

More Than a Paycheck

Impact of Undergraduate On-Campus Student Employment

University of Maryland Custom Analysis

September 15, 2008

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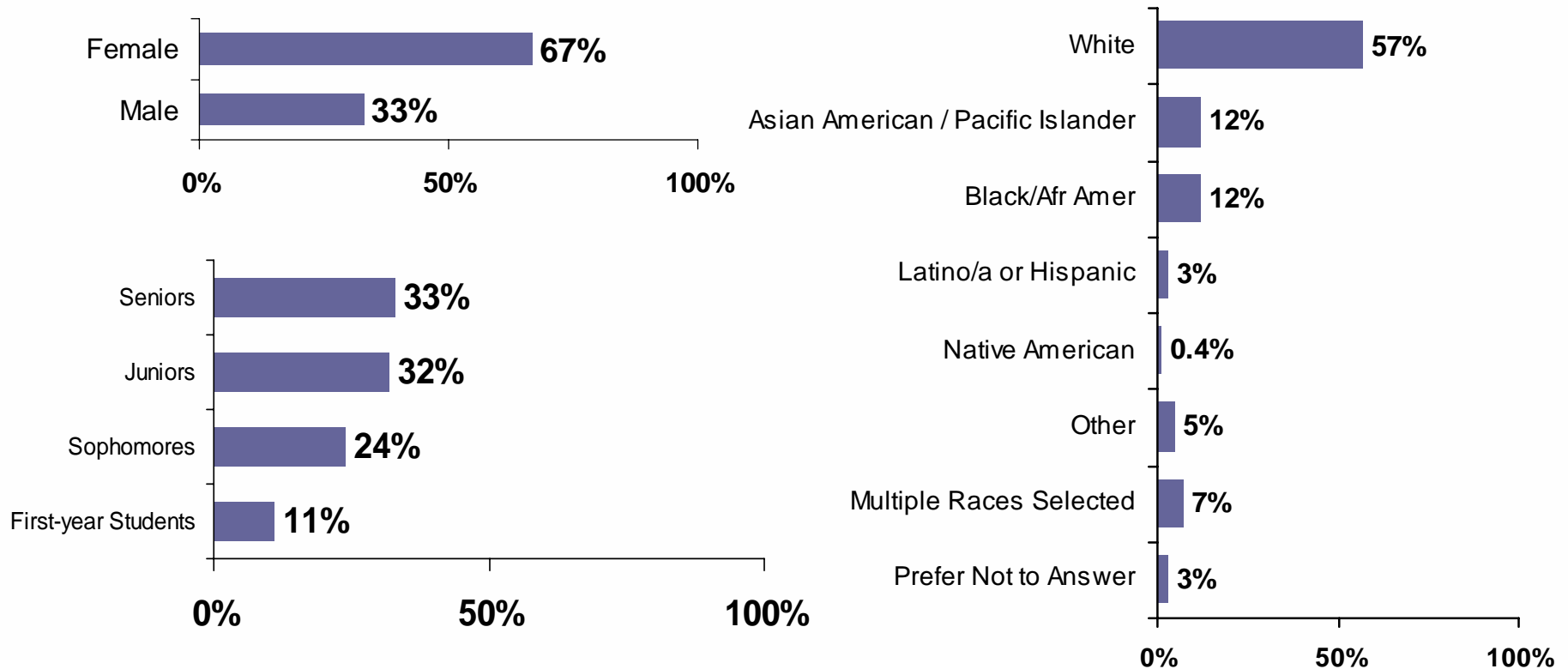
41 institutions across the United States including:

- Clemson University
- Colorado State University
- Florida State University
- Georgia Institute of Technology
- Northwestern University
- Oregon State University
- Texas Tech University
- Towson University
- University of California-Berkeley
- University of California-Irvine
- University of California-Los Angeles
- University of Colorado
- University of Kentucky
- University of North Carolina-Chapel Hill

To examine undergraduate students' development of job-related skills, satisfaction with their supervisors, and work responsibilities

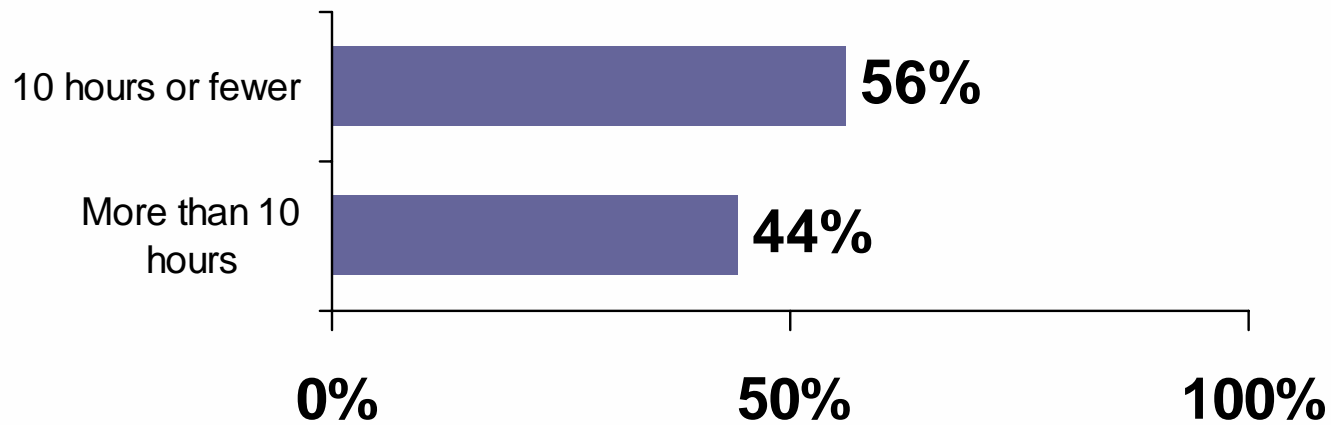
- Key research questions:
 - To what extent do students feel their jobs on campus have contributed to the development of job-related skills?
 - Is satisfaction with one's supervisor associated with the development of job-related skills?
 - What types of positions are associated with the development of job-related skills?
 - What types of positions are associated with satisfaction with one's supervisor?
 - What types of positions are associated with particular opportunities?

Characteristics by gender, class standing, and race/ethnicity (self-report)

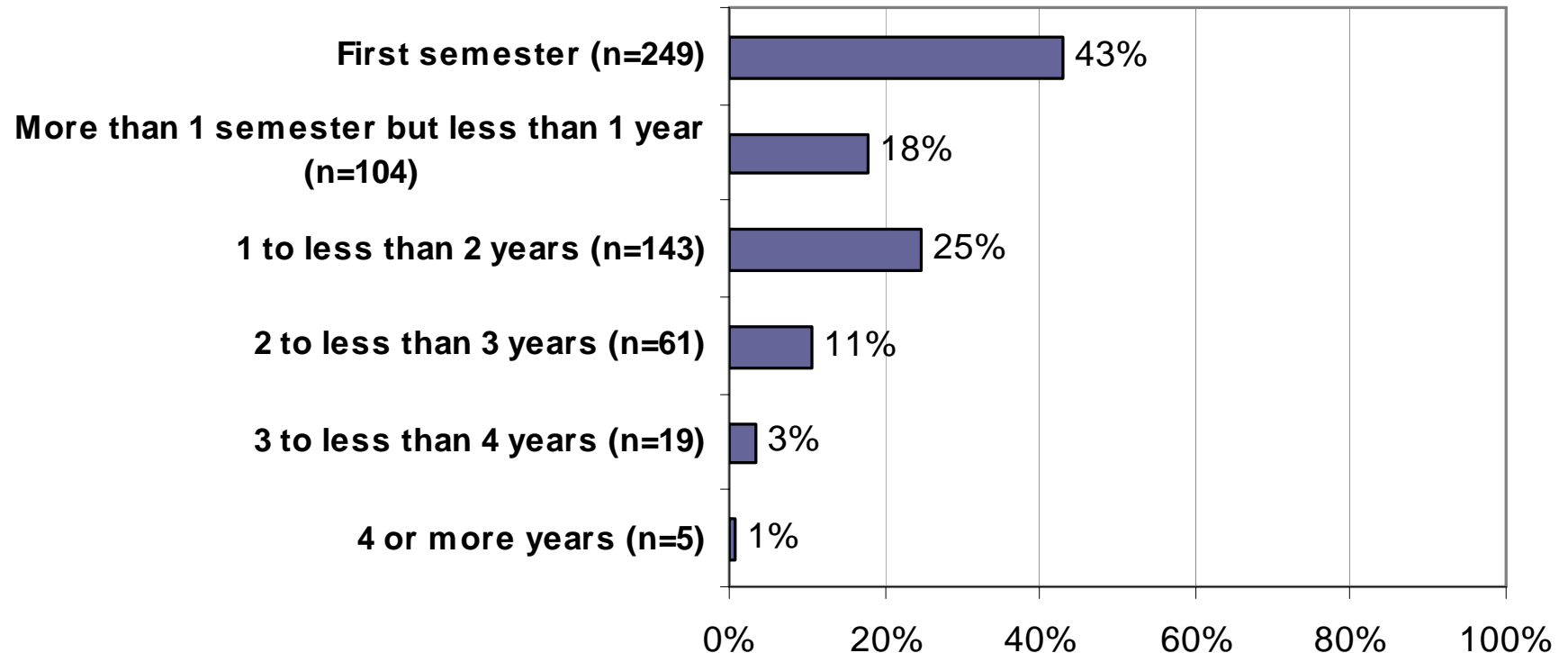


581 completed web questionnaires resulted in a 20% response rate.

Employment Characteristics: Number of hours worked per week (self-report)

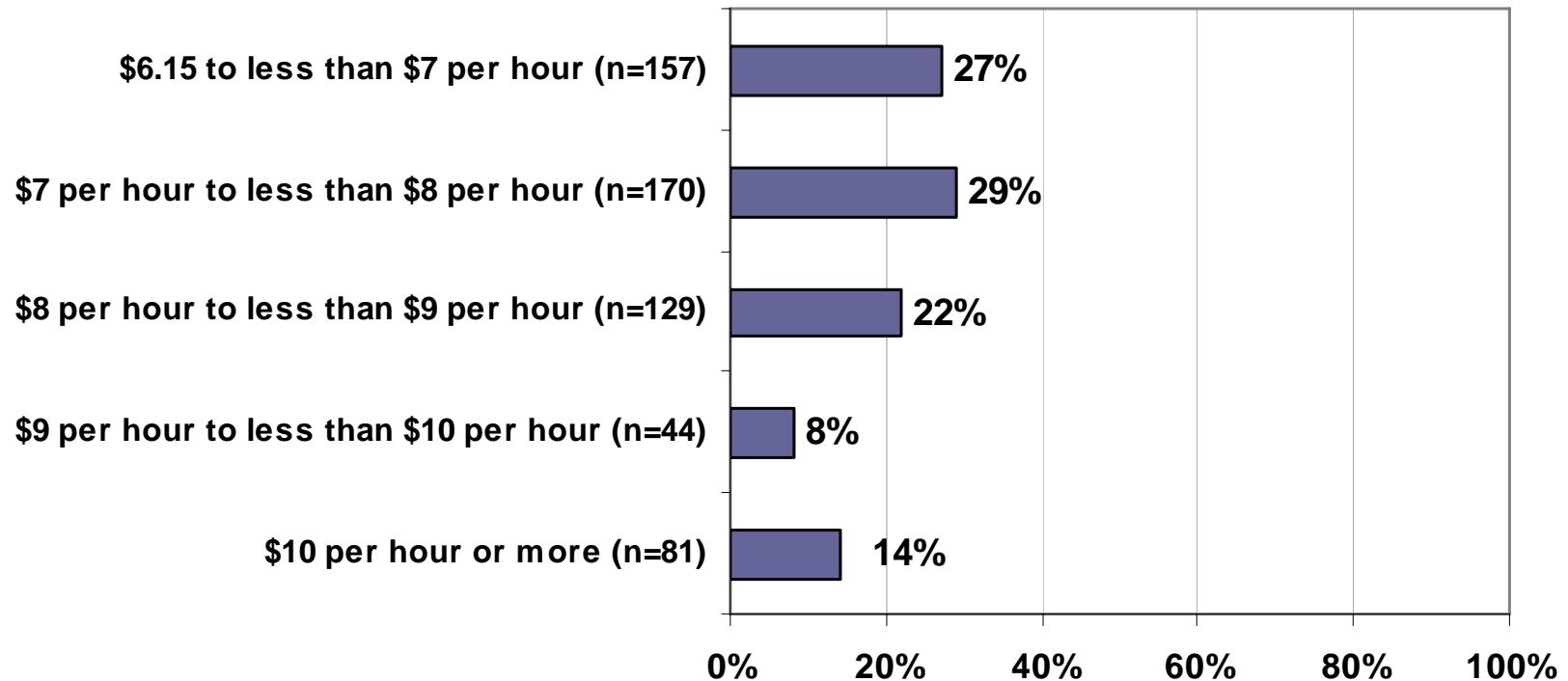


Employment Characteristics: Length of Time in Current Position (self-report)



Slightly more than half of respondents have held their current position for more than one semester (57%).

Employment Characteristics: Hourly Rate of Pay (self-report)



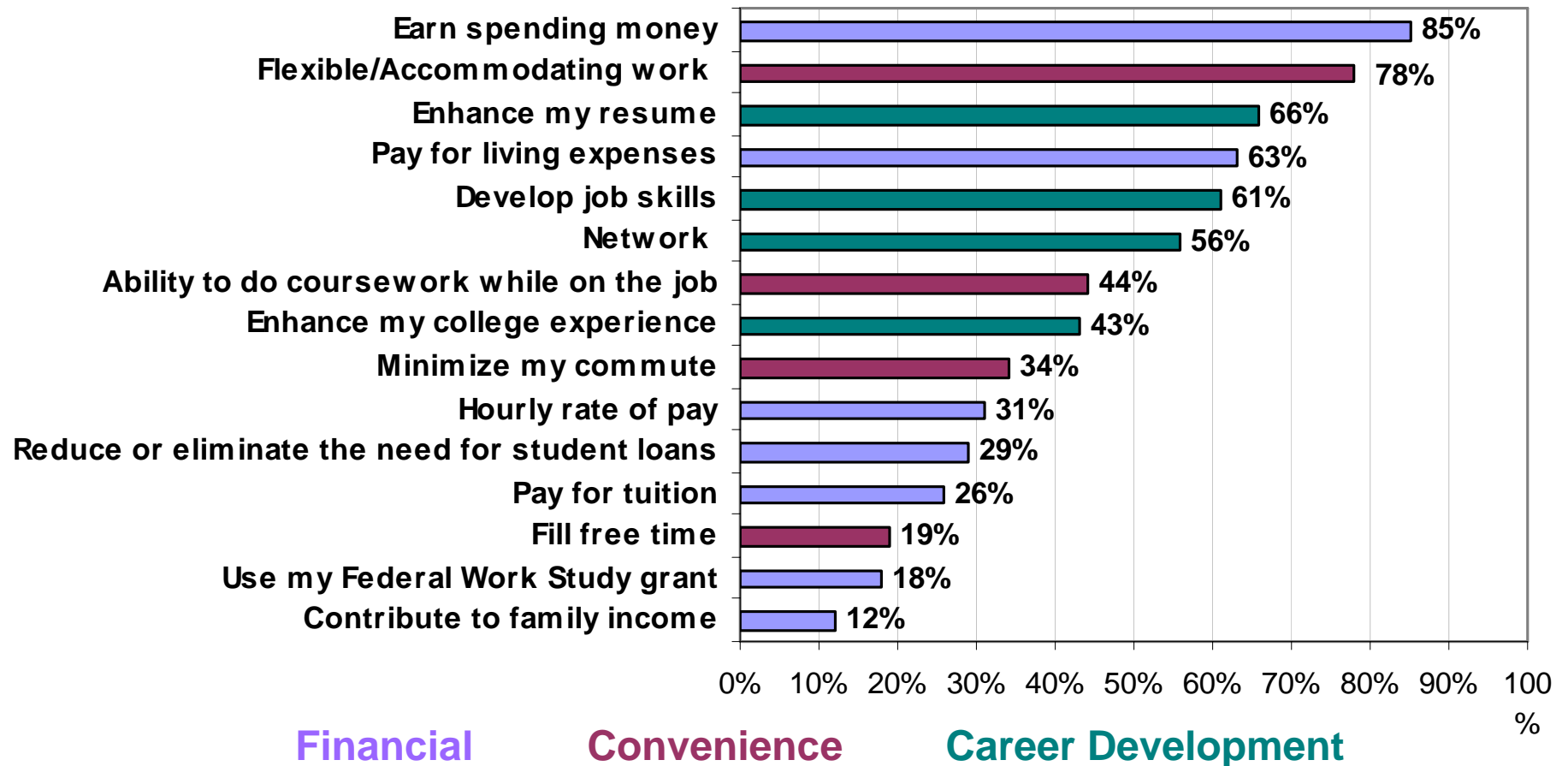
A majority of respondents (78%) earn less than \$9 per hour.

Nine job categories created by UM staff from student-reported job titles

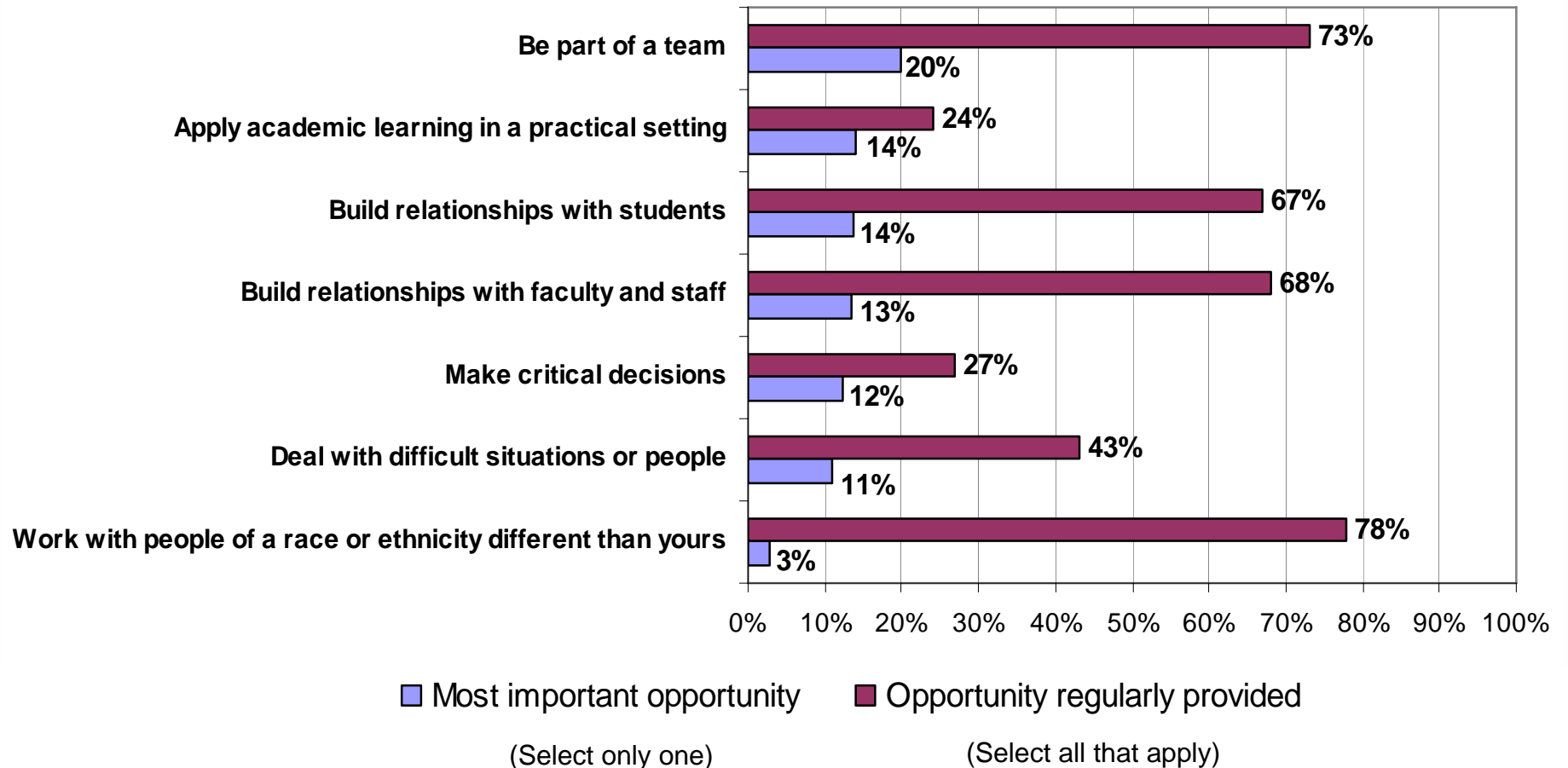
| Job categories | Number | Percent |
|--|--------|---------|
| Office Assistants | 189 | 33% |
| Specialized Training (e.g., lifeguard, driver) | 77 | 13% |
| Tutor/Mentor/TA/Advisor | 71 | 12% |
| Resident Life – Community Assistant (CA) | 59 | 10% |
| Manager/Supervisor | 42 | 7% |
| Dining/Customer Service | 37 | 6% |
| Research/Lab Assistants | 35 | 6% |
| Computer/IT | 34 | 6% |
| Resident Life – Resident Assistant (RA) | 21 | 4% |
| Events/Food Prep | 15 | 3% |
| Unable to Categorize | 1 | <1% |
| Total | 581 | 100% |

One-third of participants worked as office assistants.

The Main Reasons For Working on Campus Fall into Three Categories: Financial, Convenience and Career Development



Comparing Opportunities “Regularly” Provided by Campus Jobs and Opportunities Rated “Most Important” by Students



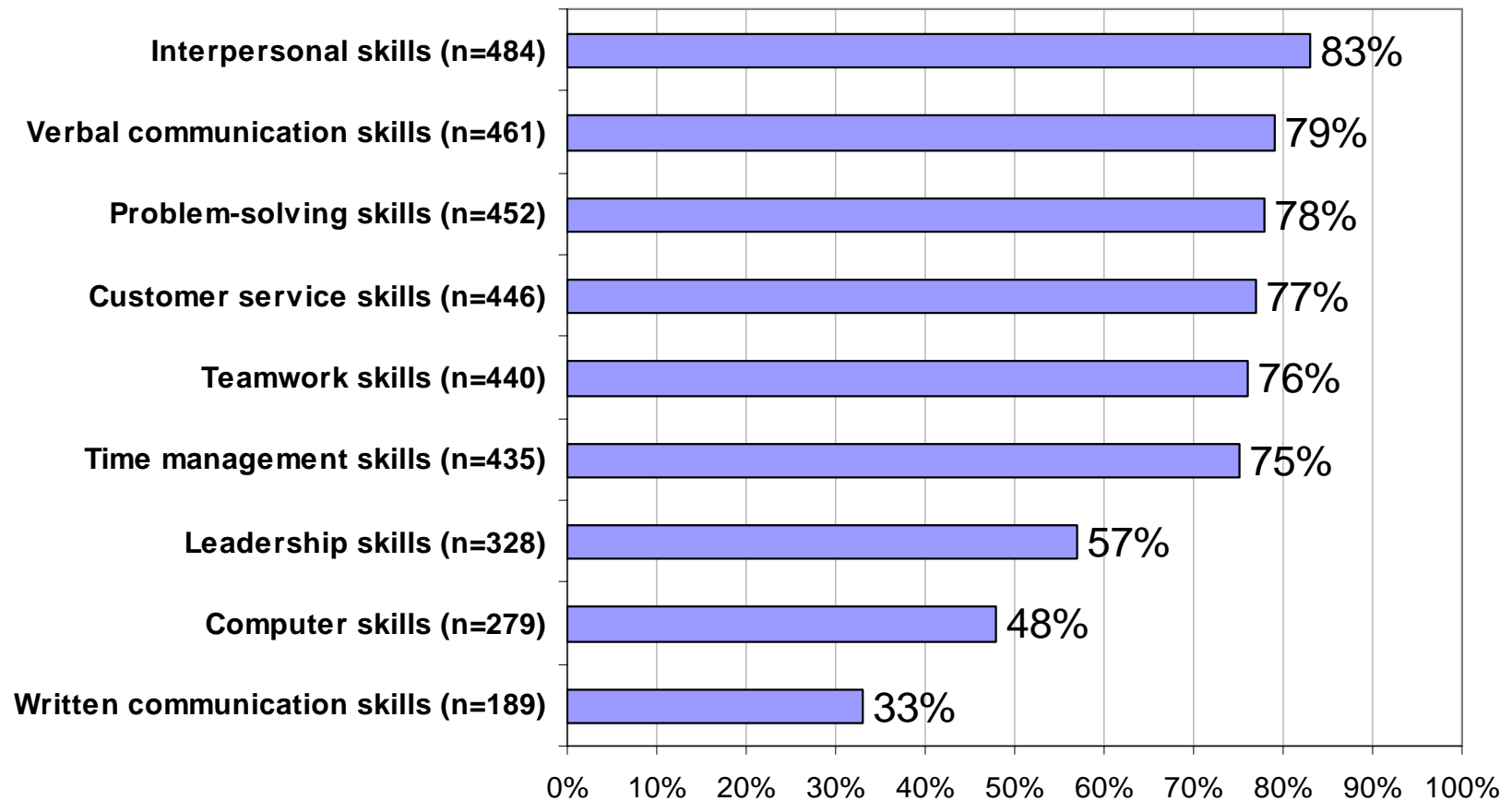
Job Opportunities

Significant differences by job categories

- **Apply academic learning** -- tutor/mentor, research/lab assistant, RA
- **Be part of a team** -- CA
- **Build relationships with students** -- tutor/mentor, manager, CA
- **Build relationships with faculty/staff** -- CA
- **Deal with difficult people/situations** – manager, CA
- **Make critical decisions** -- manager, CA, RA
- **Plan/coordinate events** -- manager, CA, RA
- **Respond to crisis** -- manager, CA, RA, specialized training
- **Supervise others** -- manager, tutor/mentor, specialized training positions, RA
- **Take lead on project** -- manager, RA

Rated as one of the TOP SIX most important job opportunities by respondents

Skills Campus Job Helped Develop



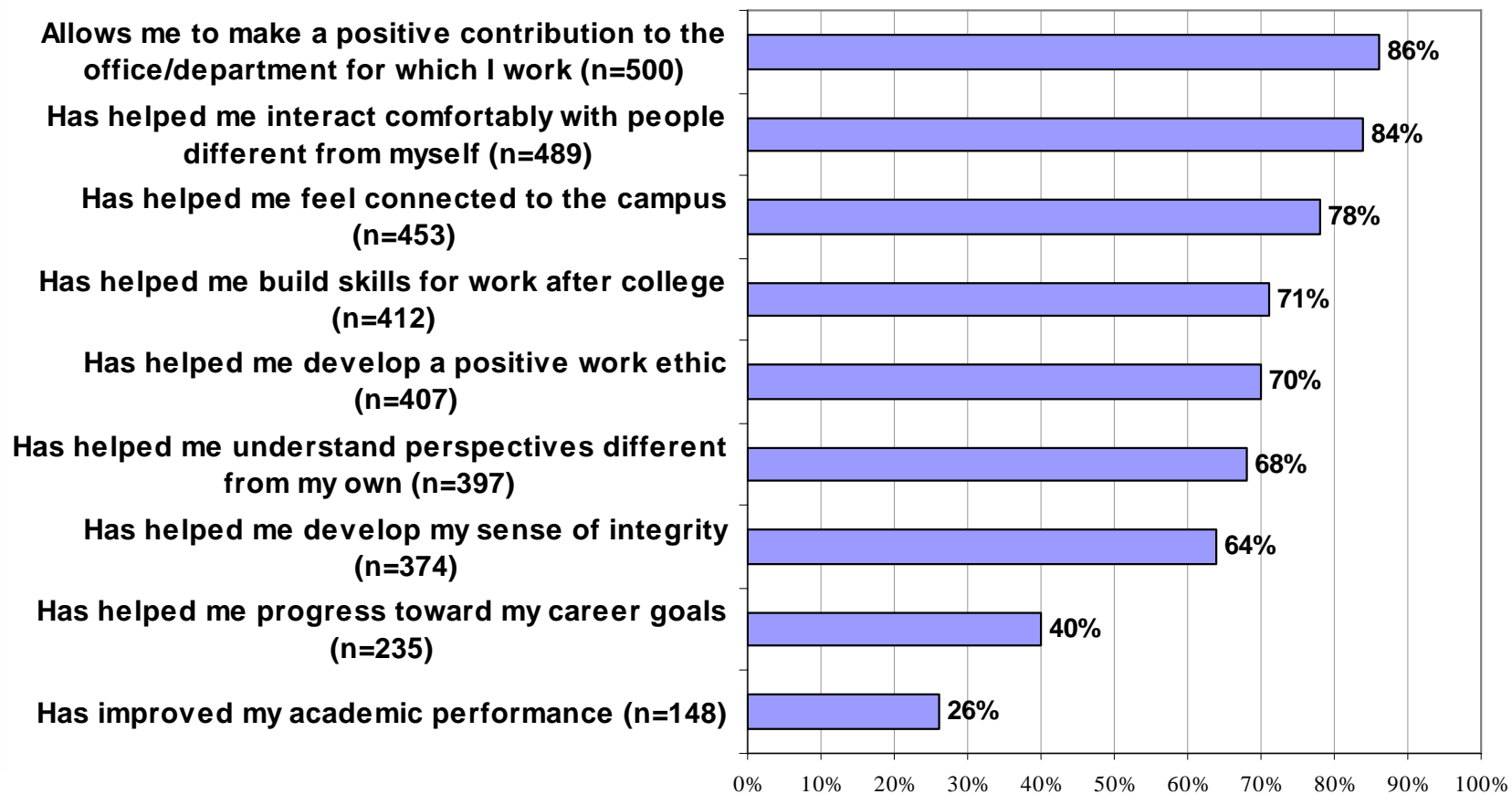
Employers view written communication skills as one of the most important for students to develop, yet only 33% report developing these at their on-campus job.

Job Skills

Significant differences by job categories

- **Computer skills** -- computer/IT, office assistants
- **Customer service skills** – manager, CA, dining/customer service
- **Interpersonal Skills** -- RA
- **Leadership skills** -- manager, tutor/mentor, RA
- **Problem-solving skills** -- manager
- **Teamwork skills** -- manager, CA, dining/customer service
- **Time management skills** -- CA
- **Written communication skills** -- research/lab assistants, office assistants

Impact of Campus Jobs on Students: Percent Who “Agree” or “Strongly Agree”



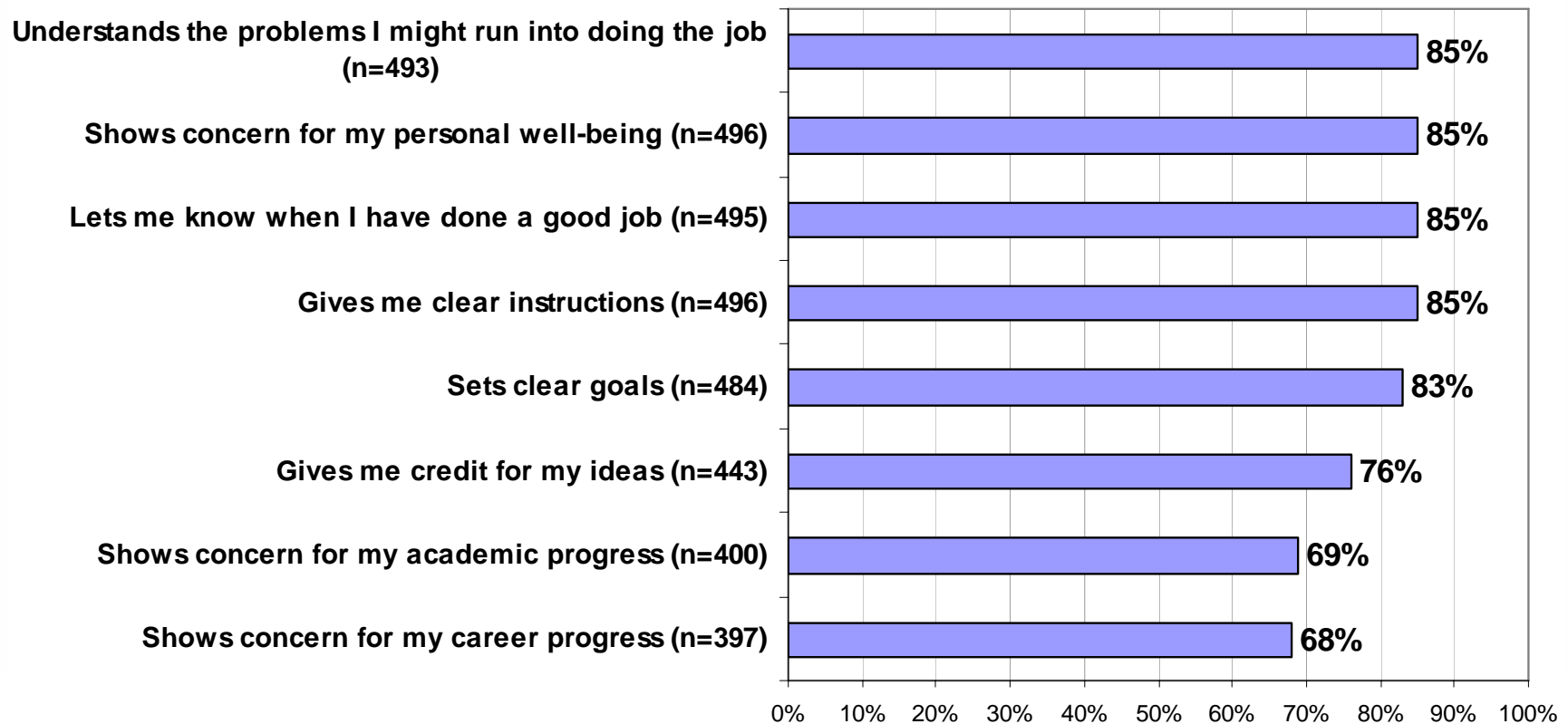
26% of students reported that on-campus jobs have improved their academic performance, and 40% say their jobs have helped them progress toward career goals.

Impact of Campus Job

Significant differences by job categories

- **Build work skills** -- tutor/mentor, research/lab assistant, RA
- **Connected to campus** -- CA, manager
- **Develop sense of integrity** -- tutor/mentor
- **Improved academic performance** -- tutor/mentor
- **Interact comfortably with people different than myself** -- tutor/mentor
- **Make a positive contribution to office/department** -- tutor/mentor
- **Progress toward career goals** -- tutor/mentor, research/lab assistant
- **Understand perspectives different than my own** -- tutor/mentor, RA

Percent of Respondents Who are “Satisfied” or “Very Satisfied” With the Way Current Supervisor...



Satisfaction with Supervisor Significant differences by job categories

- **Shows concern for my academic progress:** tutor/mentor, office assistant
- **Shows concern for my career progress :** tutor/mentor

Report available at

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