



EDUVENTURES

Student Affairs
Learning Collaborative
Custom Research Report
May 2008

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Impact of Undergraduate Student Employment

Data Type	Key Source
Primary data	Undergraduate students employed at University of Maryland

Key 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?

Table of Contents

Inquiry Overview	1
Executive Summary	2
Methodology	4
Key Research Findings	5
Appendices	20

Inquiry Overview

This report presents findings from data collected from undergraduate students employed by the University of Maryland (UM), College Park in the fall 2007 semester. The report describes the impact of undergraduate student employment at the University of Maryland. The findings focus on undergraduate students' development of job-related skills, satisfaction with their supervisor, and work responsibilities.

Custom Research Support – Short-Answer Analysis of Issues of Concern to Individual Members or Small Groups. The SA-LC maintains dedicated staff to support members' needs for short-answer, quick-turnaround research inquiries. Requests may address issues raised in the SA-LC program's collaborative research studies, leverage the collective experience of the SA-LC membership, review secondary literature, or include small-scale primary research investigations. Requests are fulfilled on a first-come, first-served basis. SA-LC staff works to deliver accurate, reliable data in all cases; however, we cannot guarantee the accuracy of data from all sources referenced.

Executive Summary

There are many reasons students work on campus. At the University of Maryland, the primary reason students work is to earn spending money (85%). Building relationships with faculty, staff, and students, and opportunities to work with people of a different race or ethnicity are also important benefits of working on campus.

- Ninety-six percent of students report their campus job allows them the opportunity to work with people of a race or ethnicity different from their own.
- More than 90% of students report their campus job provides them with the opportunity to be part of a team, build relationships with faculty/staff, and build relationships with other students.

Students develop important skills at their campus job.

- More than 75% of students report developing interpersonal skills, verbal communication skills, problem-solving skills, customer service skills, teamwork skills, and time management skills.

Overall, students who hold positions as managers, tutors/mentors, resident assistants (RA), and community assistants (CA) in Resident Life most frequently report attaining skills, having important opportunities at work, and being positively impacted by their job.

Eighty-eight percent or more of managers cite:

- Developing customer service skills, teamwork skills, leadership skills, and problem-solving skills
- Having the opportunity to supervise others, respond to crises, build relationships with students, make critical decisions, take the lead on projects, and deal with difficult situations/people

Eighty-five percent or more of Resident Life – community assistants cite:

- Developing customer service, teamwork, and time management skills
- Having the opportunity to respond to crises, make critical decisions, build relationships with students, build relationships with faculty, be part of a team, and deal with difficult situations/people

Eighty-five percent of tutors/mentors cite:

- Having the opportunity to build relationships with students and apply academic learning in a practical setting
- Building skills for work after college, understanding perspectives different from their own, and interacting comfortably with people different from themselves

Ninety percent or more of Resident Life – resident assistants cite:

Note: Due to the small number of RA respondents (n=21), findings are not generalizable.

- Developing leadership, teamwork, and interpersonal skills
- Having the opportunity to supervise others, respond to crises, plan activities, make critical decisions, lead projects, and apply academic learning in a practical setting
- Building skills for work after college and understanding perspectives different from their own

Areas for Improvement

Overall, students give their supervisors high marks for managing well and showing concern for their well-being. The two areas that come out the lowest in students' evaluation of supervisors relate to career progress and academic progress:

- Sixty-eight percent of students report their supervisors show concern for their career progress.
- Sixty-nine percent of students report their supervisors show concern for their academic progress.

A lower proportion of students reported developing leadership skills at their on-campus job compared to interpersonal, verbal, problem solving, customer service, teamwork, and time-management skills.

- Fifty seven percent of students report developing leadership skills at their on campus jobs.

Key Recommendations

- Consider collecting supervisor satisfaction data from student employees on a regular basis to continue to gauge overall supervisor concern for academic and career progress.
- Consider sharing the findings of this study with supervisors of student employees. Stress the need to be attentive to students' academic and career goals. Also, consider encouraging supervisors to provide students with opportunities to develop leadership skills (such as the opportunity to take the lead on a project, coordinate an activity, or supervise others).

While there are benefits of campus jobs, few students see a direct connection to their academic or career goals.

- Forty percent of students report their on-campus job has helped them progress toward their career goals.
- Twenty-six percent of students report their on-campus job has improved their academic performance.

Key Recommendations

- Consider implementing an initiative to have student employee job descriptions identify skills that may be gained from the position as well as opportunities to apply academic learning in a practical setting.

Methodology

This Custom Research Report presents student employment data collected using a Web-based questionnaire developed by the Eduventures Student Affairs Learning Collaborative (SA-LC) staff in collaboration with the Eduventures Board at the University of Maryland. Survey questions examined students' development of job-related skills, satisfaction with their supervisor, and work responsibilities. In addition, the survey included questionnaire items on such areas as the department where the student is currently employed, job title, length of time at current position, number of hours worked in a seven-day week, reasons for employment, and manner in which the job impacts the student.

A sample of undergraduate students employed by the University of Maryland, College Park (N=2,852) were invited to participate in the study. This sample contained all resident assistants (n= 236) and community assistants (n=161) employed on campus. An e-mail invitation was sent from the student affairs staff at UM during the fall 2007 semester. A link to the Web-based instrument was included in the invitation e-mail sent to students. We received 581 completed questionnaires for a response rate of 20%. Of the population of 236 RAs, we received 21 completed questionnaires for a response rate of 9%; and of the population of 161 CAs, we received 56 completed surveys for a response rate of 35%. Chi-square tests of homogeneity and independent sample t tests were used to identify statistically significant differences by job category.

Limitations

There are two limitations to this research worth noting. First, while the overall response rate of 20% is consistent with response rates achieved in other UM research projects, readers are advised to use caution when generalizing the study results. Second, the small number of RAs (n=21), Latino/Hispanic (n=16) and Native American (n=1) students in the sample prevents findings about these groups from being generalizable.

Key Research Findings

Sample Demographics

Table 1 shows respondents' demographic characteristics, as well as information about their affiliation with the university.

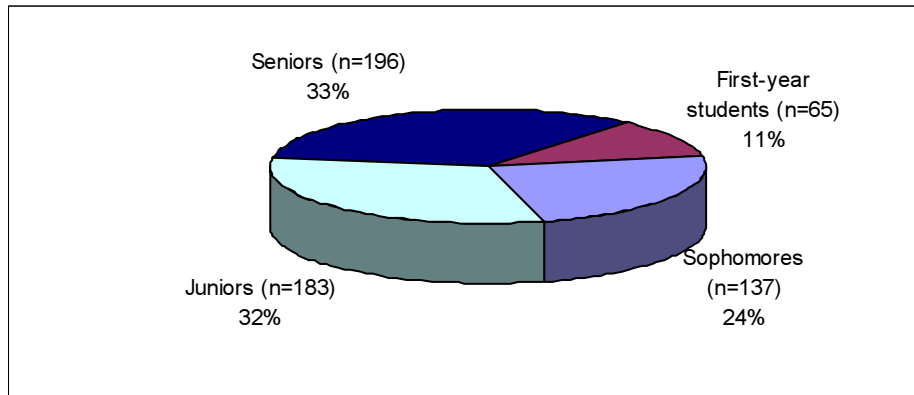
Table 1. Demographic Characteristics of Respondents

Characteristic	Number	Percent
Gender		
Male	189	33%
Female	392	68%
Transgender	0	0%
International Student Status		
Yes	18	3%
No	563	97%
Race/Ethnicity		
White	338	58%
Black or African American	67	12%
Latino/a or Hispanic	16	3%
Asian American or Pacific Islander	72	12%
Native American	1	<1%
Other	28	5%
Multiple Races Selected	41	7%
Prefer not to answer	18	3%
Admission Status		
Transfer	113	19%
Direct Admit	468	81%

Analyses by race/ethnicity and by admission status are included in the appendices.

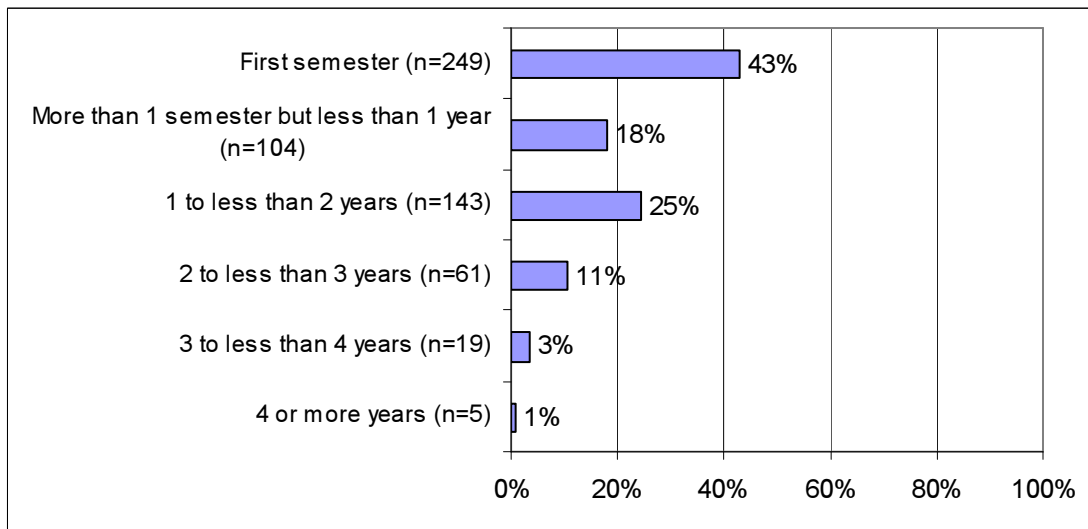
A majority (65%) of the respondents were juniors and seniors (have completed at least 60 credits toward their degree) (see Figure 1a).

Figure 1a. Year in School



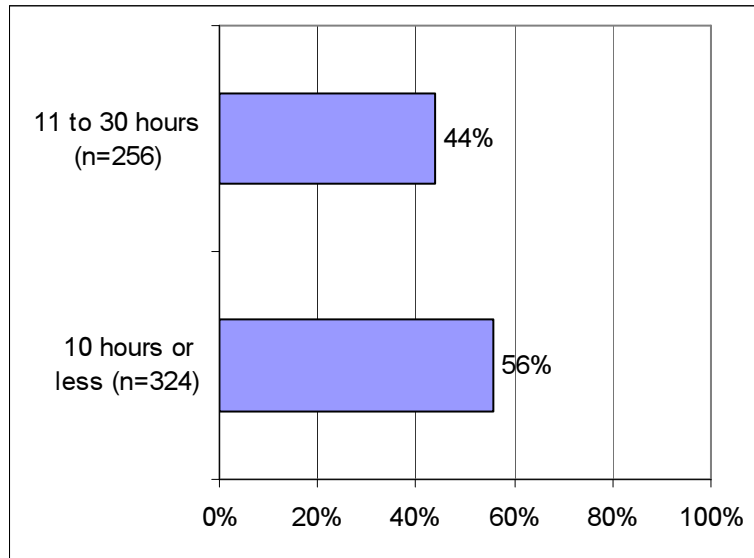
Slightly more than half of respondents have held their current position for more than one semester (57%).

Figure 1b. Length of Time in Current Position



More than half of the respondents worked 10 hours a week or less (56%).

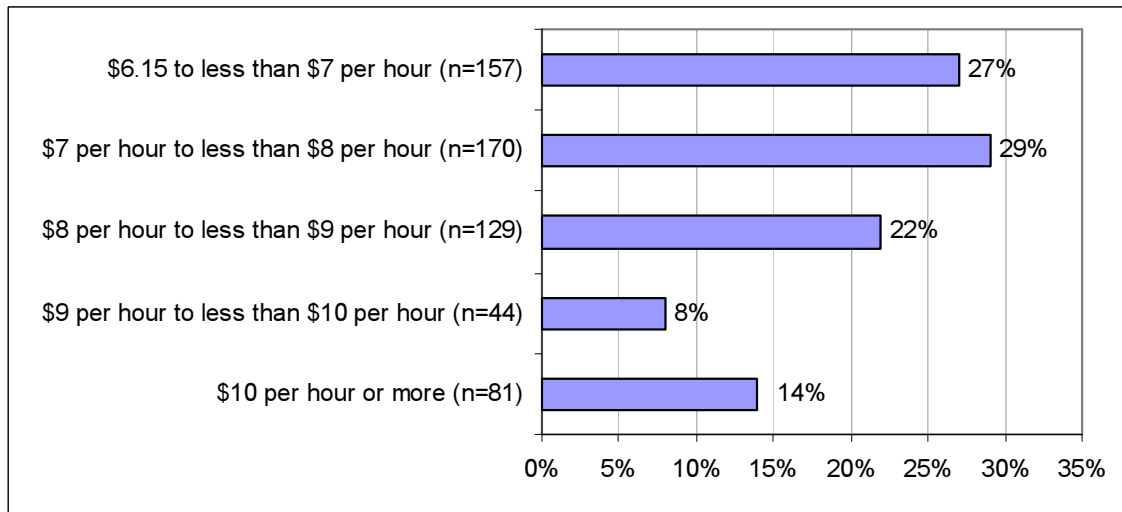
Figure 1c. Number of Hours Worked Per Week



Note: Less than 1% (n=2) work more than 30 hours per week

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

Figure 1d. Hourly Rate of Pay



As shown in Table 2, one-third of the students who participated in the study were office assistants. Positions held by at least 10% of students are specialized training positions (13%), tutor/mentor/TA (12%), and community assistant (10%).

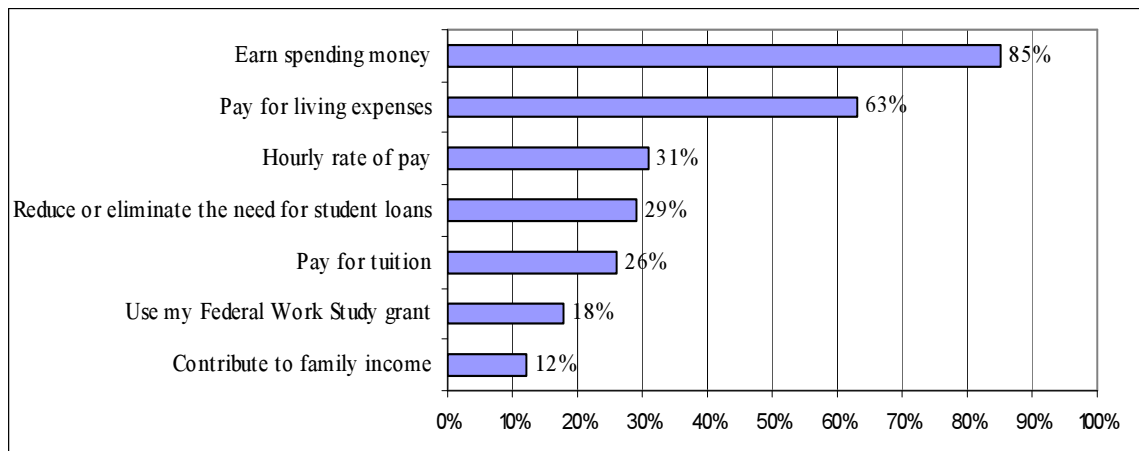
Table 2. Job Categories

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	59	10%
Manager/Supervisor	42	7%
Dining/Customer Service	37	6%
Research/Lab Assistants	35	6%
Computer/IT	34	6%
Resident Life – Resident Assistant	21	4%
Events/Food Prep/Unsure	16	3%

Reasons For Working On Campus

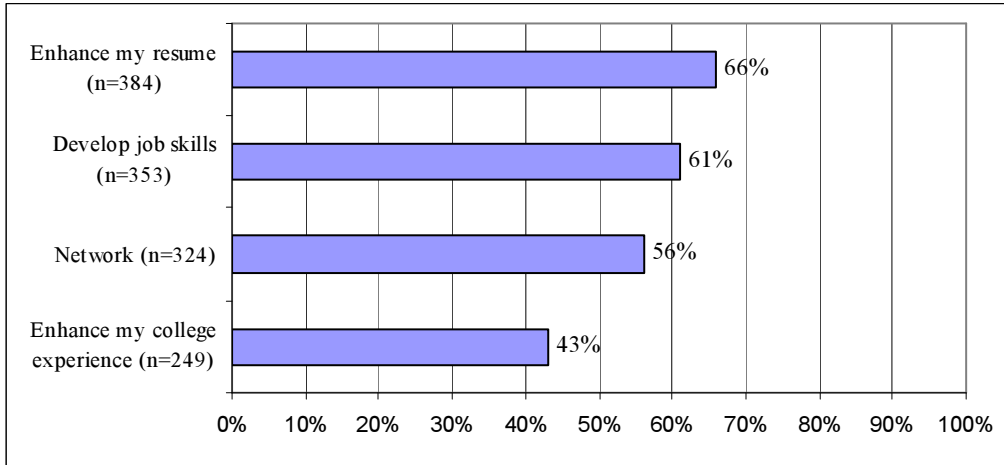
The reasons for working on campus fall into three categories: financial, convenience, and career development. Overall, most students cite financial reasons for working on campus. As shown in Figure 2a, the top two financial reasons students work on campus are to earn spending money (85%) and to pay for living expenses (63%).

Figure 2a. Reasons for Working on Campus: Financial



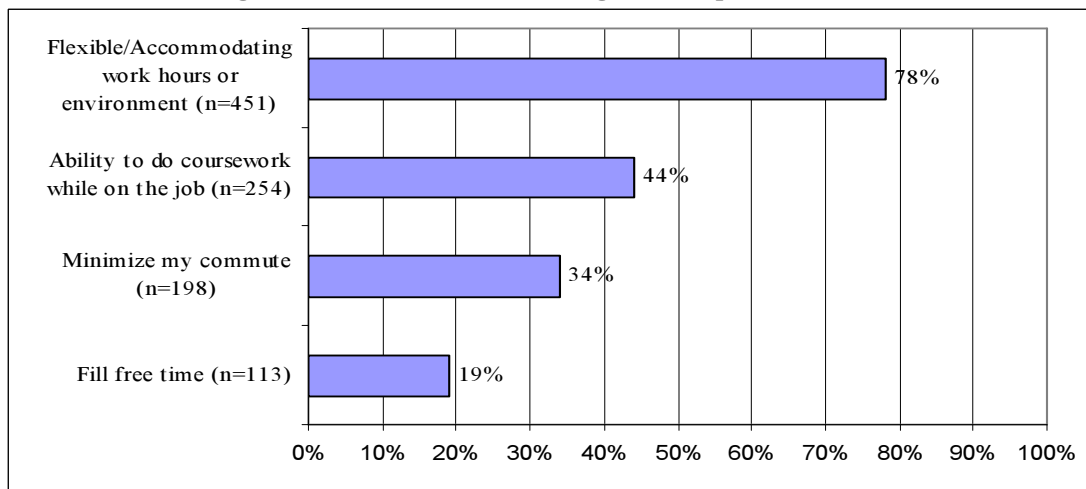
Other reasons cited for working on campus relate to career development. More than half of the students cited enhance my resume (66%), develop job skills (61%), and network (56%) as reasons for working on campus (see Figure 2b).

Figure 2b. Reasons for Working on Campus: Career Development



Lastly, students work on campus because it is convenient. As shown in Figure 2c, a majority of students cite flexible/accommodating work hours or environment (78%) as a reason for working on campus.

Figure 2c. Reasons for Working on Campus: Convenience



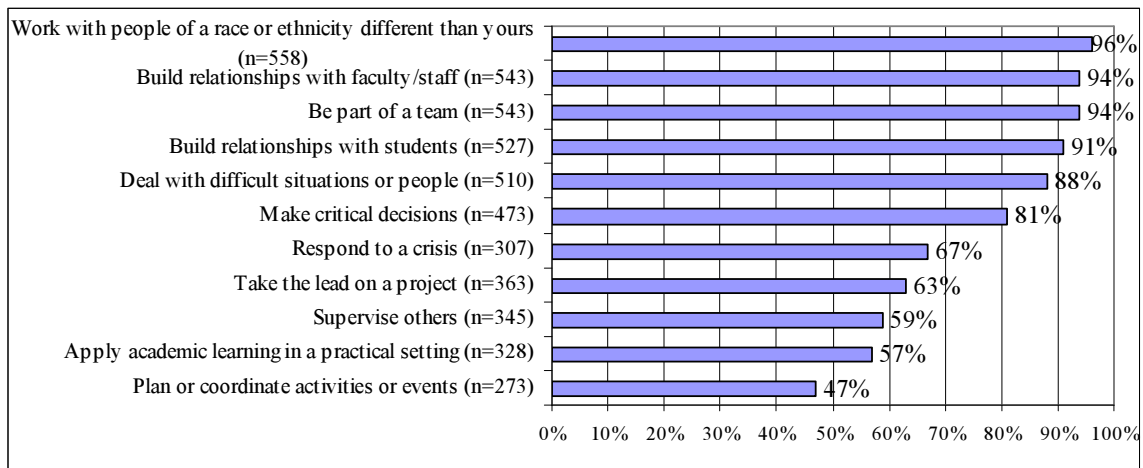
Key Finding

While the number-one reason for working on campus is to earn money (cited by 85% of students), students also take campus jobs to aid in their career development. A majority of students view enhancing one's resume, developing job skills, and networking (e.g., obtaining a reference, making professional connections) as important reasons for working on campus.

Opportunities Provided by Campus Job

Overall, campus jobs provide students with opportunities to build different kinds of interpersonal relationships. As shown in Figure 3a, for more than 90% of students, their campus jobs provided opportunities to work with people of a race or ethnicity different from their own (96%), be part of a team (94%), build relationships with faculty/staff (94%), and build relationships with students (91%).

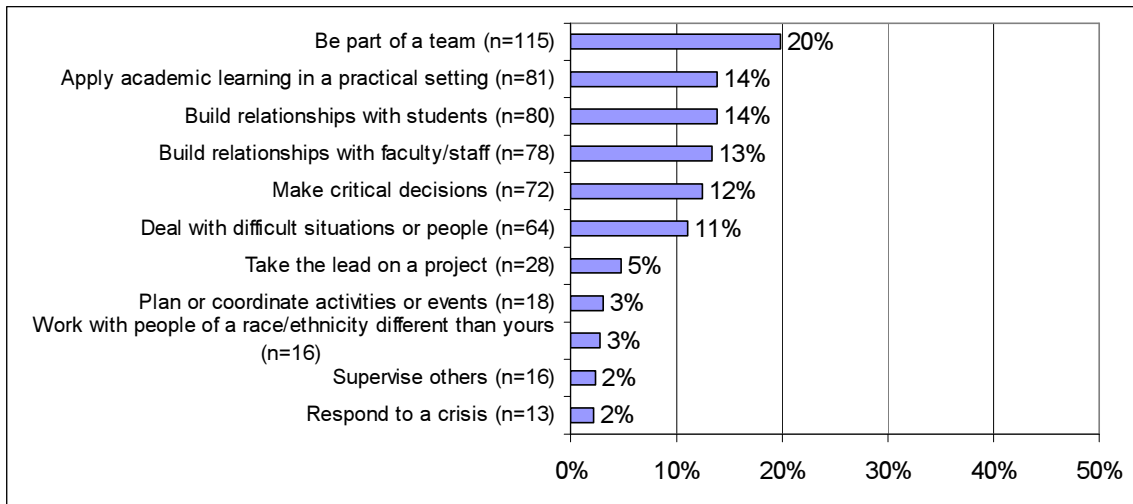
Figure 3a. Opportunities Provided by Campus Jobs



Note: Percent of students who responded “occasionally” or “regularly”

While most students report having the opportunity to work with people of a race or ethnicity different from their own, few students (3%) consider it the most important opportunity provided by their campus job (see Figure 3b). Other opportunities to build interpersonal relationships, such as being part of a team (20%) and building relationships with students (14%) and faculty/staff (13%) are among the most important.

Figure 3b. Most Important Opportunity Provided by Campus Job



Key Finding

While most students report having the opportunity to work with people of a race or ethnicity different from their own (96%), few students (3%) consider it the most important opportunity provided by their campus job. Other opportunities to build interpersonal relationships, such as being part of a team (20%) and building relationships with students (14%) and faculty/staff (13%) are among the most important.

As expected, the opportunities students have at work vary based on the type of job they hold. As shown in Figure 3a, the opportunity to plan or coordinate events or activities was cited by the fewest students (47%); however, RAs, CAs, and managers are significantly more likely than students in other jobs to have the opportunity to do this (see Figure 3c). Similarly, the opportunity to apply academic learning in a practical setting was cited by slightly more than half of students (57%, see Figure 3a); however, students who work as tutors/mentors, RAs, and research/lab assistants are significantly more likely than students in other jobs to have the opportunity to do this (see Figure 3c). It is important to note that students' opportunity to work with people of a race or ethnicity different from their own did not vary by type of job.

**Figure 3c. Job Opportunities by Type of Campus Job
(statistically significant differences reported)**

<p>Supervise others</p> <ul style="list-style-type: none"> • Residence Life – RA (n=20, 95%) • Manager (n=39, 93%) • Tutor/Mentor (n=59, 83%) • Specialized training positions (n=56, 73%) 	<p>Make critical decisions</p> <ul style="list-style-type: none"> • Residence Life – RA (n=21, 100%) • Manager (n=41, 98%) • Residence Life – CA (n=55, 93%)
<p>Respond to a crisis</p> <ul style="list-style-type: none"> • Residence Life – RA (n=21, 100%) • Residence Life – CA (n=58, 98%) • Manager (n=37, 88%) • Specialized training positions (n=65, 84%) 	<p>Take the lead on a project</p> <ul style="list-style-type: none"> • Residence Life – RA (n=20, 95%) • Manager (n=36, 86%)
<p>Plan or coordinate activities or events</p> <ul style="list-style-type: none"> • Residence Life – RA (n=21, 100%) • Manager (n=31, 74%) • Residence Life – CA (n=36, 61%) 	<p>Deal with difficult situations or people</p> <ul style="list-style-type: none"> • Residence Life – CA (n=59, 100%) • Manager (n=42, 100%)
<p>Build relationships with students</p> <ul style="list-style-type: none"> • Tutor/Mentor (n=71, 100%) • Residence Life – CA (n=59, 100%) • Manager (n=42, 100%) 	<p>Apply academic learning in a practical setting</p> <ul style="list-style-type: none"> • Tutor/Mentor (n=64, 92%) • Residence Life – RA (n=19, 91%) • Research/Lab Assistant (n=31, 89%)
	<p>Be part of a team</p> <ul style="list-style-type: none"> • Residence Life – CA (n=59, 100%)
	<p>Build relationships with faculty/staff</p> <ul style="list-style-type: none"> • Residence Life – CA (n=59, 100%)

Key Finding

Students employed as managers and Residence Life staff report more job opportunities than students employed at other jobs on campus.

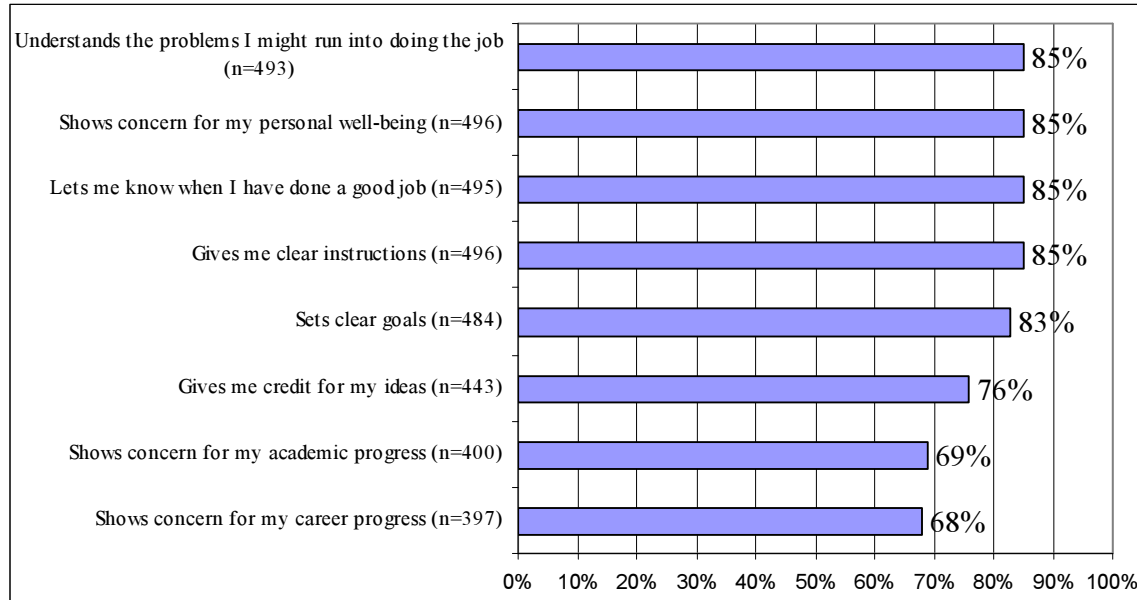
Satisfaction With Current Supervisor

A satisfaction with supervisor scale was created using eight questions that asked students to rate their satisfaction with their current supervisor's performance. Responses included, "I am satisfied with the way my supervisor sets clear work goals" and "I am satisfied with the way my supervisor shows concern for my academic progress." The scale's reliability was measured using Chronbach's alpha (a measure of internal consistency) and found to be high (.924).

Overall, student employees give their supervisors high marks for managing well and showing concern for their well-being (see Figure 4). Most students report that their supervisor gives clear instructions (85%), lets them know when they have done a good job (85%), shows concern for their personal well-being (85%), understands the problems they might run into doing the job (85%), and sets clear goals (83%). Students are less satisfied with the manner in which their

supervisors mentor them. The two areas that come out the lowest in students' evaluation of their supervisor are showing concern for their academic progress (69%) and career progress (68%), which are still quite high.

Figure 4. Satisfaction With Current Supervisor



Note: Percent who report being “satisfied” or “very satisfied” with the way supervisor does each.

Key Finding

Students are generally satisfied with their supervisors, but give the lowest scores to their supervisor showing concern for their academic and career progress, although those are important reasons for their decision to take their current job.

To examine the relationship between students' satisfaction with their supervisor and their skill development, a skill development index was created by summing the responses to the 9 items on skill development. Students' total score on the skill development index (ranging from 9 to 45 where 9 indicates very little skill development and 45 indicates high level of skill development) was correlated with students' total score on the satisfaction with supervisor scale (ranging from 8 to 40 where 8 indicates a very low level of satisfaction and 40 indicates a very high level of satisfaction). As shown in Table 3, there is a statistically significant relationship between skill development and satisfaction with supervisor for students in all job categories except research/lab assistants. Two of these relationships are weak, specifically for residence life community assistants and tutor/mentors, even though they show statistical significance.

Table 3. Correlation Between Skill Development and Satisfaction With Supervisor

	Satisfaction With Current Supervisor Pearson Correlation (<i>r</i>)
Dining/Customer Service (n=37)	.648*
Manager/Supervisor (n=42)	.519*
Office Assistants (n=189)	.514*
Computer/IT (n=34)	.486*
Specialized Training (fitness, driver, security, electrician) (n=77)	.462*
Resident Life – RA (n=21)	.460*
Resident Life – CA (n=59)	.390*
Research/Lab Assistants (n=35)	.295
Tutor/Mentor/TA/Advisor (n=71)	.235*

**p* < .05.

When the items were examined individually, two items showed significant differences by type of job: supervisor shows concern for my academic progress and supervisor shows concern for my career progress.

Shows concern for my academic progress

- Tutor/Mentor (n=57, 80%)
- Office Assistant (n=142, 75%)

Shows concern for my career progress

- Tutor/Mentor (n=56, 79%)

Key Findings

As expected, for most jobs, there is a relationship between skill development and students' satisfaction with their supervisor at their on-campus job.

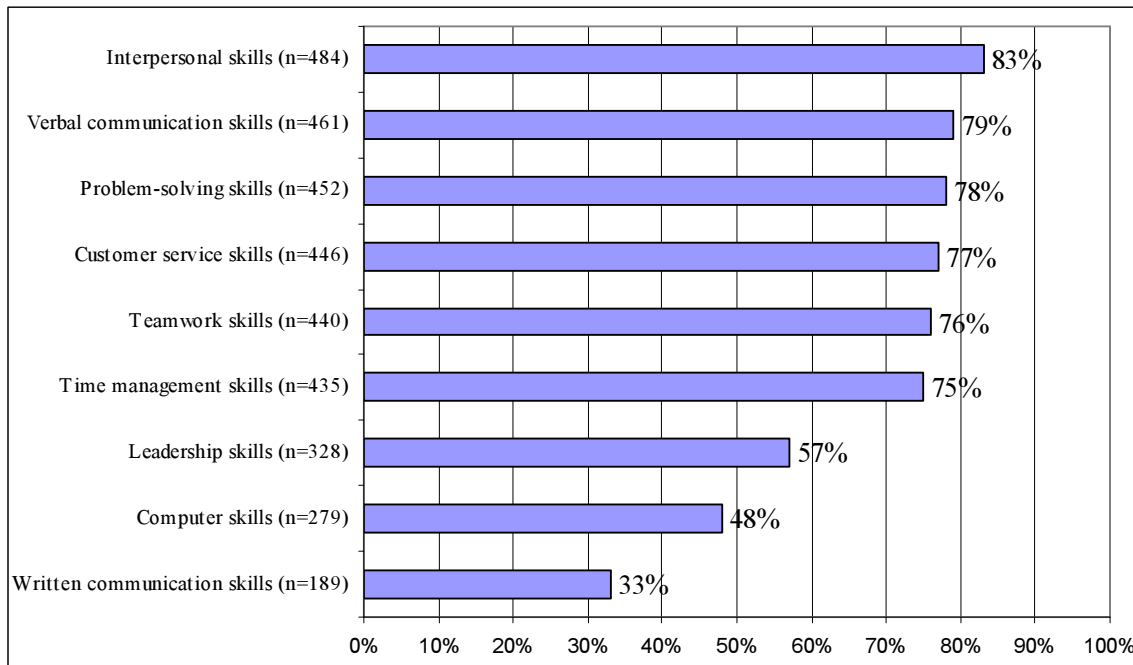
Skills Campus Job Helped To Develop

Overall, campus jobs help students develop important skills. As shown in Figure 5a, the skill set most often developed by student employees is interpersonal skills (83%). Further, at least three-quarters of the students reported developing verbal communication skills (79%), problem-solving skills (78%), customer service skills (77%), teamwork skills (76%), and time management skills (75%).

Key Finding

Written communication skills are among the most important skills employers expect students to have when they graduate from college (Coplin, 2003). Yet few University of Maryland students (33%) report developing written communication skills at their on-campus jobs.

Figure 5a. Skills Campus Job Helped Develop



Note: Percent who responded “agree” or “strongly agree”

Key Findings

Among the skills students develop through campus jobs, leadership skills are less frequently developed; 57% of students report developing leadership skills at their on-campus jobs. Likewise, leadership roles (such as taking the lead on a project, supervising others, and planning/coordinating activities or events) are among the least frequently reported opportunities provided by campus jobs.

There is a range of skills students may develop based on the type of job they hold. As shown in Figure 5a, few students agree that their job has helped them develop written communication skills (33%); however, research/lab assistants and office assistants are significantly more likely than students in other jobs to develop this skill (see Figure 5b). Acquiring computer skills was also endorsed by less than half of student employees (48%), yet students who work as computer/IT and office assistants are significantly more likely than students in other jobs to work on developing this skill (see Figure 5b). Further, as shown in Figure 5a, leadership skills were endorsed by just more than half of student employees, however, Residence Life – RAs, managers, and tutor/mentors are significantly more likely to report that their job on campus has helped them develop this skill compared to students employed at other jobs. Lastly, regardless of job category, students did not report significantly higher development of verbal communication skills.

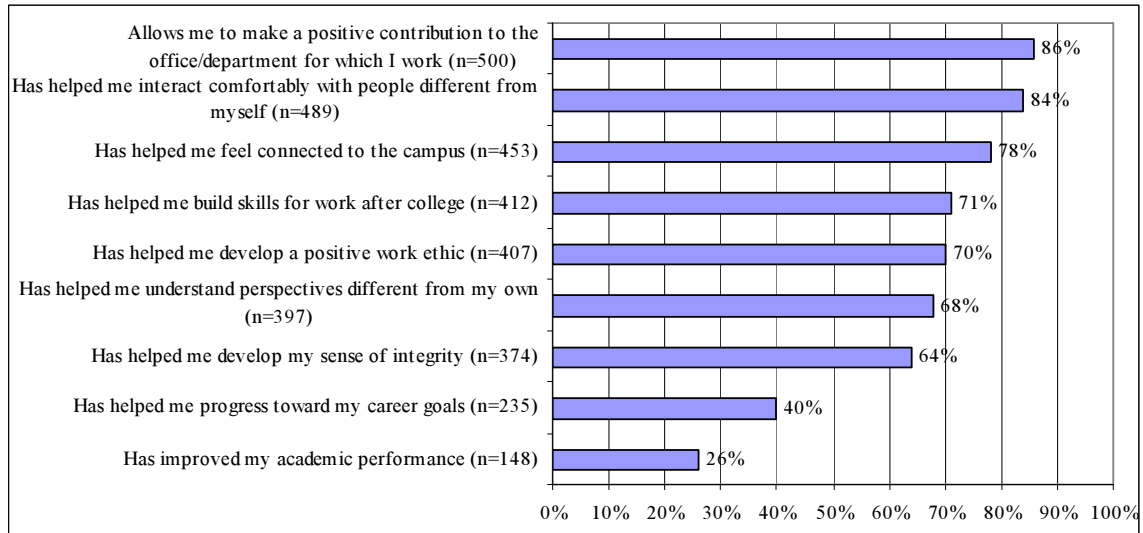
**Figure 5b. Skills by Type of Campus Job
(statistically significant differences reported)**

- | | |
|---|---|
| <p>Customer service skills</p> <ul style="list-style-type: none"> • Manager (n=42, 100%) • Residence Life – CA (n=57, 97%) • Dining/Customer Service (n=28, 76%) <p>Teamwork skills</p> <ul style="list-style-type: none"> • Residence Life – CA (n=57, 97%) • Manager (n=40, 95%) • Residence Life – RA (n=20, 95%) <p>Leadership skills</p> <ul style="list-style-type: none"> • Residence Life – RA (n=21, 100%) • Manager (n=37, 88%) • Tutor/Mentor (n=54, 76%) | <p>Written communications skills</p> <ul style="list-style-type: none"> • Research/Lab Assistants (n=17, 49%) • Office Assistants (n=76, 40%) <p>Computer skills</p> <ul style="list-style-type: none"> • Computer/IT (n=30, 88%) • Office Assistants (n=134, 71%) <p>Interpersonal skills</p> <ul style="list-style-type: none"> • Residence Life – RA (n=21, 100%) <p>Problem-solving skills</p> <ul style="list-style-type: none"> • Manager (n=41, 98%) <p>Time management skills</p> <ul style="list-style-type: none"> • Residence Life – CA (n=51, 86%) |
|---|---|

The Impact of Campus Jobs on Students

Overall, being employed on campus has a positive impact on students. As shown in Figure 6a, the top two ways in which student employees' campus jobs impact them is allowing them to make a positive contribution to the office/department for which they work (86%) and helping them interact comfortably with people different from themselves (84%).

Figure 6a. The Impact of Campus Jobs on Students



Note: Percent who responded “agree” or “strongly agree”

Key Findings

While there are benefits of campus jobs, few students see a direct connection to their academic or career goals. Only 26% of students report that their on-campus job has improved their academic performance, and 40% of students report that it has helped them progress toward their career goals.

The impact of campus jobs differs by the type of job students hold. As shown in Figure 6a, only about a quarter of students agree that their job has improved their academic performance (26%), however, tutors/mentors are significantly more likely than students in other jobs to report this impact (see Figure 6b). Less than half of student employees report that their job has helped them progress toward their career goals (40%), yet research/lab assistants and tutors/mentors are significantly more likely than students holding other positions to report this impact (see Figure 6b). Additionally, as shown in Figure 5a, close to two-thirds of students agree that their on-campus job had helped them develop a sense of integrity, yet tutors/mentors were significantly more likely to report that their job on campus had this impact compared to students employed at other jobs (see Figure 5b). It is important to note that no statistically significant difference was found in developing a positive work ethic by job categories.

**Figure 6b. The Impact of Campus Jobs by Job Categories
(statistically significant differences reported)**

My campus job has helped me build skills for work after college.

- Residence Life – RA (n=19, 91%)
- Research/Lab Assistant (n=30, 86%)
- Tutor/Mentor (n=60, 85%)

My campus job has helped me understand perspectives different from my own.

- Residence Life – RA (n=20, 95%)
- Tutor/Mentor (n=60, 85%)

My campus job has helped me feel connected to the campus.

- Residence Life – CA (n=52, 92%)
- Manager (n=38, 91%)

My campus job has helped me progress toward my career goals.

- Research/Lab Assistant (n=30, 86%)
- Tutor/Mentor (n=43, 61%)

My campus job allows me to make a positive contribution to the office/department for which I work.

- Tutor/Mentor (n=68, 96%)

My campus job has helped me interact comfortably with people different from myself.

- Tutor/Mentor (n=67, 94%)

My campus job has helped me develop my sense of integrity.

- Tutor/Mentor (n=56, 79%)

My campus job has improved my academic performance.

- Tutor/Mentor (n=30, 42%)

Key Finding

Students holding tutor/mentor positions report a higher number of positive impacts due to their jobs compared to students in other campus jobs.

Summary

Overall, on-campus jobs serve students in a number of ways. Students in positions that traditionally require intense training and orientation, such as residence life, management, and tutor/mentor positions are gaining the most from their experience. Students in residence life and management positions report acquiring a significantly higher number of skills and more opportunities. Students who work as tutors/mentors report greater job impacts.

References

Coplin, B. (2003). *10 things employers want you to learn in college: The know-how you need to succeed*. Berkeley, CA: Ten speed press.

Appendix A: University of Maryland – Members of the Eduventures Board

Adrienne Hamcke Wicker (chair), Adele H. Stamp Student Union

Javaune Adams-Gaston, Career Center and the President's Promise Initiative

Julie Choe Kim, Adele H. Stamp Student Union

Linda Clement, Vice President for Student Affairs Office

Kirsten Fox, Vice President for Student Affairs Office

Margaretha Lucas, Counseling Center

Julia Matute, University Health Center

James Osteen, Vice President for Student Affairs Office

Joann Prosser, Department of Resident Life

Appendix B: Additional Data Tables

Table 4. Satisfaction With Supervisor and Skill Development

		Satisfaction with supervisor Mean (SD)
Interpersonal skills	Developed (n=484)	33.86* (5.51)
	Not developed (n=97)	30.15 (6.65)
Verbal communication skills	Developed (n=461)	34.02* (5.61)
	Not developed (n=120)	30.25 (5.95)
Problem-solving skills	Developed (n=452)	33.96* (5.54)
	Not developed (n=129)	30.70 (6.34)
Customer service skills	Developed (n=446)	33.57* (5.73)
	Not developed (n=135)	32.15 (6.24)
Teamwork skills	Developed (n=440)	33.90* (5.58)
	Not developed (n=141)	31.18 (6.31)
Time management skills	Developed (n=435)	33.97* (5.50)
	Not developed (n=146)	31.05 (6.44)
Leadership skills	Developed (n=328)	34.17* (5.46)
	Not developed (n=253)	32.02 (6.19)
Computer skills	Developed (n=279)	34.34* (5.29)
	Not developed (n=302)	32.22 (6.21)
Written communication skills	Developed (n=189)	35.01* (5.41)
	Not developed (n=392)	32.39 (5.91)

* $p < .05$. Scale range is from 8 to 40.

Note: Students who responded “agree” or “strong disagree” (Q9) are classified as having “developed” the skill. Students who responded “neither agree nor disagree,” “disagree” and “strongly disagree” are classified as “not developed.”

Table 5. Job Categories and Satisfaction

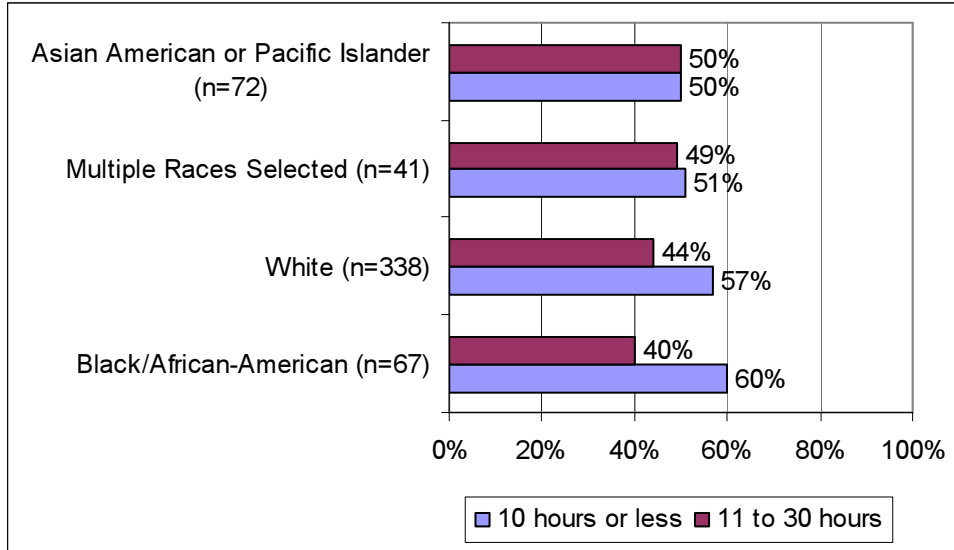
Type of Job		Satisfaction with supervisor scale Mean (SD)
Dining/Customer Service	Hold this position (n=37)	32.97 (6.35)
	Do not hold this position (n=544)	33.26 (5.85)
Office Assistants	Hold this position (n=189)	34.06* (5.38)
	Do not hold this position (n=392)	32.84 (6.07)
Research/Lab Assistants	Hold this position (n=35)	33.23 (5.32)
	Do not hold this position (n=546)	33.24 (5.92)
Specialized Training (fitness, driver, security, electrician)	Hold this position (n=77)	31.69 (6.21)
	Do not hold this position (n=504)	33.47* (5.80)
Tutor/Mentor/TA/Advisor	Hold this position (n=71)	34.41 (5.08)
	Do not hold this position (n=510)	33.07 (5.97)
Computer/IT	Hold this position (n=34)	31.26 (6.84)
	Do not hold this position (n=547)	33.36* (5.80)
Resident Life – CA	Hold this position (n=59)	25.27 (2.98)
	Do not hold this position (n=522)	23.84 (4.59)
Manager/Supervisor	Hold this position (n=42)	32.52 (6.14)
	Do not hold this position (n=539)	33.29 (5.86)
Resident Life – RA	Hold this position (n=21)	32.14 (6.30)
	Do not hold this position (n=560)	33.28 (5.86)

* $p < .05$. Scale range is from 8 to 40.

Appendix C: Selected Items by Race and Transfer Student Status

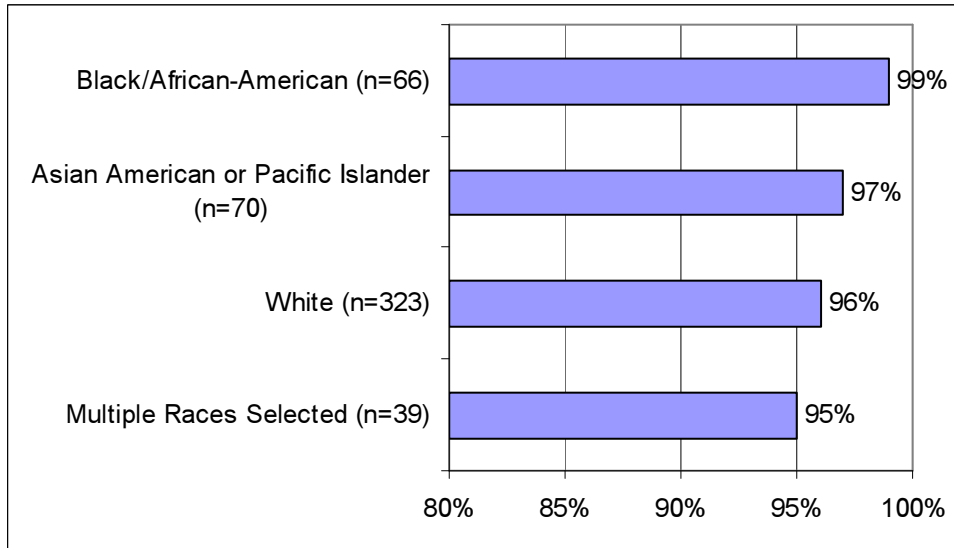
Selected Items by Race

Q4. Number of hours worked at campus job per week



Note: Due to small sample sizes Hispanic (n=16) and Native American (n=1) are not reported.

Q6. Percent responding that campus job provides opportunity to “work with people of a race or ethnicity different than yours”



Note: Due to small sample sizes Hispanic (n=16) and Native American (n=1) are not reported.

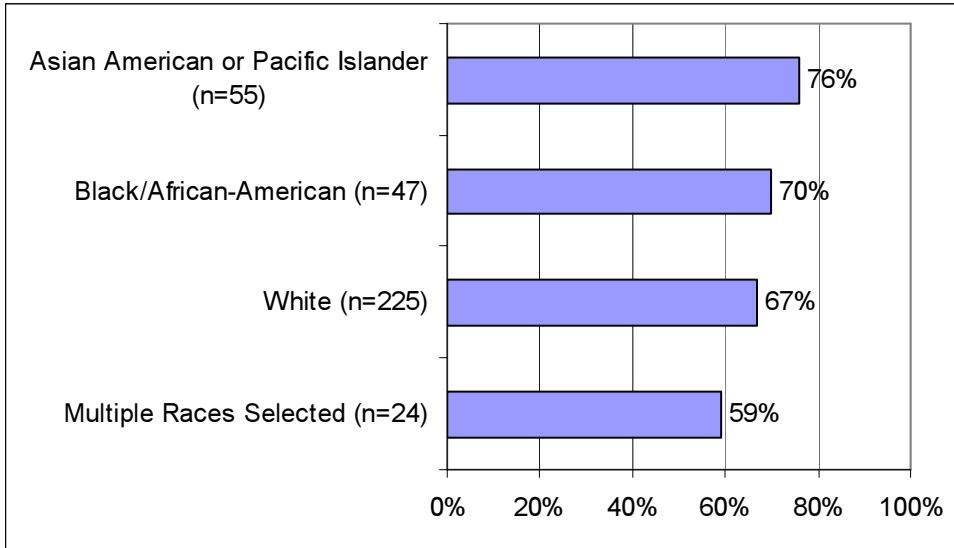
Q7. Of skills listed below, which one is most important to you?

	White (n=338)		Black/ African-American (n=67)		Asian American or Pacific Islander (n=72)		Multiple Races Selected (n=41)	
	n	Percent	n	Percent	n	Percent	n	Percent
Be part of a team	70	21%	13	19%	15	21%	6	15%
Apply academic learning in a practical setting	50	15%	9	13%	9	13%	7	17%
Build relationships with students	51	15%	3	*4%	9	13%	10	*24%
Build relationships with faculty/staff	45	13%	9	13%	11	15%	3	7%
Make critical decisions	37	11%	14	21%	5	7%	3	7%
Deal with difficult situations or people	33	10%	7	10%	12	17%	7	17%
Take the lead on a project	21	6%	3	4%	2	3%	0	0%
Plan or coordinate activities or events	9	3%	2	3%	2	3%	2	5%
Work with people of a race or ethnicity different than yours	5	1%	4	6%	4	6%	0	0%
Supervise others	9	3%	1	1%	2	3%	2	5%
Respond to a crisis	8	2%	2	3%	1	1%	1	2%

Note: Due to small sample sizes Hispanic (n=16) and Native American (n=1) are not reported.

* A z test of proportions indicates that the percentage of Black/African American students who selected “build relationships with students” is significantly lower ($p < .05$) than the proportion of students with multiple race selections.

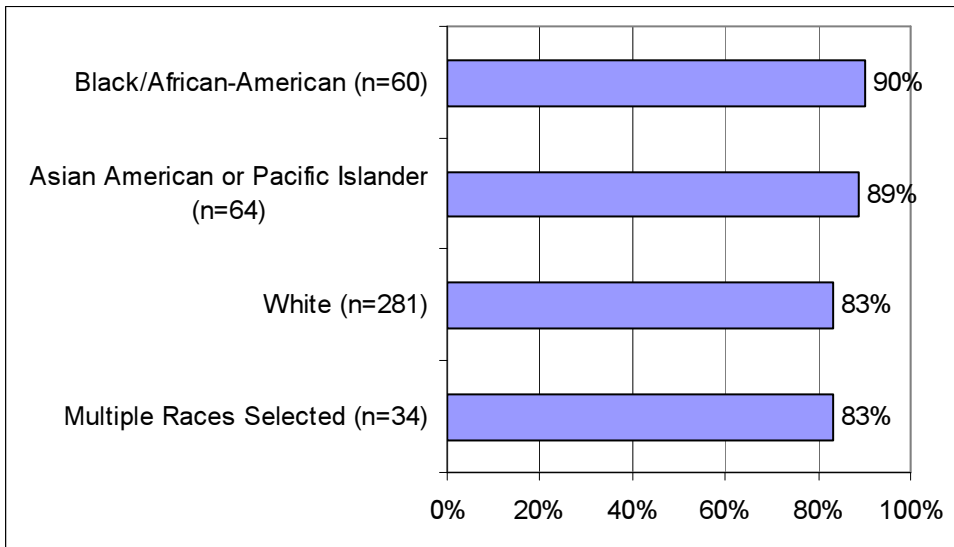
Q10. Percent of respondents who “agree” or “strongly agree” that campus job “has helped me understand perspectives different from my own.”



Note: Due to small sample sizes Hispanic (n=16) and Native American (n=1) are not reported.

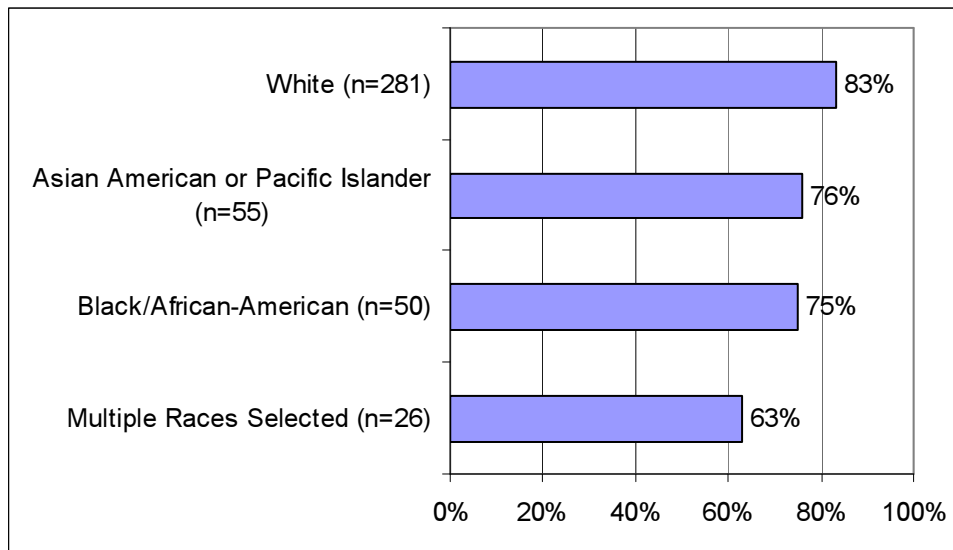
A Chi Square test of association indicates that there is an association between race and the extent to which students feel their campus job has helped them feel connected to the campus ($\chi^2 = 10.67, p=.01$).

Q10. Percent of respondents who “agree” or “strongly agree” that campus job “has helped me interact comfortably with people different from myself.”



Note: Due to small sample sizes Hispanic (n=16) and Native American (n=1) are not reported.

Q10. Percent of respondents who “agree” or “strongly agree” that campus job “has helped me feel connected to the campus.”



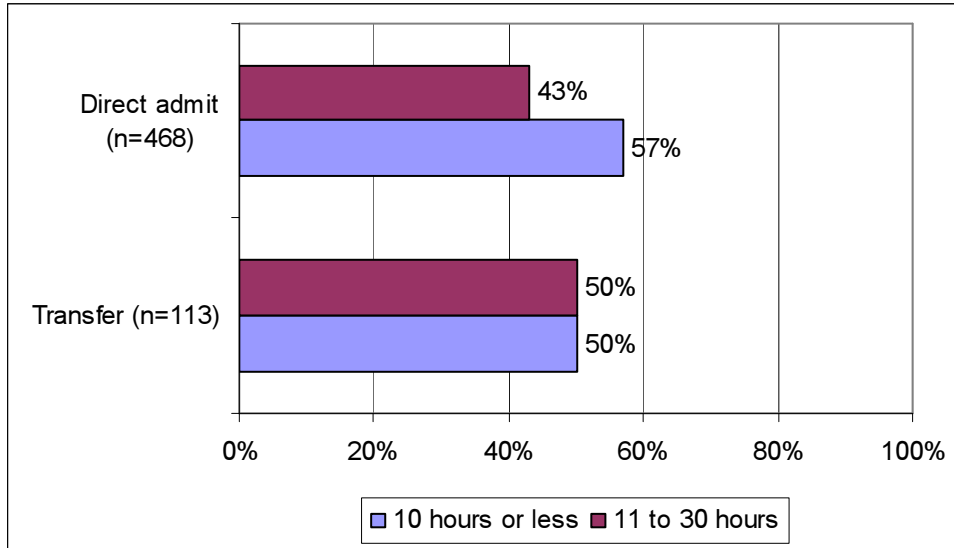
Note: Due to small sample sizes Hispanic (n=16) and Native American (n=1) are not reported.

Job Categories by Race

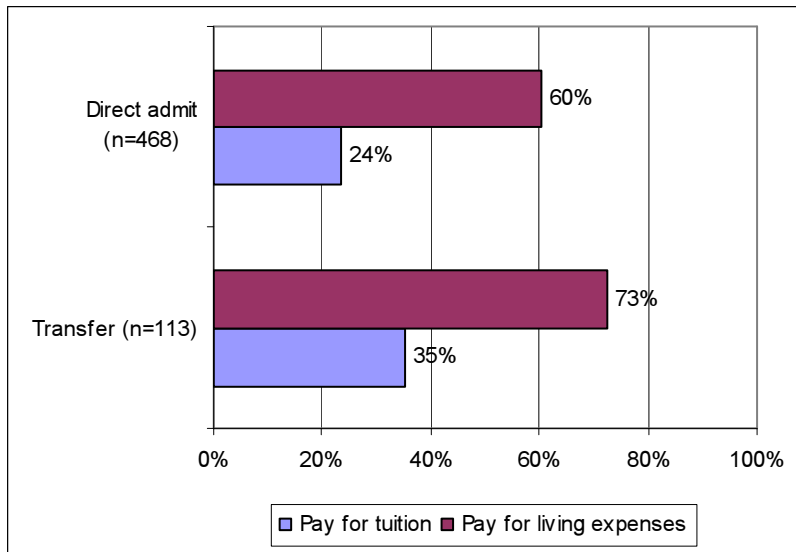
	White		Black/African-American		Asian American or Pacific Islander		Multiple races selected	
	n	Percent	n	Percent	n	Percent	n	Percent
Dining/Customer service	23	7%	5	7%	1	1%	4	10%
Office Assistants	102	30%	27	40%	25	35%	12	29%
Research	22	7%	2	3%	8	11%	1	2%
Specialized (e.g., driver)	52	15%	9	13%	4	6%	6	15%
Tutor/Mentor/TA	44	13%	5	7%	9	13%	5	12%
Computer/IT	13	4%	6	9%	7	10%	3	7%
Community Assistant	32	9%	10	15%	9	13%	2	5%
Manager/Supervisor	29	9%	2	3%	1	1%	5	12%
Resident Assistant	10	3%	1	1%	6	8%	2	5%
Other/ Unsure	11	3%	0	0%	2	3%	1	2%
Total	338	100%	67	100%	72	100%	41	100%

Selected Items by Transfer Student Status

Q4. Percent of respondents working ten or fewer hours vs. more than ten hours per week

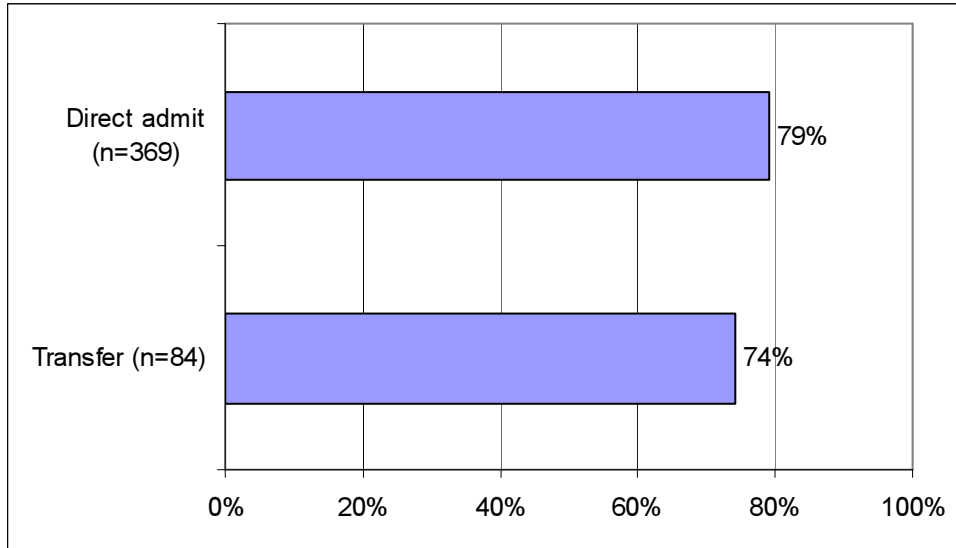


Q5. Reasons students take a job on campus: Percent of respondents indicating each reason as “important” or “very important” who “agree” or “strongly agree” that campus job “has helped me interact comfortably with people different from myself.”



Percentage of students who gave a rating of 4 or 5 (very important)

Q10. Percentage of respondents who “agree” or “strongly agree” that campus job “has helped me feel connected to the campus.”



Appendix D: Frequencies and Questionnaire

How long have you held this position?

		Frequency	Percent
Valid	This is my first semester	249	42.9
	More than 1 semester but less than 1 year	83	14.3
	Less than 1 year	21	3.6
	1 to less than 2 years	143	24.6
	2 to less than 3 years	61	10.5
	3 to less than 4 years	19	3.3
	4 or more years	5	0.9
	Total	581	100.0

How many hours do you work at this job in a seven-day week?

		Frequency	Percent
Valid	Less than 1 hour	7	1.2
	1 to 5 hours	63	10.8
	6 to 10 hours	254	43.7
	11 to 15 hours	164	28.2
	16 to 20 hours	67	11.5
	21 to 30 hours	24	4.1
	More than 30 hours	2	0.3
	Total	581	100.0

Below is a list of reasons why students might take a job on campus. **Indicate the importance of each reason in your decision to take your *current* job on campus.**

	Not at all				Very	Total
	important	1	2	3	4	
Pay for tuition	248 42.7%	96 16.5%	87 15.0%	62 10.7%	88 15.1%	581 100%
Pay for living expenses	83 14.3%	55 9.5%	79 13.6%	132 22.7%	232 39.9%	581 100%
Earn spending money	26 4.5%	18 3.1%	43 7.4%	147 25.3%	347 59.7%	581 100%
Contribute to family income	384 66.1%	79 13.6%	47 8.1%	35 6.0%	36 6.2%	581 100%
Reduce or eliminate the need for student loans	261 44.9%	65 11.2%	84 14.5%	72 12.4%	99 17.0%	581 100%
Use my Federal Work Study grant	434 74.7%	14 2.4%	28 4.8%	25 4.3%	80 13.8%	581 100%
Fill free time	226 38.9%	106 18.2%	136 23.0%	79 13.6%	34 5.9%	581 100%
Enhance my college experience	109 18.8%	78 13.4%	145 25.0%	157 27.0%	92 15.8%	581 100%
Hourly rate of pay	139 23.9%	103 17.7%	159 27.4%	108 18.6%	72 12.4%	581 100%
Flexible/Accommodating work hours or environment	19 3.3%	29 5.0%	82 14.1%	216 37.2%	235 40.4%	581 100%
Minimize my commute	261 44.9%	49 8.4%	73 12.6%	70 12.0%	128 22.0%	581 100%
Ability to do coursework while on the job	171 29.4%	58 10.0%	98 16.9%	107 18.4%	147 25.3%	581 100%
Develop job skills	59 10.2%	53 9.1%	116 20.0%	187 32.2%	166 28.6%	581 100%
Enhance my resume	41 7.1%	45 7.7%	111 19.1%	183 31.5%	201 34.6%	581 100%
Network (e.g., obtain a reference, make a professional connection)	59 10.2%	73 12.6%	125 21.5%	156 26.9%	168 28.9%	581 100%

To what extent has your campus job **provided opportunities** for you to do the following:

	Not At All	Occasionally	Regularly	Total
Make critical decisions	108 18.6%	314 54.0%	159 27.4%	581 100%
Supervise others	236 40.6%	197 33.9%	148 25.5%	581 100%
Be part of a team	38 6.5%	119 20.5%	424 73.0%	581 100%
Take the lead on a project	218 37.5%	241 41.5%	122 21.0%	581 100%
Deal with difficult situations or people	71 12.2%	258 44.4%	252 43.4%	581 100%
Respond to a crisis	194 33.4%	277 47.7%	110 18.9%	581 100%
Build relationships with students	54 9.3%	140 24.1%	387 66.6%	581 100%
Build relationships with faculty/staff	38 6.5%	146 25.1%	397 68.3%	581 100%
Plan or coordinate activities or events	308 53.0%	167 28.7%	106 18.2%	581 100%
Apply academic learning in a practical setting	253 43.5%	191 32.9%	137 23.6%	581 100%
Work with people of a race or ethnicity different than yours	23 4.0%	103 17.7%	455 78.3%	581 100%

Of the skills listed below, which one is most important to you?

	Frequency	Percent
Make critical decisions	72	12.4
Supervise others	16	2.8
Be part of a team	115	19.8
Take the lead on a project	28	4.8
Deal with difficult situations or people	64	11.0
Respond to a crisis	13	2.2
Build relationships with students	80	13.8
Build relationships with faculty/staff	78	13.4
Plan or coordinate activities or events	18	3.1
Apply academic learning in a practical setting	81	13.9
Work with people of a race or ethnicity different than yours	16	2.8
Total	581	100.0

Rate your satisfaction with your current supervisor's performance.

I am satisfied with the way my supervisor...	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied	Total
sets clear work goals	5 0.9%	24 4.1%	68 11.7%	272 46.8%	212 36.5%	581 100%
gives me clear instructions	8 1.4%	21 3.6%	56 9.6%	263 45.3%	233 40.1%	581 100%
gives me credit for my ideas	6 1.0%	20 3.4%	112 19.3%	203 34.9%	240 41.3%	581 100%
understands the problems I might run into doing the job	7 1.2%	27 4.6%	54 9.3%	214 36.8%	279 48.0%	581 100%
shows concern for my career progress	11 1.9%	28 4.8%	145 25.0%	173 29.8%	224 38.6%	581 100%
shows concern for my academic progress	13 2.2%	31 5.3%	137 23.6%	176 30.3%	224 38.6%	581 100%
shows concern for my personal well-being	8 1.4%	16 2.8%	61 10.5%	211 36.3%	285 49.1%	581 100%
lets me know when I've done a good job	7 1.2%	24 4.1%	55 9.5%	208 35.8%	287 49.4%	581 100%

Indicate the extent to which your job on campus **has helped you develop the skills** listed below.

	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree	Total
Verbal communication skills	9 1.5%	17 2.9%	94 16.2%	283 48.7%	178 30.6%	581 100%
Written communication skills	34 5.9%	110 18.9%	248 42.7%	143 24.6%	46 7.9%	581 100%
Computer skills	49 8.4%	91 15.7%	162 27.9%	169 29.1%	110 18.9%	581 100%
Teamwork skills	17 2.9%	20 3.4%	104 17.9%	266 45.8%	174 29.9%	581 100%
Leadership skills	18 3.1%	47 8.1%	188 32.4%	200 34.4%	128 22.0%	581 100%
Interpersonal skills	8 1.4%	7 1.2%	82 14.1%	285 49.1%	199 34.3%	581 100%
Problem solving skills	11 1.9%	21 3.6%	97 16.7%	275 47.3%	177 30.5%	581 100%
Customer service skills	22 3.8%	30 5.2%	83 14.3%	211 36.3%	235 40.4%	581 100%
Time management skills	12 2.1%	21 3.6%	113 19.4%	265 45.6%	170 29.3%	581 100%

The next few questions are about the extent to which your job may have impacted you.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Total
has helped me progress toward my career goals	41 7.1%	101 17.4%	204 35.1%	167 28.7%	68 11.7%	581 100%
has helped me build skills for work after college	19 3.3%	49 8.4%	101 17.4%	290 49.9%	122 21.0%	581 100%
has helped me understand perspectives different from my own	15 2.6%	37 6.4%	132 22.7%	276 47.5%	121 20.8%	581 100%
has helped me interact comfortably with people different from myself	8 1.4%	13 2.2%	71 12.2%	277 47.7%	212 36.5%	581 100%
has helped me feel connected to the campus	7 1.2%	32 5.5%	89 15.3%	253 43.5%	200 34.4%	581 100%
has helped me feel connected to the campus	7 1.2%	32 5.5%	89 15.3%	253 43.5%	200 34.4%	581 100%
has improved my academic performance	38 6.5%	119 20.5%	276 47.5%	110 18.9%	38 6.5%	581 100%
has helped me develop a positive work ethic	8 1.4%	30 5.2%	136 23.4%	298 51.3%	109 18.8%	581 100%
has helped me develop my sense of integrity	9 1.5%	23 4.0%	175 30.1%	270 46.5%	104 17.9%	581 100%



EDUVENTURES

Student Affairs Learning Collaborative
Custom Research Survey

Student Employment Study FINAL

Dear Terp,

We would like to know more about your on-campus student employment experience. Please help us by taking about 10 minutes to share your experiences and opinions with us.

Results from the survey will be used to better understand the nature and opportunities of students' work on campus. Participation is voluntary and you will not be penalized if you choose not to participate. Your answers are confidential and will be released only as summaries in which no individual's answers can be identified.

To thank you for participating, you will be entered into a drawing to win one of 50 \$10 Target gift cards if your survey is received by November 16, 2007.

When you are ready to complete the survey, either click on the link below or copy and paste it into your Web browser.

SURVEY LINK HERE

If you have any questions about the study, we would be happy to answer them. You can e-mail Adrienne Hamcke Wicker at ahamcke@umd.edu

Thank you very much for helping with this important study.

Sincerely,

Linda M. Clement
Vice President for Student Affairs
University of Maryland

All of the questions on this survey refer to your **on-campus job**. If you currently have more than one paid job on campus, **please answer about the one that you consider the most significant**.

1. In what office/department do you work? _____

2. What is your job title? _____

3. How long have you held this position?

- a. This is my first semester
- b. More than 1 semester but less than 1 year
- c. Less than 1 year
- d. 1 to less than 2 years
- e. 2 to less than 3 years
- f. 3 to less than 4 years
- g. 4 or more years

4. How many hours do you work **at this job** in a 7-day week?

- a. Less than 1 hour
- b. 1 to 5 hours
- c. 6 to 10 hours
- d. 11 to 15 hours
- e. 16 to 20 hours
- f. 21 to 30 hours
- g. More than 30 hours

5. Below is a list of reasons why students might take a job on campus. **Indicate the importance of each reason in your decision to take your *current* job on campus.**

	Not at all Important		Very Important		
	1	2	3	4	5
Pay for tuition	1	2	3	4	5
Pay for living expenses	1	2	3	4	5
Earn spending money	1	2	3	4	5
Contribute to family income	1	2	3	4	5

Reduce or eliminate the need for student loans	1	2	3	4	5
Use my Federal Work Study grant	1	2	3	4	5
Fill free time	1	2	3	4	5
Enhance my college experience	1	2	3	4	5
Hourly rate of pay	1	2	3	4	5
Flexible/Accommodating work hours or environment	1	2	3	4	5
Minimize my commute	1	2	3	4	5
Ability to do coursework while on the job	1	2	3	4	5
Develop job skills	1	2	3	4	5
Enhance my resume	1	2	3	4	5
Network (e.g., obtain a reference, make professional connection)	1	2	3	4	5

6. To what extent has your **campus job provided opportunities** for you to do the following:

	Not at all	Occasionally	Regularly
Make critical decisions	1	2	3
Supervise others	1	2	3
Be part of a team	1	2	3
Take the lead on a project	1	2	3
Deal with difficult situations or people	1	2	3
Respond to a crisis	1	2	3
Build relationships with students	1	2	3

Build relationships with faculty/staff	1	2	3
Plan or coordinate activities or events	1	2	3
Apply academic learning in a practical setting	1	2	3
Work with people of a race or ethnicity different than yours	1	2	3

7. Of skills listed below (THE QUESTIONS ARE NOT NUMBERED ON THE WEB-BASED SURVEY), which **ONE** is **most important to you**? (Insert list in drop down box with select only one as option)
8. Rate your satisfaction with your current supervisor's performance.

I am satisfied with the way my supervisor...	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
sets clear work goals.	1	2	3	4	5
gives me clear instructions.	1	2	3	4	5
gives me credit for my ideas.	1	2	3	4	5
understands the problems I might run into doing the job.	1	2	3	4	5
shows concern for my career progress.	1	2	3	4	5
shows concern for my academic progress.	1	2	3	4	5
shows concern for my personal well-being.	1	2	3	4	5
lets me know when I've done a good job	1	2	3	4	5

9. Indicate the extent to which your job on campus **has helped you develop the skills** listed below.

In my on-campus job I have developed...	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
Verbal communication skills	1	2	3	4	5
Written communication skills	1	2	3	4	5
Computer skills	1	2	3	4	5
Teamwork skills	1	2	3	4	5
Leadership skills	1	2	3	4	5
Interpersonal skills	1	2	3	4	5
Problem solving skills	1	2	3	4	5
Customer service skills	1	2	3	4	5
Time management skills	1	2	3	4	5

10. The next few questions are about the extent to which your **job may have impacted you.**

My campus job...	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
has helped me progress toward my career goals.	1	2	3	4	5

has helped me build skills for work after college.	1	2	3	4	5
has helped me understand perspectives different from my own.	1	2	3	4	5
has helped me interact comfortably with people different from myself.	1	2	3	4	5
has helped me feel connected to the campus.	1	2	3	4	5
allows me to make a positive contribution to the office/department for which I work.	1	2	3	4	5
has improved my academic performance.	1	2	3	4	5
has helped me develop a positive work ethic.	1	2	3	4	5
has helped me develop my sense of integrity.	1	2	3	4	5

11. What is your current hourly rate of pay?

- \$6.15 to less than \$7 per hour
- \$7 per hour to less than \$8 per hour
- \$8 per hour to less than \$9 per hour
- \$9 per hour to less than \$10 per hour
- \$10 per hour or more

12. Do you receive alternative compensation (e.g., room, board, tuition, etc.)?
 YES NO

Please describe (fill in).

Finally, we have just a few background questions.

13. How many credits have you completed toward your degree?

- a. Less than 30
- b. 30-59
- c. 60-89
- d. More than 90

12. Did you transfer to the University of Maryland?

- a. No
- b. Yes

13. What is your gender?

- a. Female
- b. Male
- c. Transgender

14. Are you an international student? (If YES is selected, jump to thank you page at end of survey)

- a. No
- b. Yes

15. What is your race/ethnicity? (select ALL that apply).

- a. Asian American or Pacific Islander
- b. Black/African American
- c. Latino/a or Hispanic
- e. Native American
- f. White
- g. Other