posters (49%)</td>
<td>3. Fliers / posters (8)</td>
<td>Fliers / posters (8)</td>
</tr>
<tr>
<td>4. Visit classes (15%)</td>
<td>4. Student organizations (32%)</td>
<td>4. Student organizations / Classroom visits (10)</td>
<td>4. Student organizations / Classroom visits (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Incentives</strong></td>
<td>1. Free food (38%)</td>
<td>1. Get involved for a good cause (54%)</td>
<td>1. Free Food (2)</td>
<td>1. Free Food (2)</td>
</tr>
<tr>
<td>2. Room and board (31%)</td>
<td>2. Transportation</td>
<td>2. Personal growth (47%)</td>
<td>2. Training / experience (10)</td>
<td>2. Training / experience (10)</td>
</tr>
<tr>
<td>3. Training/experience (23%)</td>
<td>3. Free Overnight</td>
<td>3. Experience in a field/training (47%)</td>
<td>3. Personal growth / involvement (9)</td>
<td>3. Personal growth / involvement (9)</td>
</tr>
<tr>
<td>4. Professional guidance/personal growth (23%)</td>
<td>4. Training/experience</td>
<td>4. Resume booster and references (36%)</td>
<td>4. Free overnight or lodging (13)</td>
<td>4. Free overnight or lodging (13)</td>
</tr>
<tr>
<td>5. End of the semester social event</td>
<td></td>
<td></td>
<td>5. Resume booster (15)</td>
<td>5. Resume booster (15)</td>
</tr>
<tr>
<td>6. Special events: $ toward costumes, lodging, wood, and thank you letters.</td>
<td></td>
<td></td>
<td>6. Social Events (15)</td>
<td>6. Social Events (15)</td>
</tr>
</tbody>
</table>

Continued on next page
### Training

<table>
<thead>
<tr>
<th>Training</th>
<th>Supervisors, staff, and mentors train volunteers based on specific positions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Orientation and training day (46%)</td>
</tr>
<tr>
<td></td>
<td>2. First day of work training + observation of the job (23%)</td>
</tr>
<tr>
<td></td>
<td>3. Volunteer is assigned a mentor (7%)</td>
</tr>
<tr>
<td></td>
<td>Managers and staff train volunteers.</td>
</tr>
<tr>
<td></td>
<td>1. First day of work training</td>
</tr>
<tr>
<td></td>
<td>2. Observation of the job being done</td>
</tr>
<tr>
<td></td>
<td>3. Orientation or dress rehearsal</td>
</tr>
<tr>
<td></td>
<td>Students volunteers want training and experience in a field.</td>
</tr>
</tbody>
</table>

### Evaluation of Volunteer Positions

<table>
<thead>
<tr>
<th>Evaluation of Volunteer Positions</th>
<th>Evaluate volunteer positions to ensure goals are accomplished.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Staff meeting at the end of the day. (23%)</td>
</tr>
<tr>
<td></td>
<td>2. Individual basis (15%)</td>
</tr>
<tr>
<td></td>
<td>Debrief staff meeting at the end of the day for educational positions</td>
</tr>
<tr>
<td></td>
<td>Needs personal growth</td>
</tr>
</tbody>
</table>

### Evaluation of the Volunteer Plan

<table>
<thead>
<tr>
<th>Evaluation of the Volunteer Plan</th>
<th>Evaluate the program as a whole seasonally.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Use written or oral evaluation information from volunteers, staff, and/or visiting teachers to determine if the positions are worthwhile, if the volunteers are working out, and if they are getting the training they need.</td>
</tr>
<tr>
<td></td>
<td>Monthly meetings by using written or oral evaluations from volunteers, staff, or visiting teachers</td>
</tr>
<tr>
<td></td>
<td>Monthly meeting and evaluation using written and/or oral evaluations from volunteers, staff, or visiting teachers</td>
</tr>
</tbody>
</table>

### Volunteer Work Schedules

<table>
<thead>
<tr>
<th>Volunteer Work Schedules</th>
<th>Currently:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Educational programming (day), volunteers work up to 9 hours</td>
</tr>
<tr>
<td></td>
<td>2. Educational programming (night), volunteers work 4 hours</td>
</tr>
<tr>
<td></td>
<td>Student volunteers will work:</td>
</tr>
<tr>
<td></td>
<td>1. Will work 1-3 hours at a time</td>
</tr>
<tr>
<td></td>
<td>2. Weekday evenings or weekends</td>
</tr>
<tr>
<td></td>
<td>3. At least once per month</td>
</tr>
<tr>
<td></td>
<td>4. Transportation provided</td>
</tr>
</tbody>
</table>

|                                  | Student volunteers are feasible if the volunteer positions reflect the hours the students are willing to work. |
|                                  | Will work 1-3 hours at a time (79%) |
|                                  | Weekday evenings or weekends (64%) |
|                                  | At least once per month (47%) |

|                                  | Transportation provided |
|                                  | transports provided (79%) |
|                                  | Will work 1-3 hours at a time (79%) |
|                                  | Weekday evenings or weekends (64%) |
|                                  | At least once per month (47%) |
|                                  | Transportation provided |
Appendix I – Meeting Agenda: Student Volunteer Events

Staff Meeting
January 25, 2005
Volunteer Special Events

Agenda
Snowshoe Owl Prowl
• Itinerary

CWES Workday
• Set a date
• What is the theme?
• Volunteer positions

Previously brainstormed ideas for volunteer positions:

Maintenance:
- Repairs on buildings, and roofing
- Deep cleaning
- Paint buildings
- Snow removal
- Shoveling/ice removal when needed
- Washing windows, cleaning cobwebs in cabins, Oil cabins
- Trail maintenance
- Snow shoes need varnishing
- Move stuff
- Work day at CWES
- Wood splitting
- Brush cutting and raking
- Seasonal clean up day
- Waterfront (spring and fall), put in and take out boat and dock
- Shoveling in the winter
- Gardening

Office:
- Spring mailings for the office
- Newsletter, use English classes, editing and publishing
- File school and paperwork twice a year

Educational Programming:
- Program support
- Other teacher to help lesson plans – another approach
- Kit manager
- Evening programs
- Teaching/games

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- Make posters for lessons

**Kitchen:**
- Home Economics could help with Food Service – They can help out with preparation and clean up in kitchen (not just grunt work)

**General Duties:**
- Class project for the forestry course on campus (come and do a project at CWES)
- Any staff in summer
- General store
- Special events
- Bulletin board, seasonal (sunset and walker)
- Sustainable practices (put signs on paper towel, etc.)
- General store
- Summer naturalist
- Adopted by Public Relations class?
- Liaison person for overnight groups – welcome packet
- Donations overall
- Take care of First aid kits, buildings, and so on
- Make fliers for special events

**Possible Incentives:**
- Grade or credit for class
- Extra credit for class
- Just seeing the result
- Overnight stay
- Volunteer recognition with over night
- Use of equipment – canoes, snowshoes
- Volunteer of the year
- T-shirt
- Volunteer pictures on the board
- Buttons and glasses
- Have a write up on the internet of what the volunteer is doing
Appendix J – Snowshoe Owl Prowl Itinerary

Snowshoe Owl Prowl
The Snowshoe Owl Prowl, February 18, 2005; celebrates the CWES 30th anniversary. Student volunteers are in charge of evening activities, and supervised by CWES core staff. This is a fund raiser event for the general public and all proceeds benefit environmental education programs. Admission is $5 for ages 4 and up, $20/family and includes the owl program, snowshoes, guided night hike, snacks (hot chocolate, coffee, tea, popcorn, cupcakes), and outdoor games.

General Information

Event Supervisors
Becca – Walker lawn/Games/snowshoes
Gwen – Hoo Gives a Hoot/Walker lodge
Karla – Night hikes/Volunteer Reinforcement - “I am so glad you’re here” person
Scott –

Event Volunteers
- (1) Parking volunteer – This volunteer is available from 5:30 until 6:15 to park cars for the event and take down signs and barricades at the end of the night. Training (Becca): night of the event.
- (2) Money Collectors – These volunteers will oversee sales for the entry fee and General Store. They may also assign a trail guide, long or short trail? Training (Gwen): night of the event.
- (1) Photographer - Take photos to create a photo journal of the evening events. Training (Gwen): night of the event.
- (1 or 2) – Program Naturalist - leads the evening program Hoo Gives a Hoot, and the Owl Moon story. Training (Gwen): volunteer may observe the program on an evening before the event but most likely already has experience leading this program. Materials provided: Hoo gives a Hoot lesson plan.
- (4) Long Night Hike Guides – Two long night hikes with two guides per hike. The volunteers team up and lead different parts of the night hike. Training (Karla): volunteers are required to observe a night hike before the event on February 1, 9, or 10. Materials provided: Night hike lesson plan and snowshoe information.
- (4) Short Night Hike Guides Two short hikes with two guides per hike. The volunteers team up and lead different parts of the night hike. Training (Karla): volunteers are required to observe a night hike before the event on February 1, 9, or 10. Materials provided: Night hike lesson plan and snowshoe information.
- (2) Snack Specialist – Stationed in Walker Lodge, these volunteers will be in charge of the snacks, make popcorn, hot water for hot chocolate, place all garbage in the correct place, and clean up spills. Training (Gwen): night of the event.
- (2) Walker Lawn Services – Stationed at Walker Lawn these volunteers will start as Greeters to thank the public for coming, inform them of the evening events and where to go. After the Owl Program, these volunteers will hand out

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pairs of snowshoes to the general public and then take turns leading games as
groups return from the night hikes. Training (Becca): night of the event.

**Before the Event**
- Train Night Hike Guides to give night hikes by providing the written lesson and
  requiring them to observe a practicum led night hike - Karla
- Train Program Naturalist to lead the Hoo Gives a Hoot program, provide written
  lesson - Gwen
- Determine if and where we should have a fire outside - Scott
- Determine games and organize props - Becca
- Determine if extra props/supplies are needed for Hoo Gives a Hoot - Gwen
- Make welcome/30 year anniversary poster - Karla

**During Day of Event**
- Hang welcome/30 year anniversary poster for event – Karla
- Walk trails during daylight hours to check for dangers - Karla/Becca
- Put out barricades and/or signs for parking - Mike
- Move Snowshoes to Walker Lawn – Mike
- Move popcorn machine and tables to Walker Lodge - Mike

**Snowshoe Owl Prowl Itinerary**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>Leave UC with Volunteers - Gwen</td>
</tr>
<tr>
<td>4:30</td>
<td>Arrive to CWES go to Sunset Lodge – Welcomes and sandwiches (?)</td>
</tr>
<tr>
<td>5:00</td>
<td>Pre-event Set up*</td>
</tr>
<tr>
<td>5:45</td>
<td>Volunteers Take Their Places!</td>
</tr>
<tr>
<td>6:00</td>
<td>Hoo Gives a Hoot, Walker Lodge</td>
</tr>
<tr>
<td></td>
<td>Owl Moon</td>
</tr>
</tbody>
</table>
| 7:00  | General public – Visit restrooms, go to Walker Lawn and put on snowshoes,
|       | practice walking, and find guide.            |
|       | Night Hike Guides – Have night hike bags, find group, and teach about walking
|       | in snowshoes. Supervisors will also help.    |
| 7:15  | Guided Snowshoe Night Hikes                  |
|       | Short Trails                                 |
|       | • Cabin Loop – Start at Walker, take back trail to Anderson Lodge, up to Cedar Cabin and continue down the Web of Life Trail to the Firebowl and back up to Walker Lodge. |
|       | • Dirt Den – Start at Walker Lodge, take Dirt Den Trail around to pass the Summer Staff Lounge to the Nelson General Store, then Walker Lodge. |

Long Trails
- **Minister Lake** – take the long way around the challenge course, to the road, and then Minister Lake. Track back to Walker Lodge
- **Forest Ecology Site** – From Walker, take the Web of Life Trail to just before the challenge course and take the shortcut to the Compass Course. Then to road and up to the Forest Ecology site. Track back to end at Walker Lodge.

8:00  **Short Trails Return to Walker Lodge – Games!**
  - Owl Mouse Game
  - Predator/prey games?

8:30  **Long Trails Return**

9:00  **Good bye all!**

**Post Event Clean Up**

*Pre-event Setup*
Pair up snowshoes (Walker Lawn Services)
Set up food area (Snack Specialists)
Set up general store area in Walker Lodge (Money Collectors)
Pack night hike bags and move to walker (Night Hike Guides)
Set up cones for games (Walker Lawn Services)

**Post event Clean Up**
Take snowshoes back to Fir Cabin/set broken aside (Walker Lawn Services/supervisor)
Clean up food area and dishes (Snack Specialists)
Count money (Money Collectors/supervisor)
Vacuum Walker Lodge (Short Night Hike Guide)
Place all trash in one area outside walker (Short Night Hike Guide)
Return cones from game area to the toy bin (Walker Lawn Services)
Inventory GS supplies and return leftover items to store (Money Collectors)
Take down flyers and parking barricades/signs (Parking Volunteer)
Take night hike bags back to Becker Lodge (Long Night Hike Guides)
FOR IMMEDIATE RELEASE

CWES Snowshoe Owl Prowl

Visit the Central Wisconsin Environmental Station (CWES) and take advantage of seasonal darkness at this year’s Snowshoe Owl Prowl! Join CWES Staff and UW-Stevens Point volunteers for an evening of entertainment and discovery learning about owls, snowshoes, and nighttime etiquette. This event is fun for the entire family! Mark your calendars for Friday, February 18, 2005 from 6:00-9:00pm (snow or mud).

Events begin at 6:00pm in Walker Lodge with a naturalist led interpretive program about owls, followed by a guided night hike (snowshoes provided), hot chocolate, snacks, and outdoor games for the young or young at heart.

Cost is $5 at the door for ages 4 and up, or $20/family. This is a fund raiser event and all proceeds benefit environmental education programs. Call to reserve snowshoes (encouraged but not required). Participants may also wear boots or bring personal snowshoes for the guided night hike. The snowshoe night hikes are slow paced and appropriate for children and beginners. Children must be accompanied by an adult. No flashlights necessary!

CWES, celebrating 30 years of education this year, is located at 10186 County Road MM, Amherst Junction on Sunset Lake. For more information please contact CWES by phone at 715-824-2428, by email at cwes@uwsp.edu, or visit our website at www.uwsp.edu/cwes.
The Central Wisconsin Environmental Station (CWES) presents:

Snowshoe Owl Prowl

Friday, February 18, 2005 from 6:00-9:00pm.

6:00pm - Naturalist led owl interpretive program
7:15pm - Long and short guided night hikes (snowshoes provided)
           Also included—hot chocolate, snacks, and outdoor games
           for the young or young at heart!
$5 at the door for ages 4 and up, or $20/family.

Participants may wear boots or bring personal snowshoes.
The snowshoe night hikes are slow paced and appropriate for children
and beginners. Children must be accompanied by an adult. Proceeds
from this fund raiser benefit environmental education programs.

Come to CWES for an evening of entertainment,
discovery, and fun for the whole family.
Rain, Snow, or mud!

No flashlights necessary!

CWES is located at 10186 County Road MM, Amherst Junction
on Sunset Lake. For more information or to reserve snowshoes
please contact CWES by phone at 715-824-2428, by email at
cwes@uwsp.edu, or visit our website at www.uwsp.edu/cwes.
Volunteers Needed!

for the

Snowshoe Owl Prowl

Friday, February 18, 2005 at 6:00-9:00pm

Volunteer Positions:

<table>
<thead>
<tr>
<th>Night Hike Guides*</th>
<th>Set-up and clean-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Naturalist*</td>
<td>Food Service</td>
</tr>
<tr>
<td>Game leaders</td>
<td>Hospitality</td>
</tr>
</tbody>
</table>

*Pre-event training provided
Transportation provided for all volunteers!

Email - cwes@uwsp.edu
Central Wisconsin Environmental Station (CWES) fund raiser

For more information please contact CWES at 715-824-2428, email at cwes@uwsp.edu, or visit our website at www.uwsp.edu/cwes.
CWES is located at 10186 County Road MM, Amherst Junction on Sunset Lake.
Form Confirmation

Thank you for submitting the following information:

**Organization Name:** Central Wisconsin Environmental Station (CWES)
**Event Name:** Snowshoe Owl Prowl
**Date Month:** 02
**Date Day:** 18
**Date Year:** 2005
**Contact Person:** Gwen Herrewig
**Phone Number:** 715-824-2428
**Email:** gherr946@uwsp.edu

**Yes:** Submit

**Description**

The Snowshoe Owl Prowl is a fund raiser event for CWES, 6:00 - 9:00 pm Friday, Feb. 18. Naturalists will lead an interpretive program about owls and a guided snowshoe night hike will follow. UWSP student volunteers are needed to guide night hikes, lead games, set up and clean up, food service, and hospitality. Training and transportation is provided. Please contact Gwen at gherr946@uwsp.edu for more information.
<table>
<thead>
<tr>
<th>Title</th>
<th>Like Owls and/or Snowshoeing; Volunteers needed!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Service Project</td>
</tr>
<tr>
<td>Event</td>
<td><strong>Friday Feb. 18, 6 to 9 pm</strong></td>
</tr>
<tr>
<td>Place</td>
<td>Central Wisconsin Environmental Station at Sunset Lake</td>
</tr>
<tr>
<td>Contact</td>
<td>Brent Rivard</td>
</tr>
<tr>
<td>Phone</td>
<td>346-2260</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:briva698@uwsp.edu">briva698@uwsp.edu</a></td>
</tr>
</tbody>
</table>

Help lead an evening of family entertainment and learning about owls, snowshoes, and nighttime etiquette.

For more information see the above website, or contact Brent at the ACT office.

Sponsored by ACT
From: Herrewig, Gwen M
Sent: Tue 1/25/2005 12:04 PM
To: CWES Volunteers
Subject: Volunteer at CWES! - Snowshoe Owl Prowl

Dear CWES Volunteers,

The Central Wisconsin Environmental Station (CWES) is looking for volunteers to staff the Snowshoe Owl Prowl, February 18th at 6:00 – 9:00pm. This event is a fund raiser to celebrate the 30th anniversary of CWES and we are in need of roughly 17 volunteers to make it happen. Evening festivities include an interpretive evening program on owls, followed by a guided night hike (snowshoes included), snacks, and games. Volunteer positions are listed below. Please let me know if you are interested! Transportation to CWES and training for all positions are provided.

Event Volunteers
• (1) Parking volunteer – This volunteer is available from 5:30 until 6:15 to park cars for the event
• (2) Money Collectors – These volunteers will oversee sales for the entry fee and General Store.
• (1) Photographer - Take photos to create a photo journal of the evening events.
• (1 or 2) – Program Naturalist** - Leads the evening program Hoo Gives a Hoot
• (4) Long Night Hike Guides** – Two long night hikes with two guides per hike.
• (4) Short Night Hike Guides** - Two short hikes with two guides per hike.
• (2) Snack Specialist – (Walker Lodge) in charge of the snacks
• (2) Walker Lawn Services – (Walker Lawn) greet visitors, hand out pairs of snowshoes, and lead games

** These volunteers must be available for pre-event training.

Thank you everyone for all you do!

Gwen Herrewig
Graduate Assistant
Central Wisconsin Environmental Station
gherr946@uwsp.edu
715-824-2428
Hi Everyone:
Here’s another excellent EE opportunity that you can participate in for extra credit. I know they are also looking for volunteers to help out with the event. You can earn up to 15 extra credit points by participating in the experience and submitting a reflection paper on the experience. There will be a CWES staff person coming to our discussion class next week and you can ask questions about the experience. Take care.

**CWES Snowshoe Owl Prowl**

Visit the Central Wisconsin Environmental Station (CWES) and take advantage of seasonal darkness at this year’s **Snowshoe Owl Prowl!** Join CWES Staff and UW-Stevens Point volunteers for an evening of entertainment and discovery learning about owls, snowshoes, and nighttime etiquette. This event is fun for the entire family! Mark your calendars for Friday, February 18, 2005 from 6:00-9:00pm (snow or mud).

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CWES, celebrating 30 years of education this year, is located at 10186 County Road MM, Amherst Junction on Sunset Lake. For more information please contact CWES by phone at 715-824-2428, by email at cwes@uwsp.edu, or visit our website at www.uwsp.edu/cwes.

Dennis H. Yockers
Associate Professor of Environmental Education
Wisconsin Center for EE - CNR 110E
University of Wisconsin - Stevens Point
800 Reserve Street
Stevens Point, WI 54481
715-346-4943 (work)
715-346-3025 (fax)
e-mail: dyockers@uwsp.edu
web: http://www.uwsp.edu/cnr/wcee/staff/dennishyockers.htm
Appendix R – Student Volunteer Welcome Email

Dear Snowshoe Owl Prowl Volunteers,

Welcome! We officially have all core volunteers signed up for this event (list below). We appreciate your interest in being part of the Central Wisconsin Environmental Station (CWES). For those of you who do not know, CWES is a residential camp and environmental education facility located about 23 miles east of campus. All of the educators are students and we have many volunteer opportunities every semester.

Plans for the Snowshoe Owl Prowl are well under way and I wanted to provide you with as much information as possible at this time. Attached is the itinerary for the event and full description of volunteer duties. I have also included pre and post event duties for an efficient set up and clean up. Please take a minute to look at it before the event.

I need some information from you so that I can continue planning. Do you need a ride? The van leaves the UC at 4:00 on Feb. 18th. I will make sure we have enough vehicles for everyone to get out to CWES. Food will also be provided when you arrive at CWES – would you prefer a vegetarian option? I do not know yet what is on the menu (sorry).

Our Snowshoe Owl Prowl team is listed below.

**Event Staff/Trainers**
Scott Johnson – CWES Director
Becca Franzen – Program Manager
Gwen Herrewig – Graduate Assistant
Karla Lockman – Graduate Assistant

**Volunteers – The Major Players:**
Parking Volunteer – Henry Brady
Money Collectors – Amy Konkol, Jenny Baltmanis
Photographer – Elizabeth Cerney
Program Naturalist – Eli Fyksen
Long Night Hike Guides – Les and Jenn Dillard, Angie Arkin and Ed Lemar
Short Night Hike Guides – Melina Strohman, Rebecca Drews, Steve Maharg, Josh Spice
Snack Specialists – Ben Bishop, Matthew Henkelman
Walker Lawn Services – Laurel Reedy, Derek Miess

We are all looking forward to a successful event! The sighting of the great gray owl in Amherst has sparked a lot of interest. Thank you everyone for all you do – we couldn’t do it without you! Please let me know if you have questions.

Gwen Herrewig
Graduate Assistant
Central Wisconsin Environmental Station
715-824-2428
From: Herrewig, Gwen M  
Sent: Mon 2/14/2005 2:00 PM  
To: Snowshoe Owl Prowl Volunteers  
Subject: Friday Snowshoe Owl Prowl!

Dear Snowshoe Owl Prowl Volunteers,

Happy Valentine’s Day! This Friday, February 18th is the big day of the event. I wanted to touch base with everyone again to make sure everything is on track. Below is a list everyone who got back to me about needing a ride to CWES. The van leaves the UC at 4:00pm, Friday (2-18-05). Let me know if I forgot anyone!

If you are driving yourself out to CWES, please plan to be there by 4:30 so that we can all eat, get the paperwork signed, and set up before the event.

Volunteers that Need a Ride to CWES
Ben Bishop  
Jenny Baltmanis  
Henry Brady  
Melina Strohman  
Derek Miess  
Rebecca Peterson  
Kate Amerell  
Becky Clarke – ride home  
Sarah Bauhs – ride home  
Melissa Reimer – ride home  
Michelle Hartwig  
Steve Maharg  
Elizabeth Cerney

The event will begin at 6:00
Here is the revised itinerary for the evening:
6:15 – 7:00 Owl Program/short night hikes  
7:15 – 8:00/8:30 Long and short night hikes  
7:30 – 8:15 Owl Program  
8:00 – 9:00 Games, snacks, thanks you!

The Major Players:
Parking volunteers - Henry Brady, Rebecca Peterson, Erin Chapman  
Hospitality volunteers - Becky Clarke, Melissa Reimer, Michelle Hartwig  
Fire Person - Kate Amerell  
Money Collectors - Amy Konkol, Jen Baltmanis  
Photographer - Elizabeth Cerney  
Program Naturalist – Eli Fyksen  
Long Night Hike Guides – Lest and Jen Dillard, Angie Arkin and Ed  
Short Night Hike Guides – Melina Strohman, Rebecca Drews, Josh Spice, Steve Maharg  
Snack Specialists – Ben Bishop, Matthew Henkelman  
Walker Lawn Services – Derek Miess, Sarah Bauhs

Please let me know if you have questions or concerns – otherwise I will see you on Friday!

Thank you for all you do! -Gwen Herrewig
Appendix T – List of Pre-event Preparation for CWES Staff

From: Herrewig, Gwen M
Sent: Mon 2/14/2005 12:42 PM
To: Johnson, Scott; Franzen, Becca; Schuster, Mike; Lockman, Karla L
Subject: Snowshoe Owl Prowl prep

Hello Everyone,
This is the big week! It looks as if we all did a fine job getting everything ready to go for this event. Below is a list of things that need to be done by or on the day of the event. Please let me know if I forgot something or if there is a problem with getting it done. Becca and Mike, I thought you knew most about the set up listed under your name and could just see that it gets done, but you do not necessarily have to do it. **There will be practicum students on site Friday to help with preparation for this event. Put them to work!**

**Mike**

- Put out barricades and/or signs for parking and make sure a lot of space is plowed for cars to park. We are not parking people at the county park for this event
- Move snowshoes to Walker Lawn
- Move popcorn machine and tables to Walker Lodge (food table and a money table)
- Set up fire outside (ask Scott if it should be on one side of Walker Lawn? There are games there too...)

**Becca, Karla, Gwen**

- Hang welcome poster in Walker Lodge (Erin made it)
- Walk trails during daylight hours to check for dangers
- Select items from the General Store to be sold to the visitors at the Money table
- Set up tables in Walker Lodge
- Set up chairs in Walker Lodge and bring more down from Sunset if necessary
- Plug in digital camera for charging
- Get flashlights for hospitality people
- Create brochure

That is all for now. Please let me know if you can think of more!

Thank you for all you do!

Gwen
Appendix U – Student Volunteer Evening Itinerary for the Snowshoe Owl Prowl

THANK YOU VOLUNTEERS!

Here is the Timeline for Snowshoe Owl Prowl:
4:30 - 5:00 Eat and sign paperwork at Sunset Lodge
5:00 - 5:30 Get ready for guest arrival
5:45 Guests will begin to arrive.
6:15 - 7:00 Owl Program
6:15 - 8:30 Night Hikes
7:00 - 7:30 BREAK
7:30 - 8:15 Owl Program
8:45 - 9:00 All Guests Leave
8:45 - 9:15 Clean up your area
→ Check with Becca, Gwen or Karla

Registration - Outside Walker Lodge $5/person or $20/family
Bathrooms, Food, Store items & Owl Program - Inside Walker Lodge
Games & Campfire - Outside of Walker Lodge
Night Hikes - 30 min. and 45 min. hikes start approx. 15 minutes apart.
Direct people to KARLA by Walker Lodge.
February 28, 2005

Dear Snowshoe Owl Prowl Volunteers,

The Central Wisconsin Environmental Station (CWES) staff would like to thank you for volunteering at our 2005 Snowshoe Owl Prowl event. This event could not have been the success it was without you! Together we worked to teach 49 participants and 30 volunteers about owls and snowshoeing.

Through your hard work we generated $245 that we will put toward our environmental education programs here at CWES. Many programs are in need of equipment upgrades and this money will be used to accomplish that.

Part of organizing a large volunteer event includes a lot of planning. Gwen Herrewig, UWSP graduate student, worked with CWES staff and volunteers to plan the event magnificently. Even though the event was successful we are always looking for new ideas on how to improve or plan our events differently. If you have anything to share, please e-mail them to me at your convenience at sjohnson@uwsp.edu or give me a call 715-824-2428, extension 2005. We plan to compile all suggestions and ideas for future reference.

Again, thank you for your support and time. CWES would not be the wonderful place it is today without the help and dedication of so many dedicated individuals like you.

Sincerely,

Scott D. Johnson
Director
Central Wisconsin Environmental Station

Gwen Herrewig
Student Volunteer Coordinator
Central Wisconsin Environmental Station

CWES Staff
Appendix W – IRB Consent Form

CONSENT FORM – SPECIAL EVENT VOLUNTEER PARTICIPANTS
Informed Consent to Participate in Human Subject Research

Gwen Herrewig, a graduate student at the University of Wisconsin – Stevens Point, and Dr. Randy Champeau, Director of the Wisconsin Center for Environmental Education, are developing a student volunteer plan for the Central Wisconsin Environmental Station. We would greatly appreciate your participation in this study, as it will provide valuable information about the opinions, attitudes and feelings about volunteer positions and opportunities at CWES as the volunteer plan is being formed.

As part of this project, we will give you the opportunity to volunteer at CWES in a position of your choosing. We would like to evaluate your volunteer experience at CWES after working a predetermined amount of time. The resulting report will not associate your name with the answers you give. If the researcher wishes to use your name in a future article or report, she will contact you and gain your consent before using your name.

The results of the pilot student volunteer plan evaluation will be reported in a presentation at UW-Stevens Point and the participants will be listed as participants in the project thesis. The results of the evaluation will remain anonymous, we will not ask for names on the forms, and only the results will be analyzed to enhance the plan for future use.

Participation in this project should pose no risk to you and just your time and effort at volunteering at the facility. As a participant, you will receive training and experience.

For the purpose of this study, your names will not appear in any presentation other than in the final product of the printed master’s thesis. No information about you will be released to anyone, other than your name being printed as a participant in the volunteer plan.

If you wish to withdraw from this study at any time, you may do so.

Once the project is complete you can receive the results from this study. If you would like these results, or have questions in the meantime, please contact:

Gwen Herrewig
College of Natural Resources
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
715-346-2025
gherr946@uwsp.edu

If you have any complaints about your treatment as a participant in this study, please call or write:

Dr. Sandra Holmes, Chair
Institutional Review Board for the Protection of Human Subjects
Department of Psychology
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
715-346-3952
All complaints will be kept confidential

I have received a complete explanation of the study and agree to participate.

Name_________________________ Date_________________________

(Signature of subject)

The UWSP Institutional Review Board has approved this research project for the Protection of Subjects.
Appendix X – UWSP Volunteer Agreement (sample)

TO: Volunteer Name
    Address __________________________ Email ______________________
FROM: Central Wisconsin Environmental Station
SUBJECT: Snowshoe Owl Prowl (or Cabin Fever Workday)
DATE: February 18, 2005 (March 15, 2005)

This is to confirm your service as a volunteer in the Snowshoe Owl Prowl at the Central Wisconsin Environmental Station at the University of Wisconsin – Stevens Point for the period from 5:00 to 9:15pm. Your service to the University may be terminated at any time prior to the end date specified by your supervisor without notice. As a volunteer, you are not considered an employee of the University.

During your time with our department/unit, you will be performing the following duties: (insert detailed jobs duties) .... Under the supervision of Gwen Herrewig, phone 715-824-2428.

Your volunteer status qualifies you for extension of the professional liability coverage provided to agents of the University of Wisconsin System so long as any potential liability occurs while you perform duties that fall within the scope of the description provided above/attached. This position carries no remuneration and you are not eligible for any benefits other than those specifically set forth within this letter.

(For volunteers engaged in instructional activities. This offer does not involve the full range of teaching, research, and service responsibilities of the probationary and tenured faculty. In addition, the position carries no expectation of tenure, is not subject to normal faculty and/or instructional academic staff policies and procedures and may be terminated at any time by the supervisor without notice.)

I will be pleased if you accept this appointment as a volunteer and make your expertise to our project under the conditions outlined. If you accept this appointment, please sign both copies of this letter and return one copy to me.

Sincerely,

Scott D. Johnson

Scott D. Johnson
CWES Director
10186 County Road MM
Amherst Junction, WI 54407

I HAVE REVIEWED, UNDERSTAND, AND ACCEPT THE TERMS AND CONDITIONS RELATED TO MY SERVICE AS A VOLUNTEER, WHICH ARE DESCRIBED IN THIS LETTER.

Signature __________________________ Date __________________________

Check here if you DO NOT want your photo or name placed on the website, used for marketing, or any other advertising that CWES deems necessary.
Appendix Y – Special Event Student Evaluation

Student Volunteer Evaluation Questionnaire

Name (optional) ____________________________
Major ____________________________

1. How many hours did you volunteer for this event (include training hours)?

_________ Event hours _________ Training and preparation hours

2. Have you volunteered at CWES before? Yes  No

   If Yes, when?

3. Where did you hear about this volunteer opportunity? ____________________________

4. Why were you interested in volunteering for this event?

5. Which position did you volunteer for? ____________________________

6. Was the training for your position adequate? Yes  No

   If No, why not?

7. CWES has many long term and short term volunteer opportunities for students interested in building leadership skills and gaining experience. Would you like to be included on our volunteer list to hear about volunteer opportunities first?  Yes  No

8. Please use the space below and/or the back of this sheet to provide additional comments or suggestions.
Appendix Z – Special Event Staff Evaluation

Snowshoe Owl Prowl – CWES Staff Evaluation

Please take a few minutes to answer the three (3) questions below as they relate to your experience with the Snowshoe Owl Prowl (or Cabin Fever Workday). Your answers will assist with the evaluation of the feasibility of creating a student volunteer plan at CWES. Please put this in Gwen’s box when you are done and use the back of this sheet for more space. Thank you!

1. In what ways was this volunteer event a value to CWES?

2. How did this volunteer event assisted with responsibilities that are generally held by CWES staff?

3. Were the volunteers able or willing to perform the volunteer duties requested?
Appendix AA – Workday Meeting Agenda

February 28, 2005

CWES Workday – Meeting Agenda

Discuss day and times in March for the workday
  • No school groups on Tuesday 15th
  • Afternoon Work Event 3:30 – 6:00pm?
  • Food and Transportation provided

Discuss workday projects based on the meeting with CWES staff January 26th.
  • Have all supplies in cabins and instruction clearly explained when volunteers arrive.
  • Cabins will be heated and warm when volunteers arrive (if possible)

Cabin Fever (Fervor!)
Scandinavian Cabins
Wash windows, clean cobwebs, oil cabins

General store
Clean windows and cobwebs

Staff Lounge
Empty out, clean

Old Cabins by Staff Lounge
Wash windows, clean cobwebs, oil wood

Anderson Lodge, Walker Lodge
Clean, wash windows

PO
Clean, wash windows

Sunset
Preparation for teardown?

Becker
Clean kit room

Clean out old maintenance building?
New maintenance building?
Volunteers Needed! Cabin Fever Workday

<table>
<thead>
<tr>
<th>Title</th>
<th>Volunteers Needed! Cabin Fever Workday</th>
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<td>Special Event</td>
</tr>
<tr>
<td>Event</td>
<td>March 15/ 3:30 - 6:00pm</td>
</tr>
<tr>
<td>Date/Time:</td>
<td>Central WisconsinEnvironmental Station (CWES)</td>
</tr>
<tr>
<td>Place:</td>
<td>Gwen Herrewig</td>
</tr>
<tr>
<td>Contact:</td>
<td>715-824-2428</td>
</tr>
<tr>
<td>Phone:</td>
<td><a href="mailto:gher946@uwsp.edu">gher946@uwsp.edu</a></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Web Address:</td>
<td><a href="http://www.uwsp.edu/cnr/cwes/index.htm">http://www.uwsp.edu/cnr/cwes/index.htm</a></td>
</tr>
</tbody>
</table>

CWES is cleaning up and getting ready for the new season. We need your help! We are looking for 25 volunteers to take part in our Cabin Fever Workday, Tuesday, March 15, 2005, from 3:30 – 6:00pm. We focus on all of the cabins on site, moving wood and equipment, as well as washing windows and oiling. Transportation and a delicious meal will be provided for all volunteers. Just bring comfortable clothes and conversation topics!
From: Herrewig, Gwen M  
Sent: Tue 3/1/2005 7:12 PM  
To: CWES Volunteers  
Cc: Johnson, Scott; Franzen, Becca; Lockman, Karla L; Malec, Daniel S; Weetz, Ella; Moe, Janice; Schuster, Mike  
Subject: Cabin Fever Workday!

Dear CWES Volunteers,

As spring rapidly approaches, CWES is cleaning up and getting ready for the new season. We need your help! We are looking for 25 volunteers to take part in our Cabin Fever Workday, Tuesday, March 15, 2005, from 3:30 – 6:00pm. That’s right! It will be a fury of cabin cleaning as we focus on all of the cabins on site, moving wood and equipment, as well as washing windows and oiling. Transportation and a delicious meal will be provided for all volunteers. Just bring comfortable clothes and conversation topics!

Please let me know if you are interested in helping for this event and/or if you have questions. Thank you for all you do, we couldn’t do it without you!

Best regards,

Gwen Herrewig  
Graduate Assistant  
Central Wisconsin Environmental Station  
715-824-2428
Hi Brent,

Nice to work with you again. Some more information that might help you with this event - CWES is a nonprofit educational facility that is part of the College of Natural Resources. We are looking for 25 volunteers to help with our Cabin Fever Workday where we are getting the cabins ready for the new season. We will be moving equipment and wood, as well as cleaning windows and oiling the cabins. The event is from 3:30-6pm Tuesday March 15, and a delicious meal to follow.

Transportation and a delicious meal are included for free for all volunteers. The van leaves the UC at 3:00 to make it to CWES by 3:30. But if they would like to drive out, or just come for part of the time, CWES directions are below it is about 25 miles away.

From Stevens Point; Travel east on Highway 10 to County Hwy SS.
Turn left on to SS and follow until you come to Hwy 161 (a stop sign)
Turn left through Nelsonville.
Take 161 through Nelsonville for about 3 1/2 miles to County Highway A.
Turn left (north) on A for 2 1/2 miles to MM.
Turn right (east) on MM for 3/4 miles.
CWES will be on your left. Please use the second driveway for visitors and buses. Welcome!

Let me know if you have more questions!

Gwen

------Original Message------
From: Rivard, Brent S
Sent: Tue 3/1/2005 12:22 PM
To: Herrewig, Gwen M
Subject: Spring Clean up

Hey Gwen

This is what my colleague told me about the spring cleanup day:

The Cabin Fever Workday is to help with spring cleaning. The work would include: Moving Equipment, Cleaning cabins, small repairs, anything to get the camp ready for summer. Transportation and Food will be provided. About twenty volunteers needed.

Any other details that you can give me? I'll post the opportunity tomorrow.

Have a Great Day

Brent Rivard

Director of Agencies. ACT
On March 15, CWES will be hosting Cabin Fever! From 3:30-6pm, volunteers are invited to help us spruce up the cabins and get them ready for spring!

This event is a pilot test for Gwen's graduate project in volunteerism at environmental education centers. Therefore, if you participate, you are eligible to receive extra credit.

If you are interested in this event, please contact Gwen Herrewig at gherr946@uwsp.edu.

Thank you all for your hard work in making this semester such a success!

Becca Franzen
Program Manager
Central Wisconsin Environmental Station-UWSP
www.uwsp.edu/cwes
Hello,

Gwen, one of the CWES grad assistants, asked me to pass this along. If you’re interested, please get in touch with Gwen. Thanks!

If you’re interested in what I’ll be doing that day, I’ll be visiting a professor in the city of San Juan and visiting the Puerto Rican Department of Education. Important for our program, but not very exciting. However, the evening before on my free time, I’ll be on an interpretive pontoon boat tour and hopefully swimming in a bay filled with bioluminescent micro-organisms (dinoflagellates). Now that’s exciting!

DJS

Dan Sivek
Professor of Environmental Education
Coordinator - Human Dimensions of Natural Resource Management
College of Natural Resources
University of Wisconsin - Stevens Point

-----Original Message-----
From: Herrewig, Gwen M
Sent: Tuesday, March 08, 2005 12:31 PM
To: Sivek, Dan
Subject: CWES workday

Hi Dan,

I hope your semester is going well! I never see you.

I know that sometimes you make announcements at the beginning of your classes. I would appreciate it if you would mention to your students that CWES is looking for 25 volunteers to take part in our Cabin Fever Workday, Tuesday, March 15, 2005, from 3:30 – 6:00pm. We are focusing on all of the cabins on site, moving wood and equipment, as well as washing windows and oiling. Transportation and a delicious meal will be provided for all volunteers. Just bring comfortable clothes and conversation topics!

Thank you Dan and enjoy the springtime!
Gwen
March 16, 2005

Dear Cabin Fever Volunteers,

The Central Wisconsin Environmental Station (CWES) staff would like to thank you for volunteering at our spring 2005 Cabin Fever Workday. The event was a success! The work that we did in two hours took the CWES staff three days to complete last year.

This volunteer event was part of a larger project Gwen Herrewig is working on to discover the feasibility of developing a student volunteer plan at CWES. The results of her study will be presented in a graduate seminar Tuesday April 12th, 2005, at 4pm in room 120 of the CNR. You are welcome to attend.

Again, thank you for your support and time. CWES would not be the wonderful place it is today without the help and dedication of so many dedicated individuals like you.

Sincerely,

Scott D. Johnson
Director
Central Wisconsin Environmental Station

Gwen Herrewig
Student Volunteer Coordinator
Central Wisconsin Environmental Station

Mike Schuster
Becca Franzen
Dan Malec