

STUDENT WORKER EMPLOYMENT: PREPARATION FOR THE WORKPLACE

by

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## ABSTRACT

Campus employment has traditionally been viewed as a means for students to generate financial resources to help meet college expenses and to allow institutions to supplement their workforce with a relatively inexpensive labor supply. However, over the past fifty years, the student work environment has increasingly been viewed as offering an experience that can have clear educational merit and provide meaningful opportunities for student growth and development. This study examines the theories, policies, and practices that underscore this more recent claim. Additionally, the research is intended to determine if it has any application to revising the specific campus work program at Southwestern Illinois College.

The work done in this study examined an extensive body of theory relating to this topic and it solicited and investigated numerous “best practices” at institutions who have well-established student work programs with student development and personal growth as their program’s objective. The literature and the campus work program models reviewed disclose that campus workplaces, when properly constructed and managed, can contribute to a student’s academic well being. Likewise, they can better prepare participants to enter future work environments and help in the development of their non-cognitive skills. Recommendations for a revised student work program at Southwestern Illinois College were greatly influenced by the findings of this study. Revisions include new procedures and practices, improved training and orientation materials, and redefined goals and outcomes for both the program and the participants.

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## CHAPTER ONE: INTRODUCTION

### INTRODUCTION

The expected outcomes of a post-secondary educational experience as represented by community college proponents are to provide training for and to develop competence in marketable skills or to allow for exposure to and completion of academic coursework that will support a student's successful transfer to a baccalaureate institution. Certainly, academic competence and marketable workplace skills are valued and desired outcomes for the time and expense invested in a college degree. However, other components within the post-secondary experience hold equal importance and, in fact, will greatly contribute to the achievement of these degree completion proficiencies. Abundant research exists to indicate that student learning will be enhanced if the campus climate is perceived by the student to be a supportive environment. If the student is engaged in the life of the college community, if the student has a sense of place, and if their experience is meaningful in helping them clarify and attain their personal goals, they have a much greater likelihood of persisting and being successful. One of those "other components" will be addressed in this study. Specifically, if organized and administered properly, student employment can be a very powerful retention strategy and a meaningful force in ensuring student success and persistence. Moreover, it has been shown to have a beneficial impact on a student's

academic performance and also serve as an important bridge from college to career.

Gardner (1996) indicates that there are two crucial transition periods in higher education. First is the successful transition into the college environment for beginning students. Secondly is the student's final year transition into a career. The writer contends that both can be greatly influenced by the student employment experience. "I happen to believe," he states, "that part-time employment during college, especially employment on campus is a good thing and I would recommend it for virtually all students" (p. 1). He goes on to assert that the whole subject of student employment during the undergraduate years "is one that needs more attention, concern, and the support of a wide audience of educators" (p. 1).

Southwestern Illinois College (SWIC) has struggled with the development and implementation of an impactful student work program for several years. This project dissertation is in part a response to that need. To that end, I will be presenting a student work model that is intended to revise and strengthen the existing campus work program at SWIC. Within this context, propositions would include job descriptions and work expectations, student placement in appropriate worksites, new procedures for student orientation, worker skill development, and employee evaluation. These changes would improve both the quality of work being conducted by the student workforce and the efficiency and productivity of institutional operations that employ student workers.

In addition to the provisions directed toward improving the student work experience and the quality of work performed, another outcome of my dissertation will be to demonstrate how campus employment relates to student development theories. This other dimension of inquiry will examine ways those development theories can affect

student persistence, levels of personal satisfaction and feelings of self-worth. This employment connection may also contribute to academic or certification program completion, retention, and improve student awareness of the expectations and challenges in the workplace environment. Likewise, the study will further identify how an effective campus work experience can contribute to the evolution of meaningful psychosocial qualities within the student worker.

### **INTEREST IN THE DISSERTATION PROJECT**

The dissertation project grew out of a concern that the student work program at SWIC, while providing assistance in meeting institutional labor needs, requires standardization and improvements in many areas of operation and is not consistently preparing student workers with either a meaningful awareness of the circumstances they may face later in the workplace or with the skills necessary to navigate the workplace environment. Campus leadership, including the Vice President for Student Development and the Director of Financial Aid, expressed the need to improve the campus work program. It was agreed on that a redesigned student work program would provide that opportunity. Several areas of renovation and recommendations for improvements relating to program procedures and practices were presented as part of a practicum project completed earlier in this program. That project will be discussed more completely in Chapter 3. Likewise, the deliverables (the project) will be presented in this dissertation in Chapter 4.

Materials relating to student development theory, selected psychosocial qualities, and non-cognitive dimensions of the student work experience draw heavily on such

notable scholars as Arthur Chickering, Vincent Tinto, and John Gardner. Research conducted by these individuals and more recent studies relating to student persistence and completion focuses on the impact of these various theories and skill factors in the student experience. Tinto (1975) affirms that persistence occurs when a student successfully integrates into the institution academically and socially. “Integration is greatly influenced,” he states, “by interaction with peers, faculty, and out of classroom experiences” (p. 10). And like John Gardner who is cited previously, Tinto re-enforces the notion that “campus employment can provide a laboratory for students to develop a sense of belonging, a sense of community, and a sense of mattering (or sense of importance)” (p. 12). How the campus work program can incorporate student development principles and how those principles can contribute to important psychosocial and non-cognitive skills like personal identity development, a feeling of competence, improved ability in interpersonal communication, a more open attitude toward learning, and a greater capacity for empathy will be examined in Chapter 5. Chapters 4 and 5 will also summarize the expected outcomes that can be achieved through an enhanced campus work program when policies, procedures, and practices are identified by various student developmental principles and when the intent of the student work experience is greater than developing the quality of work completed. Certainly, additional consequences of this student employment model will aspire to improve student persistence toward degree/certification completion, enhance the non-cognitive properties of the participants, and create greater awareness and coping skill development as the students enter the workforce environment.

## **CLARIFYING THE FOCUS OF THE RESEARCH**

This dissertation identifies the campus work program as one of those activities that can provide a meaningful engagement between a student and the college. If properly constructed and managed, student employment will contribute to individual student persistence, retention, and positive completion rates. This study will demonstrate how the student work program model (the project) designed for Southwestern Illinois College will address important psychosocial factor development in the student employment community.

Ultimately, this dissertation will accomplish a dual purpose. One outcome will be to present a comprehensive student work program for review and consideration by the administration of Southwestern Illinois College. The companion outcome is to demonstrate how student development principles help inform the design of the project being offered. Additionally, the research will identify how the newly created work environment will contribute to student satisfaction and persistence, as well as provide important awareness regarding protocols and skill sets that will be advantageous in the student's post-graduation workplace.

## **METHODOLOGY AND LIMITATIONS OF THE RESEARCH**

The research design will reflect qualitative research elements more than other methodologies. Essentially, it will involve a review and analysis of a variety of written materials relating to topics on student development theory and the importance of the non-cognitive domain in student satisfaction and sense of well-being. Additionally, it will explain how those findings were utilized in the campus work program offered to SWIC. In addition to materials already in print, other materials/information will be gathered via

surveys and questionnaires from several institutions that have successful student work programs and from small group discussions among various stakeholder groups. The intent of these inquiries is to better understand best practices and to solicit input and advice on how best to incorporate student development theories into a campus work environment.

Research that examines student employment programs as a factor in student persistence and satisfaction or that views that environment as a laboratory to develop meaningful non-cognitive traits in students is extremely limited. The absence of any targeted broad-based research on these topics has contributed to a diminished number of directly related citations in the literature review section. Moreover, there are no normative standards of development or achievement that identifies how student development theories should be linked to psychosocial factors in the design of a student work program. Consequently, there are no widespread practices, procedures, or outcomes to reference in any kind of comparative way. The more common connection in this regard has been related to explaining how participation on an athletic team, working on the school newspaper, joining a club or organization, etc. has contributed to a student's positive integration into a campus community. However, the research presented in this dissertation will illustrate that a meaningful engagement with the college (and all the beneficial consequences that can accrue from that experience) can also be achieved through a well-designed campus work program.

## **CONCLUSION**

This dissertation project will examine the ways a campus work environment can be designed to develop non-cognitive skills within the student workforce. The framework

for a work program designed to link non-cognitive development theory to policy, procedures, and practices are reflected in the five chapters that make up this dissertation. Implementation of the various recommendations along with the redesigned program elements will result in meaningful improvements to the campus work program at Southwestern Illinois College. Likewise, the student participants will be better prepared to enter the work force upon completion of their degrees.

## CHAPTER TWO: LITERATURE REVIEW

### **INTRODUCTION**

Much of the research relating to the relationship between campus work programs and the student worker has focused on how that experience has contributed to student persistence, student academic success, and on work-related skill development. This chapter on the topically-related literature will present materials that reflect studies done in all these areas. However, special attention will be given to a less examined consequence (potentially) of the student work experience. Specifically, how an intentionally designed campus work program and environment can impact the psychosocial / non-cognitive development of the student employee. And while it is a less studied area of interest, it is no less an important benefit. The chapter will present the changing perspective on how student employment has been viewed from the earliest days to the present.

### **BRIEF REVIEW OF CAMPUS EMPLOYMENT**

The practice of students working on campus is as old as colleges themselves. Brief reviews of many publications detailing student life in early colleges within this country attest to the fact that students spent some amount of time working at the schools they attended. Quincy (1860) in his *History of Harvard University* indicates that students who attended Harvard also worked on the Harvard Farms. Other schools used students to



chop wood, do laundry, and care for the buildings and grounds (Lucas, 1994; Rudolph, 1977). Sarah Lawrence College in the mid-19<sup>th</sup> century required students to work 8 hours weekly as part of their enrollment at the school (McDonough, 1978). This pattern of student work was a fairly broad-based practice well into the 19<sup>th</sup> century. More often than not these assignments were viewed as helpful and necessary to the normal operation of the institution. The work was viewed primarily as a duty with only secondary reference being made to the role work itself could play in the development of any benefit to the student. In some instances, students did receive modest compensation for their work, but it was not a universal situation. The early balance of stated benefits was tilted more toward the institution than toward the student.

That early view of work being an ancillary part of the school experience is in stark contrast to the role and value that campus work plays in many colleges and universities today. It is understood that there is still value provided to the institutions and student employment is still viewed as a means to help students pay for their education. However, by the mid-to-late 19<sup>th</sup>/early 20<sup>th</sup> centuries, some schools were beginning to assign benefits to the student work experience beyond the financial advantage. Nowhere was that more evident than in a group of schools that would come to be known as the Work College Consortium.

The first school in this group, Berea College, was founded in 1855 (Fairchild, 1875). This consortium consists of seven colleges from six states. The schools were established in the period from the mid-19<sup>th</sup> through the mid-20<sup>th</sup> century. As a group, these institutions (and some others who are not recognized as members of the consortium) stressed work as an integral and mandatory part of the educational process.

They still promoted campus work and employment as meeting three important needs, e.g., providing students with an opportunity to generate modest personal income, helping reduce their debt burden, and the programs relieving the need to hire full-time staff for all work. Institutionally, the advantage of such programs is that it relieves the need to hire full-time staff for all work. However, these schools also believe a work-learning-service education can help develop in students a number of important skills and abilities that allow them to grow and develop in psychosocial and non-cognitive ways, as well as have an important beneficial impact on their academic success.

In the material describing The Labor Program at Berea College, one of the strongly stated expectations is that the work experience will complement the student's academic learning. The Work College Consortium Brochure (2012) clearly states the value of an intentional and purposeful campus work program. Among other qualities, student work will contribute in the following ways to an individual's development:

- improve problem solving
- promote a stronger sense of teamwork
- help develop more effective communication skills
- encourage greater personal initiative
- improve decision-making skills
- create a greater sense of personal accountability
- contribute to a stronger appreciation for diversity
- make a person more responsible

It is the intent of this dissertation to recommend a purposeful student work program for the Southwestern Illinois College campuses. In addition to the previously stated financial advantage to students and the reduction of full-time staffing requirements to the institution, there are the added expectations that the campus work program will be designed to promote important developmental attributes within the individual students, and that a satisfactory experience will contribute to an improved academic performance, strengthen an individual's commitment to persist, and provide valuable training and preparation for the student's eventual entry into the workforce.

### **STUDENT BENEFITS RESULTING FROM A WELL-DESIGNED CAMPUS WORK PROGRAM**

#### **Academic Performance**

Over the years there has been an ongoing debate over whether or not work is an advisable option for students to consider. This is especially true for first-year students who are experiencing challenging change and transition as they begin college life. Critics argue that a job provides the student with an unwanted distraction and may hinder their ability to focus on coursework. It is further believed that employment can complicate the ability of a student to make useful adjustments to campus activity. Gardner (1996); McCartan, (1988); Van de Water, (1989); and Luzzo & Ward (1995) have all researched the question of work and its impact on academic performance. The consensus of their collective work is that work, per se, need not adversely impact a student's academic performance. Additionally, Pascarella & Terenzini, (1991) concluded (along with many others) that work not only does not have a negative consequence on a student's GPA, but can in many instances contribute to improved academic success for a student. Consistent

with these findings is the work vs. academic achievement relationship observed by Van de Water (1989). His research showed no unfavorable relationship between the two variables. Likewise, Luzzo & Ward (1995) contend that if the work experience is congruent with the individual's career interests and aspirations, the student's academic performance is likely to be greatly enhanced.

One final study is worth citing to further confirm these findings. Chavez & Mulugetta (1994) conducted a national survey involving a population of 130,000 students. The sample consisted of working and non-working students. The finding of this survey was that the average GPA achieved in both groups was essentially the same. Working or not working while going to school did not appear to affect the academic performance of either group. It should be noted, however, in all circumstances, other conditions within the work experience may pose a threat to the student's academic well-being. Most notably, if the weekly work load exceeds 15 - 20 hours per week, if the work experience is totally divorced from the worker's interests, if the worksite is on campus or off campus, or if the work is beyond the student's ability, there can be non-productive consequences (p. 54). The Chavez & Mulugetta (1994) study revealed that in some cases a student who works might require additional time to complete their course of study.

#### Mixed Bag of Benefits

Beyond the matter of how a part-time work commitment relates to one's academic outcomes, several other benefits are identified for those students who are involved in a well-managed campus work experience. Gardner (1996) comments on the additional positive outcome of improving student persistence and of boosting one's career achievement after graduation. Super (1957) states that student employment provides a

chance to “reality test” a variety of work environments. Dennis (1991) contends that student employment programs not only offer meaningful work, but they can also increase a student’s likelihood of completing college.

### Persistence, Retention, and Degree Completion

It appears that scholars believe that a good work experience will result in outcomes beneficial to both the student and to the institution. One of the important findings is that a satisfactory work experience has been shown to strengthen a student’s interest to persist as a member of the campus community. For the institution, meaningful student employment has been associated with higher student retention rates. Considerable study has been conducted relating to this consequence of the work experience.

McCormick & Kuh (2005) explain that working within the academic (campus) environment consistently emphasizes a focus on education and is a strong factor for influencing retention.

Interestingly, serious concern over retention is something that has just come about since the mid-20<sup>th</sup> century. The first studies of undergraduate retention appeared in the 1930s. In 1938, a study conducted by the United States Department of the Interior and the Office of Education collected data from 60 institutions. Of particular interest was their hope to gain an improved understanding as to why students departed from schools. They investigated such issues as demographic data and social engagement. It does not appear that work was identified as a separate component within the questioning. Retention became more of a matter of concern in the post WWII period. The G.I. Bill caused an explosion in college enrollment that resulted in a corresponding interest in retention studies. That boom in enrollment was followed by another large enrollment expansion

that was facilitated by the passage of the Higher Education Act of 1965. The “Great Society” legislation greatly expanded access to education. More sophisticated analysis of retention resulting from the dramatically changed student community was called for. Beal & Noel (1980) provide an example of that new research being conducted on retention, and they have identified campus work as having a direct impact on retention. Their hypothesis is that student employment benefits retention because of several factors:

- students become automatically involved with the campus
- the worksite and the association with the supervisor and other peers is a natural tie-in to some part of the campus community
- work provides an important sense of contribution to the campus
- work provides a personal sense of identity and involvement in the life of the institution
- a sense of belonging, of being valued, and of engagement with the institution generally results in increased commitment to remain enrolled

These two authors offer another important insight as well. Given that the work environment, in some instances, might be the most meaningful link a student has with the institution, the work supervisor needs to be viewed as a significant “retention agent” within the institution. Jensen et al. (2011) further supports this point in research they conducted on the question of “What makes for a good campus job?” Among other factors, they identify the importance of the workplace supervisors and the important role they play in providing clear, consistent, and constructive feedback to the student workers. This includes serving as a mentor to the employees, articulating in unambiguous language job responsibilities, and conducting fair performance evaluations while promoting a student friendly worksite.

Other scholars have placed work in the context of a broader study of important retention factors. Tinto (1975) introduced what has been described as a landmark student integration model that has had profound impact on understanding student retention. He advocated that the student who socially integrated into the campus community demonstrated an increased commitment to the institution and was more likely to graduate. Tinto (1975) identified three factors that are responsible for student attrition, e.g., a feeling of isolation, inadequate adjustment, and an inability to integrate. Astin (1984) reinforced this notion by advancing his “student involvement” theory. His assertion is that for growth and learning to occur, students must be engaged in their environment. The amount of student learning and personal development is directly proportional to the quality and quantity of student involvement. Tinto and Astin agree that social integration is a critical component for a student’s development and ultimately for their decision to persist to graduation. Moreover, both of these educational theorists have included campus employment and the student work experience as having a level of importance comparable to being involved with an athletics team, participating in a Greek society, working on a student publication, holding membership in a student governance body, or any number of other opportunities students have for involvement and engagement on their respective campuses.

In all fairness, it is necessary to acknowledge again that there was and still is no absolute confirmation about the positive benefits campus employment has on the academic performance and achievement of all students. In fact, even in the case of Tinto (1975) and Astin (1984), they both expressed some reservations in their early assumptions about how campus work impacted students. Tinto acknowledged that his

initial thoughts about engagement and integration being important contributors to student retention may not have been fully applicable to the “marginal” student population. Likewise, there is some evidence that Astin contended that work sometimes had a negative impact on student success and persistence. Over the years, the two have changed their outlook and have since come to view a positive campus work experience as something that can facilitate, rather than, derail educational and vocational progress for a student, including the marginal student. And certainly there is a growing body of research to challenge the doubts of those who remain unconvinced.

The theoretical assumptions advanced by individuals cited above have been researched and tested by others. McCormick & Kuh (2005), Cermak & Filkins (2004), and the UC Riverside Task Force Report (2014) all cite findings from their respective research projects that not only validate the strong link between a good work experience and stronger persistence and retention rates, but the additional impact made on degree completion. The most ambitious of these particular research efforts was conducted by the Center for Post-secondary Research at the University of Indiana via the National Survey of Student Engagement (NSSE). This study involved some 380,000 students from 722 colleges and universities across the country. It focused on the question of whether (and to what degree) there was a relationship between work during college and student engagement and educational outcomes. The study concluded with several findings (McCormick & Kuh, 2005, p. 172-212):

- the benefits of student employment far outweigh the liabilities
- persistence is the continuation toward a degree in higher education and factors that contribute to student persistence (including a campus job) are to be viewed as being a contributor to degree completion
- with so many students working it is imperative that faculty and staff become



more informed about the relationship between employment, student engagement, and educational outcomes (including degree completion)

- there were additional findings that reiterated those conditions within the campus work experience that should be avoided, e.g., more than the 15-20 hour per week maximum, on-campus vs. off-campus work, degree of congruence between the student's career interests and the work assignment, and so on

The other research initiatives were more localized to specific colleges. In particular, they involved DePaul University (Chicago), Indiana Univ. – Purdue University Indianapolis (IUPUI), University of Maine, and The University of California – Riverside. Collectively, the research findings from these various studies validate work as having a beneficial relationship to student engagement, involvement, persistence, and graduation. Cited below are some of the conclusions derived from the research:

- for many students, having a job while in school is not a choice, so working while in college is likely to become more common than not
- many students who work have a greater involvement in the learning process – they are more engaged in collaborative learning
- many students who work have better work habits – they have better time management and other organizational skills – they have better interpersonal skills
- students at DePaul University who worked on campus had higher rates of persistence, higher satisfaction with the school, and higher graduation rates than students who worked full-time or who did not work
- the University of Maine commented on how their student work program had evolved from initially being viewed as a way to provide their students with a campus-based means to generate income to a large scale component in their retention strategy
- IUPUI observed that institutional data backs up the notion that working on campus helps students in achieving their educational goals including graduation

The findings of these research projects seem to provide convincing evidence that a well-designed and well-managed campus work program can make a meaningful contribution to student retention and degree completion rates. If institutions view the work environment as being a significant framework in which student engagement and interaction can take place then positive outcomes can occur for both the student and the college.

A final study worth noting at this point would reflect the findings of a national survey conducted by Foreman (1993). Robert Foreman conducted an inquiry of 1,200 Human Resource Officers as to how they viewed the student employment experience in the hiring process within the companies they represented. The findings reflected strong feeling toward students who had worked part-time during their college years. Human Resource staff identified the following desirable qualities in prospective employees they interviewed who had previously experienced part-time student employment:

- generally produce better work
- accept supervision better
- are better time-managers
- have better team building skills
- make a more rapid transition
- have more realistic expectations

## **STUDENT WORK ENVIRONMENTS: CAREER INTERESTS AND PSYCHOSOCIAL SKILLS**

### Career Interests Examined and/or Developed

One of the important outcomes that can result from a campus work experience is

that the student employee can use the time to reflect on their career options and interests. Earlier in this review, Super (1957) noted that the campus work setting allowed a student to “reality test” a number of work environments. This assertion was further identified as one of the important reasons students gave as to why they worked during their college years. In 1992 a national study was conducted in conjunction with the National Association of Student Employment Administrators (NASEA). It was a follow-up to an earlier national study known as the Cornell Study which examined similar questions. This follow-up survey was administered to 21 higher education institution (institutions) and involved 13,000 students. The results addressed several matters related to having a campus job. Financial need was the most common response as to “why” one worked. However, the student worker responses to the survey strongly supported the notion that work during the school year also contributed positively to their educational experience, enhanced the development of career plans, and provided them with an added advantage in the future job market. Non-working students were also included in this survey and the most consistent response as to why they chose not to work was because they did not need the money and saw no other value in the work experience.

Fjortoft & Lee (1994) provide several specific ways in which the student employee can utilize their campus work position to better understand the world of work, examine their career interests, and more effectively relate relevant classroom material to the work circumstance. A campus job can contribute to these outcomes in the following ways:

- improve one’s understanding of the world of work
- assist in learning how to apply classroom learning to practical situations
- assist in learning how to better relate one’s academic major to one’s chosen

career

- provide an opportunity to explore the fit between oneself and different careers
- develop skills in job seeking and retaining employment

All of these opportunities are available within the campus work environment. As they most specifically relate to the question of career evaluation and refinement, it is understood that the more closely aligned the work assignment is to the individual student's interests and vocational plans the more impactful the benefit. Holland (1985) discusses the benefits of this congruence in his studies on the Theory of Careers. Holland identifies six personality types and six work environments. Ideally, the closer match one can arrange between their individual personality traits and a work environment in which those qualities can be effectively integrated the more satisfying the work placement. This kind of exploration and assessment can be an important part of the student work experience. Kane et al. (1992); King (1990); & Rotter (1966) explore the consequence of how this harmonious relationship (between personal traits and work requirements) impacts the student work experience. A strong degree of congruence is empowering to the individual in three distinct ways and provides the person in that circumstance with the following vocational advantages, e.g., greater job satisfaction, career locus of control, and career decision maturity. Pascarella & Terenzini (1991) suggest that working during college, particularly in a job related to one's major or career aspirations, will have a positive net impact on career choice, career attainment, and level of professional responsibility attained early in one's career.

The probability that all campus employment assignments will provide an ideal match between student aspirations and the work experience is not likely. Nevertheless,

campus employment/career centers or whatever student employment service is in place should endeavor to locate work opportunities for students that will enhance their career development. Even in those assignments where strong compatibility is not possible, attention still needs to be paid to the quality of the work experience and there should be an expectation that meaningful workplace lessons can be learned. Whether the work experience is aligned with the student's career aspirations or not, it is hoped that students will still develop work related competencies and many workplace skills that are transferable to any career sector.

#### Student Development, Student Employment, and Preparation for Entry into the Workforce

The frequently cited principle motivation for having a campus job is to help meet financial need. Considerable evidence is also available to confirm that employment under managed conditions can favorably impact a student's academic performance, contribute to their level of persistence, and favorably result in the greater likelihood of degree completion. However, these are just a partial listing of the meaningful results that can be derived from a campus work experience. Throughout the early part of this chapter some of the other outcomes have been alluded to. Clearly the impact of undergraduate employment has expanded beyond achieving financial benefit, improving the student's academic performance, and persisting to degree completion (Kincaid, 1996). Student employment can have an important influence on a student's personal development in several ways, and it can improve the student's preparation and preparedness for entry into the workforce after their graduation (Chickering & Reisser, 1993; Lewis, 2007; Tinto, 1993; and Upcraft, 1995). One theoretical framework in which the link between the work

experience and the personal development of a student can be examined is in the work of Chickering & Reisser (Seven Vectors Theory of Identity Development, 1993). Applying theory to practice is always difficult, but Allan (2008) provides an outstanding explanation and illustration as to how this theoretical construct can be translated into goals that could become the outcomes hoped for in the student work experience. The following examples (Table 1) will illustrate how the vectors can be translated into goals:

Table 1: *Vectors with related goals*

<b>Vector</b>	<b>Measurable Goals</b>
Developing Competence	Take initiative in learning new skills and knowledge, develop and implement a plan, analyze a situation.
Decision-Making	Prioritize tasks, make recommendations and decide how to handle a dissatisfied client.
Freeing Interpersonal Relationships	Initiate, maintain, handle change in a relationship, relate to people who are different, and handle stress.

Allan (2008, p. 3) indicates that by converting theory into goals and skills it simplifies the training and supervision of student employees and that as student workers became more proficient in the mastery of these skills the work environment will be improved. This might be a good model for student work supervisors to consider.

Previous acknowledgement that the campus worksite provides an excellent opportunity for students to become engaged in the life of the campus allows for a plethora of desired developmental outcomes to be achieved. Tinto (1975); Astin (1985); Pascarella & Terenzini (1991); Gardner (1996); Luzzo & Ward (1995); Jensen et al., (2011); McCormick & Kuh (2005); Gao (2010), and Shuey (2008) have all theorized that student employment positively affects learning and growth in several ways. Examples

identifying the extent of and areas in which campus employment can facilitate change in the non-academic development of individual students are noted below:

- improve an individual's skill in working collaboratively and in their decision making (Brown, Colins, &, Duguid, 1989; Kolb, 1980; Resnich, 1987)
- develop effective work habits and obtain a professional outlook (Vander Ark, 2012; Pascarella & Terenzini, 2005)
- collective problem-solving, deliberative thinking, display multiple roles, (Brown, et al., 1989; Wenger, 2004)
- improve interpersonal skills (Chickering and Reisser, 1993; Pascarella & Terenzini, 2005)
- improve the individual student's sense of self, provides them with a sense of place, instills a sense of mattering (Astin, 1993; Chickering, 1981; Tinto; 1975)
- work experience can help students manage time more reasonably and improve their overall social, leadership, and relationship skills (Gao, 2010; Martindale, 2009)

There is considerable literature discussing how and why this developmental change comes about. Student development theorists contend (and rightfully so) that understanding the developmental stages of students is essential to those seeking to make a difference in student lives. Whether it is knowing something about Tinto's 3 stages of development, Chickering's 7 vectors, or Astin's "involvement theory," it is clearly beneficial to have some awareness of personal development theory. Likewise, it is important to know something about the factors that can promote developmental change within the work environment. This would be particularly helpful information for individuals who are to be involved in creating and managing the student work program and the worksites (Vander Ark, 2012; Collins, Brown, & Newman, 1990; Erant, 2000; Luzzo, 1993). It is generally believed that some sort of formal introduction to the work

experience and the worksite is important. Frequently, this is undertaken by the student supervisor and/or covered in some kind of orientation presentation or program. The congruence between the student's interests and career aspirations and the work assignment should be given high priority in assigning the worksite.

There is strong consensus among those who stress this point that if the work experience and the learning process is embedded in an active context (defined as being a situated learning environment where other individuals are engaged in related tasks and/or the focus of the work is related to supporting a single administrative unit like a student union operation), the student's learning curve and developmental process will be more meaningful and ultimately more useful than a passive and disconnected approach (Lewis, 2007). And it should be understood that the non-cognitive skills that students will develop will likely be influenced by any number of processes and experiences that take place within the work environment. Examples of workplace circumstances and activities that influence the development of important personal skills include:

- interacting informally with co-workers and supervisors which has the potential to create a mentorship and further facilitate integration (Pascarella & Terenzini, 2005)
- receiving feedback which needs to communicate expectations of high but achievable standards – allows the student worker to know how they are doing and what is necessary to improve their performance – establishes standards consistent with workplace expectations, creates a documented work performance history (Chickering & Reisser, 1993; The Labor Program at Berea College Manual, 2013)
- observing co-workers, which allows the student worker to get a feel for work habits, skill levels, workplace etiquette, etc. exhibited by their co-workers (Collins, Brown, & Newman, 1900)
- repeating tasks teaches students how to become accustomed to certain human resources expectations of employees – filling out paperwork correctly, arriving on time, dressing appropriately, etc. (Wenger, 2004)



- problem-solving allows them (to some degree) to take charge of their learning experience (Wenger, 2004)
- finding time to reflect on their work experience allows for self-examination (Erant, 2000)

A final area of examination in this project relates to how the enhanced work skills, career awareness refinement activity, and non-cognitive personal developmental changes translate into improving one's job search process and better preparing the student worker to enter the workplace. To some degree the responses to these questions have been revealed throughout this chapter. Student workers have a work history to display. They should have important reference people to validate their work and contribution to the campus work environment. They should have an awareness of expectations in the workplace ranging from workplace protocols to workplace politics. And they should have a set of skills and attributes that should be transferable from campus to career. These points and others were previously noted in the findings that were cited in the UPS study conducted by Robert Foreman that involved 1200 Human Resource Officers. However, two additional points of reference could be cited to further illustrate the merits of how a well-designed and well-managed work program can benefit the student worker as they transition out of the campus work environment. One example is a report that was issued by the Massachusetts Business Alliance for Education in 2006. The report is entitled, *Preparing for the Future: Employer Perspective on Work Readiness Skills*. The project was funded by the National Governors Association. Massachusetts was one of ten honor states to receive this funding. The focus of the investigation was to evaluate the workplace readiness of individuals coming into the Massachusetts workforce from high school, community colleges, for profit schools, and from the state's four-year colleges

and universities. Of particular importance to this dissertation will be the kinds of skills that this Alliance identified as most desired by the state's employers. In addition to the value placed on one's specific technical ability to do whatever the job requirement entailed, there was an extensive list of other desired qualities. In no particular order, the report cited the importance of communication skills, execution skills, work ethic, individual conduct and deportment, the ability to adapt to change, to multi-task, to have self-confidence, and to get along with others. The report went on to note that campus employment and internships were two valuable student experiences that could provide students with these valuable skills (2006, pp. 14-15).

A second important resource suggests that the value of campus work experience comes from data collected by the Work College Consortium and displayed in the organization's 2012 brochure. It is reflective of how meaningful a campus work experience can be to an individual if they choose to take advantage of the work opportunity available to them. The statistics reflect how the campus work experience benefited the student worker in the following ways:

- 78% indicated that their campus work experience helped prepare them for their first job
- 84% indicated that their campus work experience taught them how to get along with people better
- 87% attributed their improved communication skills to their campus work experience
- 84% indicated that their campus work experience helped them develop a strong sense of self-confidence
- 83% indicated that their campus work experience trained them to be effective problem-solvers
- 88% indicated that their campus work experience greatly improved their ability to work in groups and on teams (n.p.)

## CONCLUSION

The material presented in this chapter is intended to inform the reader about four distinct areas related to the matter of campus employment. First is a brief review of the history of campus employment and how the general view of it evolved from simply a means to achieve what was useful and necessary for the institution and as a means to help students fund their education to a view that values campus employment as an important element in the educational and personal development of the individual student. The second cluster of materials in this review addresses how a well-designed and well-managed work experience can have positive consequences on a student's academic performance and in the achievement of his/her educational outcome. A third section reviews sources that relate to how a campus work experience can serve as a catalyst for career discovery and developmental change within the student. Particular focus is on the non-cognitive domain and how that helps develop an important set of skills that will help the student as he/she leaves the campus and enters into the workforce. The last section simply provides some information as to what workplace skills (beyond those that are job related) are held in high regard by employers (in this case, by the employers of Massachusetts) and how some students have assessed the contribution of their campus employment in developing those valued skills. All of this has assisted in shaping the framework which in turn facilitated this dissertation project.

## CHAPTER THREE: RESEARCH PURPOSE AND METHODOLOGY

### **INTRODUCTION**

This chapter will comment on the various steps undertaken to help define the areas within Southwestern Illinois College's existing student work program that should be examined for possible revision. Likewise, processes and provisions missing from the current program were identified for inclusion in the design of any new practices or expanded expectations of work experience outcomes. The existing areas in need of revision and the new areas in need of inclusion were identified from conversations with those individuals most closely identified with the administration of the present program. Additionally, data was gleaned from survey instruments used internally (SWIC campus) and externally (from student work program managers/administrators of successful campus work programs operating on several other campuses).

As information was gathered it was sorted into specific interest areas, e.g., best practices that could improve elements within the existing SWIC student work practice, new processes and/or procedures that could be incorporated into the SWIC program, practices that could be utilized to better develop workplace skill sets and better prepare student workers for the experience they will face in the work environment once they enter the workforce upon degree/certification completion, and how the student work experience can be utilized to achieve non-cognitive awareness and development. Materials presented in this chapter will reflect how this information was gathered and the

methods utilized to allow the findings to inform the project components in the dissertation.

## **PURPOSE**

It was the intent of this dissertation project to undertake a review of the existing student work program at Southwestern Illinois College (SWIC). The review was considered to be the necessary first step in an effort to assure that the program was effectively implemented and efficiently managed. The follow-up next step was to prepare a series of process and practice specific recommendations that will redefine the program's purpose and offer constructive improvements to achieve more meaningful outcomes. The importance of this project is based on several reasons. First is the belief that the current program lacks cohesion and is not uniformly providing useful service to the college. Likewise, the benefits from involvement in a program like this that should accrue to the participants have not materialized. Second, given the increasing demand for community colleges to better prepare students to function in the 21st century workforce, there is a feeling that SWIC has not paid enough attention to advancing that goal through opportunities available in the student work experience. Finally, the project is important because it is understood that if properly designed and carried out, the work environment provides a rich setting in which to develop skills and attributes that can enrich a person's life both in and outside of the workplace.

Southwestern Illinois College has identified what outcomes it hopes to achieve for the institution and for the participants through its student worker program. To that end, this project has explored what processes and practices are most likely to contribute to an improvement in the quality of work being performed and in the developmental growth of

the students. Admittedly, because of time constraints, this project will not allow for any meaningful measurement in how the newly designed student worker program will impact the efficiency and productive output from campus jobs. Neither will there be enough time for verifiable change in the skill level of student workers nor in their non-cognitive development to be assessed. However, what should be evident is how the recommended changes in policy and practice can strengthen the work environment. Likewise, the project should demonstrate how the application of appropriate student development principles has contributed to the recommendations offered and in what ways these theoretical constructs have been translated into specific practices.

## **METHODOLOGY AND INFORMATION GATHERED**

The project was conducted at Southwestern Illinois College. Founded in 1946, SWIC is a community college located in the southwestern region of Illinois near St. Louis, Missouri. Its service area involves all or part of seven contiguous counties in this area. The main campus is located in Belleville, Illinois and supports a student enrollment of nearly 11,000 students. The institution maintains two other campus operations in Granite City, Illinois and in Red Bud, Illinois. Additional educational and training programs are located in 20 other sites throughout its service area. The combined enrollment of SWIC is approximately 16,000 students.

During the course of this study there has been ongoing communication and involvement with the Director of Financial Aid and the Vice President of Student Development. The student work program is managed through the Office of Financial Aid, which is administratively located in the Department of Student Development. What is explained below are the three sources of information that were examined and

evaluated as part of this project: a review and assessment of the current campus work program, a self-administered survey sent to numerous other schools to gather information on their campus work programs and identify their best practices, and a review of literature relating to previous research conducted on student employment and on how student development theory could be translated into the policy and practice designs of an institutional work environment.

## **REVIEW OF EXISTING STUDENT WORK PROGRAMS**

Over several months, printed materials and information of all types relating to the Southwestern Illinois College campus work program were gathered and reviewed. This activity included a number of tasks:

- Interviewing and follow-up conversations with the Director of Financial Aid (Robert Tebbe) and the Vice President of Student Development (Staci Clayborne), the principle administrators responsible for conducting the student work program at Southwestern Illinois College. Exhibit 3-a included below provides an example of the kinds of questions and conversations that were discussed.
- Locating and reviewing the current operational manual outlining policy and practice guidelines and procedures
- Reviewing additional documents generated by the worksite specific department offices that employ student workers
- Requesting any data that had been conducted on the student employment program relating to such items as whether all job descriptions were current, whether or not there is a job description for every campus job, student worker perception on how helpful and effective their worksite orientation program was, how the employer and the employee viewed the evaluation process, whether the job placement process was successful in establishing congruence between the students' experience and interests and the job tasks they had been assigned to, etc.

### Exhibit 3-a: Topics of Conversation

- Can you describe what you envision the outcome of a revised student work program would look like?
- What do you consider to be the existing strengths and weaknesses of the current student work program, policies, procedures, already existing strong student work programs, etc.
- Clarify the process by which we might go about developing, proposing, and implementing change?
- Who do you believe will need to be involved in the redesigned student work process?
- Who will need to be involved in the approval process?
- Do you see any benefit in involving a campus employer or two in our conversations?
- If yes, do you have any suggestions who they should be?
- Are you willing and able to review some of the model programs I have identified?
- How do you propose we go about informing the SWIC community that a revised student work program is being discussed?
- Do we invite input?
- If there is a need to reprint forms, procedure manuals, evaluation guidelines, etc. is there a budget to support these costs?
- What are the requirements for a student to be eligible for either federal or institutional work funds?
- What is the average weekly workload for a student employee (hours per week)?
- What level of commitment do you believe there is in establishing an improved student work program?
- Would you envision a realistic implementation as being fall semester 2014? Can we accomplish all the redesign, create new forms, establish new procedures, etc. and get approval by the end of this semester (spring 2014)?

Over the course of these conversations and the review of materials additional



areas of inquiry emerged. There was interest in knowing the degree to which institutional policy and practice as presented in the program's parent document was being translated into each department's program and practice documents. Likewise, there was interest in knowing if there was a consistent and uniform application of the basic tenets in the program throughout the institution. And for the group of us that were involved in this specific review and evaluation there was interest in revisiting what the institution intended the outcomes of the student worker program to be at Southwestern Illinois College.

Clayborne, S. revealed in an early interview some of the concerns she had with the existing program. It was her contention that there was no established process for hiring, training, and evaluating student workers. In a related expression of concern, it was noted that since a high percentage of the SWIC student workforce interacts with the public, there was an especially important need to focus on the customer service aspects of many campus jobs. In another conversation, the Director of Financial Aid noted additional shortcomings he had observed with the existing program. Most notably was his interest in establishing a standard set of forms; a uniform set of procedures and dates that define the probationary period, performance evaluation deadline, etc. with assurance that all the information and forms could be easily accessible to all campus worker supervisors. These challenges were confirmed as the review of the materials and related information progressed. Unfortunately, other weaknesses were identified as the examination continued. Some deficiencies were identified within program processes and practices. Others were omissions in the content that needed to be presented in orientation and worker training programs. A partial listing of the programmatic elements that were in

need of further development or inclusion within a revised campus work program included:

- Standardizing a student worker performance evaluation form
- Standardizing a warning form (and corrective actions required) for student workers placed on probation
- Standardizing a student worker termination form
- Designing a more comprehensive FERPA information component in the orientation and training modules
- Designing a more comprehensive telephone etiquette component in the orientation and training modules
- Standardizing student worker application and job description forms
- Establishing uniform guidelines for various mandated program and supervisory requirements, e.g., a required new worker orientation program, a defined probationary period, performance evaluation dates, guidelines for posting job descriptions and job openings, etc.
- Creating an updated Operations Manual and assuring that the material in it is kept current and that it includes clearly articulated policy, practice and procedure statements along with the intended institutional and individual worker outcomes that the student work program hoped to achieve
- Identifying a software program that will permit all information, forms, statements of purpose, etc. related to this program to be accessed by all campus participants

As this review and assessment process was winding down it was determined that a second area of inquiry should be undertaken. Specifically, there was interest in gathering information from other schools about their student work programs. It was hoped that this would allow for an examination of “best practices” as they existed on a variety of other campuses and that the additional information would inform our own efforts relating to the revision of the campus work program at Southwestern Illinois

College.

## **GATHERING INFORMATION ON OTHER PROGRAMS**

The means by which information was gathered from a predetermined group of schools was through a self-designed survey instrument and conversations from those who supervised student worker programs. A copy of the survey is included below in Exhibit 3-b. The survey sought to obtain information in two specific ways. There was a series of questions designed to understand the operational practices of the student work programs on the campuses being contacted. In addition, there was a request to share any statements of philosophic principles and/or expected institutional/student worker outcomes that the program aspired to achieve, any handbooks, training programs, evaluation procedures, forms used in their programs, and whatever other material and/or advice the program administrator cared to share.

### **Exhibit 3-b: Survey Instrument**

My name is Suzanne Jones and I am a full-time Illinois Licensed Clinical Professional Counselor at the Red Bud (IL) campus of Southwestern Illinois College in Belleville, IL (SWIC). Also, I am a graduate student at Ferris State University (Big Rapids, MI) enrolled in their Doctorate in Community College Leadership Program. I am contacting you, along with several other Directors in the region (and some beyond the region), to seek advice and solicit "best practices" information relating to your campus student work program. This semester I am working with the SWIC Director of Financial Aid on a class project that is intended to improve the student work experience for our students. In the same way, we hope to improve the efficiency and productivity of work assigned to students in the various areas where campus departments and offices rely on student workers. Our assumptions are the following:

- There is no reason why the college work experience should not be viewed as meaningful employment.
- The college work experience can provide an opportunity for students to develop and/or enhance marketable skills.

- The college work experience can provide the student employee with an exposure to workplace expectations and protocols prior to the student entering their career field.
  - As greater value and importance is placed on the student work experience there is reason to believe that the quality of work being performed will undergo a corresponding level of improvement. I am requesting that you take a few minutes to respond to the following questionnaire. Your input is greatly appreciated. I don't anticipate the questionnaire taking much more than 10 minutes to complete. In some instances, the responses will be a simple check in a box. In other cases, the response might require a brief written comment.
1. By whom/how is the student work program administered on your campus?
    - a. Comment –
  2. Do student employment sites provide job descriptions of the various student jobs? \_\_\_ Y \_\_\_ N
  3. Is your student work program primarily associated with the federal workstudy program? \_\_\_ Y \_\_\_ N
  4. If the response to #3 was N, can you identify what other student work options exist on your campus? Comment –
  5. How are students connected to campus work sites? Comment –
  6. Is any consideration given to matching student interest and/or previous work experience to their campus work placement? \_\_\_ Y \_\_\_ N
  7. Are any kinds of training efforts, supervisory guidelines, etc. provided for supervisors of student workers? \_\_\_ Y \_\_\_ N
  8. Does your campus provide students with anything like a student employment manual that explains all the institutional policies and procedures relating to the student work program on your campus? \_\_\_ Y \_\_\_ N
  9. If the response to #8 was Y, could you provide me with a copy of this document?
  10. Does your program have established monitoring and evaluation protocols in place? \_\_\_ Y \_\_\_ N

Certainly any other comments and/or thoughts you might have regarding this area of interest would be greatly appreciated.

If I can request two more things from you they would be to send me copies of any forms, guidelines, statements of philosophy, handbooks, etc. that are associated with your

student work program. And secondly, if you are aware of any resource materials that are available that comment on the general area of the merits of a good student work program, on the benefits a good student work program provides to the institution and to the student, or on the importance of a meaningful work experience to retention - workplace preparation - etc., could you pass that information along as well (books, articles, studies, dissertations, or other).

Thank you for your assistance with this inquiry. It will be of immense value. Should you have any materials and/or resource suggestions please forward them to me at (either electronically) [Suzanne.Jones@swic.edu](mailto:Suzanne.Jones@swic.edu) or to: Suzanne Jones, Licensed Clinical Professional Counselor, SWIC-Red Bud Campus

The target group of schools to be surveyed consisted mostly of institutions located in the St. Louis, MO region (the region in which Southwestern Illinois College is located). This area was designated as the principle area of contact for two reasons. First, was the fact that within this area there is a variety of post-secondary institutions, e.g., public and private, two-year and four-year, and institutions of all sizes. A second reason for a more local focus was that in the event there would be benefit in conducting an onsite visit to any of the schools, it could be easily arranged. To that initial list of schools, it was determined that the pool needed to be expanded to include more community colleges, and there was interest in “picking the brain” of administrators who had oversight responsibility of schools designated by the federal government as members of the Historic Work College Consortium. In all, eighteen schools were contacted. They included six private schools, six public schools, and six community colleges. Two of the schools in the private school category were also identified as members of the Work College Consortium (Berea College and Blackburn College). The schools were located throughout a three state area, e.g., Illinois, Missouri, and Kentucky. Responses to the survey questionnaire and requests for information were received from twelve of the schools contacted.

## **BEST PRACTICES AND HELPFUL FINDINGS**

Information received from the various schools that responded helped advance the project in several ways. Much of the material reinforced my own thinking about the design and processes of an effective campus work program. In other instances, the survey resulted in providing me with new models to look over relating to performance evaluation and worker training orientation programs. Likewise, several different form options were received along with several suggested updates that ought to be included in our worker/supervisor handbook. The most notable contributions came from the following schools: Berea College, Northern Illinois University, McKendree University, Southern Illinois University-Carbondale, Sauk Valley Community College, Lake Land Community College, and Parkland Community College.

Upon receipt of the various materials, an initial sort was undertaken to select out the most useful information. Those findings were then presented to the Director of Financial Aid (Tebbe) and the Vice President for Student Development (Clayborne) for further review and evaluation. After reviewing these materials, there was general satisfaction with the job descriptions across Southwestern Illinois College. And it was believed that the student worker application process was reasonably well developed. However, student employment placement needed to be improved. Likewise, the timeline for student worker performance evaluation needed to be standardized throughout the campus. More importantly, there was a need to identify a common set of evaluation criteria. As these alterations (along with others) were made, there was a corresponding need to make the necessary changes/updates in program manuals and orientation materials. Perhaps the most daunting challenge faced by the project planning group involved our interest in introducing a heretofore underdeveloped dimension of the SWIC

student work program. Specifically, we were intent on linking the campus work experience to important learning outcomes that exceeded those related to new worker task and skill development.

A consistently mentioned component in virtually all of the campus work programs we surveyed was their strongly articulated statement on the connection between their student's employment experience and the development of important non-cognitive skills, as well as a heightened awareness of expectations and protocols in the workplace. These outcomes were desired in the SWIC student work program, but the mechanisms for their development and measurement needed to be developed. Supervisors needed to be oriented as to what these particular skills and workplace sensitivities were, how their development might be integrated into the student work experience, and how these elements within the work experience would be evaluated.

## **COGNITIVE SKILL DEVELOPMENT AND IMPROVED WORKPLACE ENVIRONMENT AWARENESS**

Chapter 2 provides an extensive review of the literature related to the research on this particular topic, so it will not be necessary to reexamine it here. Likewise, Chapter 5 will explore in greater detail the relationship between the campus work experience, non-cognitive skill development, and workplace requirements and protocols. At this point, the relevant comments will be directed toward SWIC's rationale for developing and demonstrating its interest in this dimension of the student work experience. Community colleges are under increasing demands for accountability in improving their completion rates, and demonstrating concrete learning outcomes within their student populations. Lewis (2007) notes that a "student's part-time employment experience while at college

has been shown to be fertile ground for producing growth and learning” (p. 9). Kincade (1996) and Pascarella and Terenzini (2005) further support this judgment by observing that undergraduate employment has expanded beyond providing mere financial support to actively promoting student learning. Many of the learning outcomes alluded to here relate to how lessons learned in the campus work environment can be transferred to a future worksite. Several of these qualities have been identified previously, e.g., stronger sense of teamwork, personal accountability, improved communication skills, and getting along with people. These workplace proficiencies were considered to be important outcomes and are incorporated into the redesigned student work program at SWIC.

An additional developmental domain also seemed possible as well. Specifically, research is available to support the idea that a properly designed and efficiently administered campus work program can contribute to the psychosocial development of student participants. Perozzi, B. (2009) and Terenzini, P. et al. (1996) have conducted research that links student employment to the development of certain non-cognitive skills within individuals. Both studies conclude that qualities like an improved self-esteem, a stronger personal identity, a greater feeling of independence, and a heightened sense of locus of control (to name a few) are all attributed to a satisfactory work experience. It is my hope that students who are involved in the SWIC student work program will all undergo growth in these areas.

## **CONCLUSION**

Redesigning a student work program that not only improves the quality and productivity of work on the SWIC campus as well as increases retention, but endeavors improving the worker’s quality of life and greatly expanding awareness of their future



work environment has been a challenging task. The research that has been done on this topic and the information gathered through the survey process cited above indicates that successful outcomes in all these areas are possible. Upon conclusion of research analyzing the strengths and weaknesses of the institution's current campus work program, after an extensive review of the literature related to this topic, and once my own survey to gather information on best practices from other schools had been finalized, a new program design was accomplished. Several of the existing policies, procedures, and forms were altered or new ones created. Conversations were held among campus stakeholders to enlist their buy-in to the project. A body of recommendations including new and revised forms, procedures, training and orientation materials have been submitted to appropriate administrative leadership for consideration and implementation. Chapter 4 will present the changes in the proposed redesign of the SWIC student work program.

## CHAPTER 4: THE PROJECT

### INTRODUCTION

In this chapter, results from extensive reading and survey information will be discussed and presented. Additionally, the analysis that was conducted on the various areas of psychosocial and non-cognitive outcomes that the revised Southwestern Illinois College campus work program hopes to achieve and how those ideas influence an implementation plan will be offered. Included in this analysis was a review of the already existing components within the SWIC student employment program, e.g., current job descriptions, policy and procedure guidelines, supervisor duties, student worker and program evaluation measures, and intended outcomes of the work experience.

It is important to note that many of the position descriptions referenced leadership, decision-making, collaboration, and skill enhancement. Other positions highlighted experiences like problem solving, organizational skills, and independent thinking. However, these qualities were almost always listed as qualifications for employment as opposed to experiences or attributes that might be developed as a result of the job experience. Notably absent from current materials relating to the established work program was the presence of any kind of comprehensive student worker orientation program or any indication of a systematic approach to establish congruence between a student's previous work experience, skills, and academic interests with an actual position

on the campus; nor were there any expectations on the part of a work supervisor to provide any mentoring function for student worker preparation to a future workplace environment and protocols. Also absent from these materials was any reference to any intent to promote character development within the student workforce or to encourage ethical behavior or value based decision making in the workplace.

Once these deficiencies in the existing program were identified, the task became one of recommending which elements of SWIC's policy and practices could be retained, what revisions and alterations could be offered, and what new procedures could be developed. Over time, a number of recommendations, new procedures, altered forms and guidelines were developed and presented for consideration to the appropriate administrative personnel at SWIC. They are still being reviewed. Some selected materials, such as the student worker application and worksite assignment process, newly designed online student worker orientation program, and the student worker evaluation procedures, are being used. The concept that the campus work experience can be a valuable laboratory to prepare students for their future workplace environment is receiving favorable reviews, but little implementation at this time. Other components of the overall orientation program, including an expanded supervisory role that broadens expectations beyond helping the student worker develop or enhance a set of workplace skills. Further clarification on how the well-designed campus work program can be an effective environment in which meaningful psychosocial student development theory can be applied is continuing to be considered.

## **FRAMING THE PROJECT**

Deliberate and intentional effort was made to have recommendations, policy revisions, and new practices reflect the student development and psychosocial theories advanced by prominent higher education researchers and theorists. As noted in an earlier chapter, much of the study done in this regard revolves around a cause and effect relationship. That is, active participation by students in the life of the campus outside of their academic involvement has been shown to have a positive effect on students. And the beneficial consequence has manifested itself in a variety of ways. In the case of this particular project, the hypotheses are that a satisfactory work experience will result in a number of helpful outcomes for the student worker, e.g., develop or enhance a workplace skill set, have a positive effect on student success and persistence, and provide an opportunity for greater awareness and preparation to navigate the workforce environment they will eventually enter.

Much of the research and study that has application to this dissertation project is not specifically based on campus involvement relating to the student work environment. However, several of the theorists have expressed their belief that a well-designed and well-managed campus work environment can duplicate the benefits of other co-curricular experiences like being involved in athletics, Greek life, being engaged in community service activity, or participating as a member of a musical group or academic club. Certainly, the limited research done on the specific topic of how the campus work environment can contribute to the development of the student worker does suggest that strong parallels do exist between this kind of campus involvement and the others that have been cited.

Identifying the campus work program as a viable environment within which

student development could occur was a necessary first step in the process of revising the SWIC program. However, involvement and participation in a campus job will not (in and of itself) result in the desired developmental outcomes without providing the appropriate processes, protocols, and requirements to shape and direct the work experience for students. The additional task for this project was to translate the various ideas, information obtained through numerous sources, and relevant developmental theories into practical operational policies, and to let them govern the design of new procedures and shape new expectations.

## **PROJECT TERMINOLOGY**

In order to create a common frame of reference, it is necessary to establish a common understanding of terms that will be used in the discussion throughout this chapter. The following definition of terms will be helpful to achieving that understanding:

**Co-curricular:** Is sometimes referred to as the extracurricular. In this study the term is used to describe those activities sponsored by the institution, more specifically ones that occur and are not directly related to the classroom.

**Involvement and Active Participation:** Are defined in this study as being more than simple participation. Kuh et al. (1991) explains that it is active participation in an event, organization, or campus life that is not part of the institutional curriculum but does compliment the institution's educational mission. It is the difference between planning a community service project and working on the project – being a member of the college choir and attending a choir concert. Involvement matters, and it has been demonstrated generally to have a positive relationship on developmental growth, academic

achievement, improved GPA, self-confidence, creation of a sense of interdependence, and a greater sense of satisfaction with the overall college experience.

**Student Development:** Is defined in this study as growth or change in different areas, e.g., academic development, acquiring helpful attributes in one's personal growth such as self-confidence, improving interpersonal skills, and/or developing autonomy.

**Student Success:** Is defined in this study as the success a student will have in their classroom experience, as well as a number of other positive outcomes that might apply to a community college student, e.g., transfer to a four-year program, completion of a work certification degree, improvement on basic skill levels, satisfaction with the college experience.

**Congruence:** Is defined in this study as linking a student's skills, abilities, and interests to a campus work experience that supports those same qualities.

**Work Environment:** Is defined in this study as being more than the physical space in which a student works. It also includes such things as the relationship that exists among co-workers, clarity of tasks assigned, and one's sense of contribution or belonging to a particular office or operation.

**Psychosocial:** Is defined in this study along lines proposed by Arthur Chickering. Chickering's (1979) psychosocial model of student development is among the most widely respected (and applied) in the field. His seven vectors of development entail a process by which individuals achieve competence (intellectual, physical, and social), manage emotions, become autonomous, establish an identity, develop interpersonal relationships, clarify purpose, and develop integrity. Furthermore, he notes that the workplace environment can provide the challenges and/or stimulation that encourages

new responses from students that ultimately brings about developmental change.

**Non-Cognitive:** Is defined in this study as being that set of skills not related to the mental activity (focused on intellectual skills) used in such activity as memory, language and thinking, processing factual information and the like. Unlike cognitive skills, non-cognitive skills are often not measurable by established tests or other forms of metrics evaluation. Non-cognitive skills relate to qualities like emotional maturity, interpersonal (verbal and non-verbal) communication, negotiation skills, personal motivation, time management, self-reflection, expressing appropriate behavior and attitude in the right setting. These qualities are of particular importance in the workplace.

**Affective:** Is defined in this study in much the same way as the non-cognitive definition cited earlier. It has a lot to do with the emotion and feeling domains as described in Bloom's Taxonomy of Learning. In general terms, it has to do with five developmental processes – receiving information, responding to information, evaluating information, organizing information, and characterizing information. As one evolves through these various stages of learning, the transition from external to internal motivation becomes more evident.

## **STUDENT DEVELOPMENT THEORIES, SURVEY RESULTS, AND RESEARCH STUDIES THAT INFORMED THIS PROJECT**

Throughout the review of materials relating to this project, certain themes were plainly evident. Whether it was comments derived from survey information, data generated by broad-based regional or national studies, or demonstrable evidence of expected outcomes being achieved through the application of theory to practice, several assumptions were developed and operational guidelines evolved. Foremost among the

themes, assumptions, and guidelines was the notion that the campus work experience could be more than a job and a revenue source for students. If properly conceived and implemented, it can serve as an educational experience and provide an opportunity for personal growth and development. Additionally, it can prepare the student for a more productive entry into the work environment once they complete their course of study. The student work assignment can be (and is) viewed by many as another co-curricular environment with the same potential to favorably impact individuals (in a variety of ways) who participate in the experience.

Of course, like other co-curricular opportunities available to students, intentional and well-designed processes and practices will enhance the likelihood for the most optimum benefits to be accomplished. The following display presented will illustrate how the information gleaned from the various sources previously cited helped with the design of this study.

#### Ideas, Assumptions, and Theories

The campus work experience can serve a broader purpose than providing job training and revenue for students.

#### Sources

- Survey Results: Surveys directed at regional colleges/universities and historic Work College Consortium members provided compelling arguments and persuasive evidence that the campus work program can provide a unique environment to achieve important educational and developmental outcomes. The materials and follow-up conversations with individuals at Berea College were particularly insightful.
- Regional and National Studies: The results of several studies illustrate the broader consequences and benefits that can be achieved through a campus work program. Of particular note would be regional studies at DePaul University, Purdue University (Indianapolis), the University of Maine and the University of California (Riverside) that link a good campus work experience to improved



student retention and persistence rates. Similar findings were affirmed in a monumental study conducted by the Center for Post-secondary Research at the University of Indiana (part of the NSSE project). This study also helped clarify some of the parameters that should govern a well-designed campus work program. In the early 1990s, the National Association of Student Employees Administrators (NASEA) conducted a national study that verified that a good student worker program could provide educational and personal development enhancements to students.

- In the late 1980s, Harvard University conducted a number of studies on the impact that involvement in co-curricular activity can have on the student experience. Included within that study was an assessment of campus work (part-time) and students' development (both academic and non-academic). A similar study was conducted at Stanford University (1992). Both studies confirmed that involvement in a part-time work experience had no adverse consequence on a student's academic performance and was considered to be a positive contributor to student persistence and success. Of equal interest were the findings that related to a student's growth and development in non-academic ways.

The Harvard and Stanford studies concluded that positive change resulted from student participation in co-curricular experiences including the campus workplace. Stanford's follow-up study on students utilized the Student Development Tasks and Lifestyle Inventory (SDLTI) to measure the level of involvement and the areas of measurable change. The findings indicated a strong positive result between active involvement and developmental change. Areas of change include individuals: establishing and clarifying purpose, developing mature interpersonal relationships, and gaining a greater sense of autonomy (College Student Affairs Journal, 1992).

A final study worth citing is the one conducted by Robert Foreman (1993) that involved Human Resource Officers throughout the country. The value of the findings from this study underscore the attributes that a student employee can accrue (while in college) that will better prepare them for the workforce they are eventually going to enter.

- Theories: A number of researchers and theorists expressed their belief that the campus work experience can be of great benefit to college students. Among the more notable theories are Tinto's (1975) Theory of Campus Engagement and Integration, Austin's (1984) Theory of Involvement, Gardner's (1996) view that the campus work environment provides a meaningful laboratory for student development, Pascarella & Terenzini's (1991) theory that the campus work experience can help define future career interests, and Chickering's (1993) Theory of Identity Development.

The closer the alignment the institution can achieve between the students' experiences, skills, and interests to their campus work assignment, the greater their productivity and

the greater the impact resulting from their work placement.

#### Sources

- Theories: Holland's (1985) Theory of Careers discusses the importance of this congruence. Likewise, Kane et al. (1992), King (1990), and Rotter (1996) all stress the benefits to both the student and the college if there is a harmonious relationship between personal traits and work requirements. Pascarella & Terenzini (1991) further confirm through their research that institutions should make a concerted effort to achieve this kind of congruence where possible.
- Survey Results: It was communicated through various survey responses that it was not likely that all campus employment assignments would achieve this kind of ideal match. However, in those instances where student employee interests and institutional needs were not fully aligned, it didn't mean that the work experience couldn't be a productive time and valuable workplace lessons could not be learned. The general sentiment from the survey findings was that, in this circumstance (more so than when mutual interest and needs were aligned), the role of the workplace supervisor was extremely important in making sure that the student employee still learned work-related competencies and skills that could be applied to any work environment.

It is important that student employees are informed about expectations the institution has regarding their employment. Likewise, it is important that the institution communicate (in various ways) what students can expect from their participation in the campus work program.

#### Sources

- Survey Results: Information received from several of the colleges/universities provided invaluable reinforcement of this idea, e.g., the need to provide clear and concise information concerning the campus work experience, well-defined expectations and goals to be achieved, and examples of best practices used on a variety of campuses to achieve their program outcomes. Much of the material obtained through this process greatly influenced the redesign of significant processes and practices recommended for adoption in the SWIC campus student work program.
- Theories: Several higher education researchers and theorists added their thoughts in support of the benefits of a well-articulated (and well-managed) student work program and experience. Vander Ark (2012); Collins, Brown, & Newman (1990); Erant (2000); & Luzzo (1993) all note the importance of clarity in job descriptions, workplace expectations, projected outcomes from the work experience, roles and relationships between the supervisor and the student

employee, and so on. This kind of awareness and understanding is regarded as being very helpful to individuals who are employed in various campus worksites, as well as those individuals who are involved in managing the work programs.

Beyond all the matters that can impact the functional aspects of a campus work program or the economic benefits of part-time employment to students, there is an entire other area of how a campus work environment and experience can contribute to an individual's change and development. In addition, the opportunity exists for student employees to acquire an improved understanding as to what and how a future workplace might look like and function, and how they might better prepare themselves to more effectively interact in that setting.

#### Sources

- Survey Results: Virtually all of the institutions that responded to the project survey spoke to this dimension of the campus work experience. In particular, Berea College provided some statistical data they had compiled involving their own student graduates. The employers found those students who had experienced the campus work environment at Berea had: a) felt about whether their experience had satisfactorily prepared them for their 1<sup>st</sup> job and b) how employers who had hired them felt about how this particular cohort of employees from Berea compared to other first time employees. The data was impressive. Similar results were provided from Northern Illinois University and McKendree University. This information and data was helpful in preparing the arguments justifying the changes being proposed to the SWIC program.
- Theories: As noted throughout previous sections of this study, there are a number of researchers and theorists who have applied their developmental theories to the campus work environment. They contend that the environment provides an opportunity for individuals (student workers) to develop non-cognitive and psychosocial skills. And there is a strong belief that personal development in these domains will be of equal importance to students in their future employment as much as whatever work-specific skill and experience they might obtain. The actual theorists (and their theories) have been cited previously and need not be repeated here. However, the relationship between these theories and their influence in creating an impactful campus work environment will be discussed further in the final section of this chapter.
- Regional and National Studies: Reference was already made above to a number of studies that have been conducted by individual schools and/or national

associations. Of particular importance were the findings that linked the campus work experience to the personal development of individuals and to the opportunity to prepare student workers for their future workplace environment. Again, the information obtained through these studies was extraordinarily helpful in the redesign of procedures and practices associated with this project at Southwestern Illinois College.

### **Linking Research Findings, Survey Results, and Student Development Theories to Project Components**

The end result of the research conducted in relation to this study was intended to achieve an improved student work program at Southwestern Illinois College. The improvements would not be limited to increased productivity among the student employees and more effectively managed campus worksites (even though both of these outcomes were considered desirable), but to recognize the unique opportunity provided in this environment to prepare students to become better employees in their future workplace and to persist as students. Additionally, there was interest in exploring the potential for implementing processes and practices within the work environment that would allow students to grow and develop in ways unrelated to their academic and work-specific skills.

It needs to be understood that since this study will not provide a pre-test and post-test format, it will not be possible to determine with absolute certainty whether or not the hypotheses cited previously will be achieved. What this project represents is a construct of processes, practices, and persuasive arguments based on principles, theories, and procedures that have been successfully implemented on other campuses and in other settings. Undoubtedly, there are many variables that are not accounted for in this study/project, and a follow-up analysis and assessment would be needed in order to prove interest for future studies.

With these limitations in mind, the best that can be demonstrated is whether or not the “deliverables” associated with this project adequately reflect the best practices utilized in student work programs that are regarded as being successful. Likewise, a fair evaluation could rightfully judge whether the proposals offered are sufficiently grounded in solid student development theory. And, could the revised campus work program and environment being proposed from SWIC realistically lead one to the belief that by adopting the recommendations there is a high probability that the outcomes noted in the first paragraph of this section can be accomplished.

The display presented below will identify the revised and/or new practices and procedures recommended in this project. Additionally, the display will identify the rationale (adopted best practice or student development theory) that influenced the inclusion of the particular change in the list of recommendations offered to the Student Development office of Southwestern Illinois College.

Recommended Change: Revisions to the Student Employment Handbook.

Rationale:

Southwestern Illinois College did have a Student Employment Handbook, but, as indicated previously, it was outdated and did not include important pieces of workplace legislation that are incumbent upon all workers (including student employees), e.g., FERPA requirements, Title IX, and the Violence Against Women Act of 2013. Also, the revised handbook provides an opportunity (through narrative language, new forms, several new inclusions, etc.) to effectively state (and illustrate) the more comprehensive purpose of the SWIC campus work program. It is expected that the handbook will detail all relevant processes related to securing, maintaining and benefitting from a campus

work assignment. It will better clarify the relationship between the student worker and supervisor, the student worker and the workplace, the greater accountability that will be expected from the student worker, ways and means whereby the student worker can benefit from the work experience, and how the student can transfer lessons learned in the campus work environment to their post-graduate employment. The handbook has been made available online.

#### Recommended Change: Student Worker Orientation Program

- The creation of a comprehensive student worker Orientation Program (prepared in PowerPoint format).

#### Rationale:

This addition to the materials available to the student worker at SWIC provides an invaluable body of information to any student or workplace supervisor who is involved in the campus work program. It is a step-by-step guide of what is required (and expected) of worksite participants. Included in this presentation is information regarding such matters as application procedures; worker evaluation timelines and protocols; student worker responsibilities (workplace behaviors, appropriate dress, etc.); customer service practices; worker requirements regarding all college, state, and federal regulations and policies that govern the workplace; how to access campus services; and much more. Participating in this orientation experience is a condition of employment.

#### Developmental Consequences:

Much of the research discussed previously underscores the importance of an orientation program of this depth. Astin, Tinto, Chickering et al., indicate that a positive integration into the life of the campus will be greatly enhanced through a greater

awareness of expectations and a stronger sense of familiarity with the co-curricular environment one is about to enter.

Recommended Change: New processes and forms

Rationale:

This is an area where meaningful change is being recommended. Included in this area are changes recommended in the student worker application process, the student worker application form, the student worker placement process, the student worker evaluation process, and the student worker evaluation form.

1. Student worker application form.

The new student worker application form provides an opportunity for students (and worksite supervisors) to better document their previous work experience, skills, academic interests, career interests, and military experience (if applicable). Also, it allows for individuals (if they choose) to provide reference contacts. Additional information is required on the form explaining the conditions of employment and what is required to maintain employment.

2. Student worker assignment process.

All campus employment positions are online. Supervisors are required to post their openings. Included in the postings is a statement describing the position being advertised, the preferred skill set, and what a student might expect from being employed in the position. Every effort will be made to align the student's experience, skills, and interests with the tasks required in the campus job. An interview option can be exercised at the discretion of the supervisor.

Developmental Consequences:

A concerted effort will be made to improve the congruence between information provided by the student on their application and the work requirements/experiences associated with the position. Holland, Pascarella & Terenzini are only three of the researchers and theorists who have noted the importance of congruence to a more successful (and impactful) work experience. Beyond the obvious satisfaction that might

accrue for achieving this match, there are the additional benefits of greater integration with the college, a greater likelihood for the worker to accept a leadership role, an improved sense of the role of teamwork, and several other helpful qualities that the student worker can transfer to a future workplace.

### 3. Student worker evaluation form.

This form underwent extensive revision. Many of the revisions were taken from the materials provided via the survey process. Included on the form (in the Handbook and in the Orientation Program) is an explanation as to how the evaluation process will be conducted, the frequency of the evaluations, and upon what criteria the student worker will be evaluated.

### 4. Student worker evaluation process.

The evaluation process is now a mandatory component of the student worker experience. Upon being hired, the student worker and the supervisor will review the job requirements, position expectations, and all provisions related to the worker evaluation (cited above). The evaluation process will be conducted on a pre-established timeline and is intended to accomplish a variety of helpful outcomes. In addition to providing an opportunity to evaluate the student worker's performance as an employee, the evaluation process allows the supervisor to mentor the student worker regarding the actual work experience, as well as what lessons learned from their campus jobs can be transferred to any future worksite (including matters relating to ethics and integrity in the workplace). Additionally, this conversation between the supervisor and the worker provides a great opportunity to discuss the individual growth and development of the student (in areas of specific work skills and in their personal development).

### Developmental Consequences:

This kind of personal attention and the opportunity for individual reflection will allow for the development of an increased sense of awareness as to how the work environment can best function. Likewise, it will promote a better understanding for the student worker as to how the workplace experience can be utilized as an environment in which growth and development in areas beyond improving worker skills can take place. When properly understood, the campus job can provide the opportunity to consider one's career options, what protocols and non-work specific skills (teamwork, problem-solving



ability, or effective interpersonal communication skills – to name a few) can be worked on while being employed in a student work program. John Gardner’s view (among others) that the campus work environment is a laboratory for student development is absolutely true.

Recommended Change: Revised student worker supervisor duties

Rationale:

Many of the altered expectations recommended for the student worker supervisor have been alluded to in the information previously provided. However, in the way of a brief summary, the expanded duties include: submission of a more comprehensive job description, employee expectations, and student worker outcomes statement; a more intentional effort to provide congruence between student worker experience, skills, and interests with campus work assignments; adherence to a more comprehensive student worker evaluation process; and an expanded mentor relationship between themselves and their student employees.

## **CONCLUSION**

The focus of this chapter has been on explaining the actual “products” of the dissertation project. Keep in mind that the actual components, e. g., Orientation Program, various new or revised forms, student employee evaluation procedures and timelines, and so on of the project are included in the Appendix section of this study. Hopefully, the material presented in this chapter will satisfactorily demonstrate how the particular project elements were influenced by the research that was conducted and the developmental theories that were presented. As a result of the recommended changes to the SWIC student worker program, the campus administration will be convinced that the

student worker experience can offer more than it currently provides. Furthermore, the program will better prepare student workers for the 21<sup>st</sup> century workplace, while contributing to a student's personal growth and development.

## **CHAPTER 5: CONCLUSION**

### **INTRODUCTION**

This dissertation project endeavored to examine whether or not there was convincing evidence to support the concept that the campus work program at Southwestern Illinois College could be redesigned to improve the work specific skills of students, have a beneficial impact on a student's academic performance, improve their satisfaction with the school, contribute to persistence and completion rates, better prepare the student for entry into the future workplace, and help facilitate personal growth and development. Considerable research suggests that a well-designed and well-managed student worker program can contribute to such an environment and facilitate a learning and developmental experience in which all the aforementioned outcomes are plausible.

### **RESULTS**

Information presented throughout this study is drawn from very credible and respected educational theorists, e.g., Arthur Chickering, Vincent Tinto, John Gardner, George Kuh, Ernest Pascarella, Patrick Terenzini, and Alexander Astin (to name a few), and their research and findings have identified numerous developmental opportunities that can occur within the campus workplace. The merits of the theories and findings presented by these scholars have been verified in a number of studies conducted throughout the country, and those findings are also noted in this presentation, e.g.,

nationwide research conducted as part of the National Survey of Student Engagement (NSSE), nationwide research conducted by the National Association of Student Employment Administrators (NASEA), more localized research conducted on various college and university campuses, and studies conducted by non-academic entities like the project involving nearly 1200 human resources officers in the fields of business and industry. Finally, research was conducted on a number of best practices that would be beneficial to student worker development outcomes. Based on all of these findings - the literature reviewed, the information gathered from numerous other institutions that have outstanding student work programs, and the national and local studies - there is no reason to believe that the SWIC program could not achieve the results desired by the program administrators.

## **IMPLICATIONS**

It is important to note that the research findings did reveal certain themes and design elements that were common to all of the successful programs. Foremost among these important components is the need for institutions to commit to a view that the campus work environment is an important part of the student's educational experience. That view will manifest itself in the following ways:

- Student worker experience can be explained as contributing to an improved student retention and completion rate.
- Beneficial factor in a student's academic performance and assisting with the student's transition to college life. Non-cognitive factors include improving a student's feeling of self-worth and self-confidence, assisting in the clarification of career interests, facilitating their personal growth, and improving their awareness of the work environment they will enter upon completion of their college experience.
- Program administrators should strive to align the student's work experience and interest with the campus job placement.

- Provide an informative worker orientation program for new student employees.
- Present a clear statement of job responsibilities, desired employee skills, and expected worker skills to be developed or enhanced.
- Arrange a formal student worker performance evaluation process.
- Clarify for the worksite supervisor the important responsibilities in the following areas: help to develop the workplace skills required for the job; be prepared to evaluate the student worker's performance in an established student worker evaluation process; and act as a mentor to the student worker regarding expectations, appropriate dress and conduct, and accepted protocols in the current and future workplace environments.

To the extent that an institution can successfully incorporate these elements in their student employment model, there is a high probability that the quality of the work being done by students will improve. Likewise, beneficial outcomes will accrue to the student worker both in their workplace and in their psychosocial development.

## **LIMITATIONS**

There are several observable limitations evident in this project dissertation. The first limitation is that the proposal has not yet been approved by the administration of Southwestern Illinois College. Essentially, this project offers a theoretical model for the design of a campus work program that if properly constructed and implemented has a high probability for improving both the quality of student work within the institution and in helping student participants in numerous developmental ways. Program elements identified in the previous section of this chapter (and throughout the entire body of work) are based on sound theory and are reflective of design components used in successful student work programs on several other campuses.

Of course, it is understood that the dynamics within a campus environment where an institutional culture has already embraced the educational and developmental

attributes of an established student work program will differ from a campus where that point of view is not yet established. No doubt the first task in implementing the changes being proposed (new procedures, new forms, greater accountability, redefined expectations and roles, and more) would be to secure approval for all or part of the recommended changes.

An additional limitation to this study is that none of the hypotheses will be tested. As noted above, the proposal exists in a virtual and not an actual state. Until the proposals and the recommended tools are implemented, it will not be possible to evaluate and assess any of the following assumptions the design was based on:

- Will a comprehensive orientation program better prepare the student worker for the campus work environment?
- Will the new worker placement and interview process improve the quality of work being performed, the satisfaction level of the student in the job assignment, or provide any additional career clarification benefits to the student worker?
- Will the mandatory student worker job performance process improve the workplace environment, the quality of work being done, and provide for the mentoring opportunities intended?
- Will the body of recommended changes contribute to a more supportive workplace environment, provide students with an opportunity for meaningful engagement with the institution, and contribute to a sense of purpose and place?
- Will a satisfactory student work experience contribute to an improved academic performance?
- Will the campus work program along with the fully engaged site-supervisor mentorship result in an improved understanding/awareness among the student work force or requirements, expectations, and proper protocols in their future work environments?
- In what ways and to what degree did the redesigned campus work program and experience contribute to the student worker's development in non-cognitive ways?

## **CONCLUSION**

The administration of Southwestern Illinois College has a number of options to choose from regarding the future of this project. They could simply reject it, accept it in its entirety, or select some parts while rejecting others. And, if they accept it, they then have some decisions to make regarding implementation. Most likely it would be implemented in incremental phases. Should the decision be made to pursue any of the recommendations it would require that someone (a proposal leader) be identified. That person would then identify a cadre of advocates who see merit in the recommended changes, and a strategy to achieve the desired outcome would be developed. The transition from the current campus work program to a different model for student employment would be underway.

Assuming that all or parts of the recommended changes are implemented, the nature of that evaluation and analysis would likely be in many of the areas alluded to in the prior section. Certainly, the data generated from answering those kinds of questions would go far in determining the success or failure of the new design for the student worker program. Results from various means of evaluations would be used to inform whether or not (and to what degree) any of the assumptions and/or hypotheses made in the initial design model were valid. They would provide an informed basis to make alterations in the program design. In addition to the internal assessments being conducted, it would be helpful to the process if employers who were hiring SWIC graduates could be invited to provide commentary on how successfully the students who were transitioning from the campus work program to their actual jobs were able to function in the contemporary work environment.

A thorough follow-up evaluation of this kind might also provide interesting

speculation into the question of how other out-of-class campus activities and experiences impact the educational development of student participants. Perhaps the research being done in this particular area could inspire similar questions to be asked and related analysis to be conducted in the broader range of inquiry into the co-curricular experience. Regardless of what future activity and/or research this project might precipitate, the question germane to this study is whether or not there was any basis upon which a campus work program could be designed to legitimize the student work experience as a valid environment within which student learning and development could take place. I believe that this project dissertation demonstrates that there is not only a theoretical framework to support that contention, but that on numerous campuses and in many other non-academic settings, those theories are being successfully implemented in numerous practices and procedures. This study drew upon both the theories and operational designs they inspired to create a model for change in the student work program at Southwestern Illinois College. It has been offered to the appropriate college officials for their consideration.



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APPENDIX  
A: CODE OF RESPONSIBILITY

**STUDENT EMPLOYMENT  
CODE OF RESPONSIBILITY FOR SECURITY  
AND CONFIDENTIALITY OF DATA FILES  
Southwestern Illinois College**

Security and confidentiality of Southwestern Illinois College records is a matter of concern for all staff members who have access to paper files, microcomputer files or the computerized mainframe databases owned by Southwestern Illinois College.

Each person working at the College holds a position of trust and must recognize his/her responsibility to preserve the security and confidentiality of the information they view. Since a person's conduct, on or off the job may threaten the security and confidentiality of that information, any employee or person with authorized access to College records will:

- not make or permit unauthorized use of any information in the files.
- not seek personal benefit or permit others to benefit personally by any confidential information, which has come to them through their work assignment.
- not exhibit or divulge the contents of any record or report to any person except in the conduct of their regular work assignment.
- not knowingly include or cause to be included in any record or report a false, inaccurate, or misleading entry.
- not remove any official record or report (or copy) from the office where the record is kept except in performance of regular duties with prior administrative approval.
- not operate or request others to operate any College data equipment for personal or business interest.
- not aid, abet, or act in conspiracy with any other person to violate any part of this code.
- immediately report any violation of this code to your supervisor.

Acts that interfere with the purposes, necessities and processes of the College community or that deny the rights of members of the College community will be considered a violation of the Student Employment Conduct Code. Violators will be subject to disciplinary action, which might include dismissal.

APPENDIX  
B: MANDATED REPORTER FORM

**ACKNOWLEDGEMENT OF MANDATED REPORTER STATUS FORM**

Source:  
Illinois Department of Children & Family Services  
Office of the Director  
406 E. Monroe Street  
Springfield, Illinois 62701

I, \_\_\_\_\_ (Employee Name), understand that when I am employed at Southwestern Illinois College, I will become a mandated reporter under the Abused and Neglected Child Reporting Act [325 ILCS 5/4]. This means that I am required to report or cause a report to be made to the child abuse Hotline number (1-800-25A-BUSE) whenever I have reasonable cause to believe that a child known to me in my professional or official capacity may be abused or neglected. I understand that there is no charge when calling the Hotline number and that the Hotline operates 24-hours per day, 7 days per week, 365 days per year. I further understand that the privileged quality of communication between me and my patient or client is not grounds for failure to report suspected child abuse or neglect, I know that if I willfully fail to report suspected child abuse or neglect, I may be found guilty of a Class A misdemeanor. This does not apply to physicians who will be referred to the Illinois State Medical Disciplinary Board for action. I also understand that if I am subject to licensing under but not limited to the following acts: the Illinois Nursing Act of 1987, the Medical Practice Act of 1987, the Illinois Dental Practice Act, the School Code, the Acupuncture Practice Act, the Illinois Optometric Practice Act of 1987, the Illinois Physical Therapy Act, the Physician Assistants Practice Act of 1987, the Podiatric Medical Practice Act of 1987, the Clinical Psychologist Licensing Act, the Clinical Social Work and Social Work Practice Act, the Illinois Athletic Trainers Practice Act, the Dietetic and Nutrition Services Practice Act, the Marriage and Family Therapy Act, the Naprapathic Practice Act, the Respiratory Care Practice Act, the Professional Counselor and Clinical Professional Counselor Licensing Act, the Illinois Speech-Language Pathology and Audiology Practice Act, I may be subject to license suspension or revocation if I willfully fail to report suspected child abuse or neglect. I affirm that I have read this statement and have knowledge and understanding of the reporting requirements which apply to me under the Abused and Neglected Child Reporting Act.

I understand that following the mandated reporter guidelines is a condition of employment at Southwestern Illinois College. I will send this signed form to the Office of Human Resources, 2500 Carlyle Ave., Belleville, IL 62221, for inclusion in my personnel file.

\_\_\_\_\_  
Signature of Applicant/Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee ID



APPENDIX  
C: FERPA RULES FORM



## Acknowledgement of FERPA Rules

Information about individual students is collected and maintained with the understanding that it is used only as needed to support Southwestern Illinois College's basic educational requirements. Its use is restricted by college policy and by the Family Educational Rights and Privacy Act of 1974(as amended). Access to most student data is limited to those people within the college who have a legitimate academic interest and a need to review an education record in order to fulfill their professional responsibility. This interest is defined as the demonstrated need to know by those who act in the student's educational interest, including all employees.

I understand that by virtue of employment at Southwestern Illinois College, I may have access to records which contain individually identifiable information, the disclosure of which is prohibited by the Family Educational Rights and Privacy Act of 1974 (as amended).

I will maintain the data to which I have access in strictest confidence. The information viewed will not be shared in any manner with others who are unauthorized to view such data.

I understand that unauthorized copying of student files or verbally relaying any information contained in the student's file to another individual who does not have a legitimate academic interest may result in disciplinary action, loss of employment, and/or possible sanctions.

I have read, understand and agree to abide by the above guidelines.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

APPENDIX  
D: WORK PERFORMANCE REPORT



STUDENT EMPLOYMENT –WORK PERFORMANCE REPORT



Purpose: This appraisal is used in recommending students for future employment promotions, and hourly rate increases.

Name of Employee \_\_\_\_\_

\_\_\_\_ Fall \_\_\_\_ Spring \_\_\_\_ Summer

Employing Department \_\_\_\_\_

Starting Date/ Ending Date \_\_\_\_\_

Job Classification (Type of Work) \_\_\_\_\_

Supervisor/Evaluation \_\_\_\_\_

Appraisal of Student Employee:

4-SUPERIOR

3-ABOVE AVERAGE

2-AVERAGE

1-BELOW AVERAGE

N-NO EVALUATION

(All characteristics may not apply to each student because of the great diversity in opportunities for employment; therefore, if a category cannot rate objectively, please mark the "No Evaluation" box.)

PLEASE CHECK APPROPRIATE BOX	4	3	2	1	N
QUALITY OF WORK: Ability to do satisfactory work					
COMPREHENSIVE : Knowledge of job-familiarity with procedures of standards					
RELIABILITY: Job completion ability to get things done, conscientiousness					
ATTITUDE TOWARD WORK: Degree of enthusiasm and performance of work					
JUDGEMENT: Ability to make sound decisions					
DEPENDABILITY: Punctuality and reliability in attendance					
PROFESSIONALISM: Conduct one's self in a dignified, businesslike manner					
COOPERATION: Ability to work with others in harmony					
INITIATIVE: Interest in assuming added responsibilities					
LEADERSHIP: Quantity of understanding and directing people					

Employment Recommendation: \_\_\_\_ Recommend Continuation \_\_\_\_ Recommendation Termination

Supervisor evaluation comments:

\_\_\_\_\_

Student Worker evaluation comments:

The student worker's signature on this evaluation form indicates only that the student worker has read the form and talked with the supervisor about the evaluation. It does not indicate either agreement or disagreement with the evaluation.

Student Worker Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

APPENDIX  
E: APPLICATION FOR STUDENT WORK

# APPLICATION FOR STUDENT WORK

**SOUTHWESTERN ILLINOIS COLLEGE**  
 Community College District 522  
 An Equal Opportunity/Affirmative Action Employer

OFFICE USE ONLY	DATE: _____	RSW	FWS \$ _____
	PROG# _____	HOURS ATTEMPTED _____	
	STATUS _____	DEFAULT _____	
	FBS ENROLLED FL _____	SP _____	SM _____
	FA ELIGIBLE FBS FL _____	SP _____	SM _____

**IMPORTANT!** Please read before completing this application. To be eligible for the Student Work Program, you must be enrolled in an eligible program, in at least six semester hours for Fall and/or Spring, or at least one semester hour in the Summer. If you are on Financial Aid Suspension, you are ineligible to work.

Your application tells a potential employer important information about you, and gives a first impression of you. Be clear and accurate! *Please print in black ink.* Applications are kept on file for 6 months.

NAME: \_\_\_\_\_ SWIC ID# \_\_\_\_\_  
Last First M.I.

ADDRESS: \_\_\_\_\_  
Street City State Zip Code

PHONE: ( ) \_\_\_\_\_ Email Address \_\_\_\_\_

SWIC Major \_\_\_\_\_ Program Number: \_\_\_\_\_ Expected graduation date from SWIC: \_\_\_\_\_  
Month/Year

Previously employed at SWIC? \_\_\_\_\_ If yes, which department? \_\_\_\_\_

	TIMES AVAILABLE TO WORK
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	

**JOB INFORMATION:**

Campus Preference  BVL  GCC  RBC  ESLCC

Would you like to apply for a job posted on the bulletin board?  
 Yes: If yes, indicate the job \_\_\_\_\_  
 No: If no, indicate your job preference \_\_\_\_\_

The Barnes and Noble bookstore is not affiliated with the Student Employment Program. Inquire with Barnes and Noble for employment opportunities.

**EDUCATION INFORMATION:** Are you a new SWIC student?  Yes  No

Name of high school and date of graduation: \_\_\_\_\_  
 Other colleges attended: \_\_\_\_\_

**FINANCIAL AID INFORMATION:** Have you completed the Free Application for Federal Student Aid (FAFSA)?  
 Yes  No

Check any of the areas below in which you have experience (previous employment is not necessary).

<input type="checkbox"/> A/V equip operations	<input type="checkbox"/> customer service	<input type="checkbox"/> music	<input type="checkbox"/> scribe
<input type="checkbox"/> accounting	<input type="checkbox"/> data entry _____ KSM	<input type="checkbox"/> office clerk	<input type="checkbox"/> switchboard
<input type="checkbox"/> art/darkroom	<input type="checkbox"/> lab assistant	<input type="checkbox"/> psop	<input type="checkbox"/> ten key
<input type="checkbox"/> athletics	<input type="checkbox"/> computer	<input type="checkbox"/> receptionist	<input type="checkbox"/> typing _____ WPM
<input type="checkbox"/> building & grounds	<input type="checkbox"/> science	<input type="checkbox"/> special services	<input type="checkbox"/> word processing
<input type="checkbox"/> child care	<input type="checkbox"/> library	<input type="checkbox"/> tutoring	<input type="checkbox"/> other _____
<input type="checkbox"/> counseling	<input type="checkbox"/> mailroom	<input type="checkbox"/> note taker	

Indicate any computer software applications or programming languages in which you are proficient:

<input type="checkbox"/> Access	<input type="checkbox"/> Macintosh	<input type="checkbox"/> Programming	<input type="checkbox"/> Word	_____
<input type="checkbox"/> Excel	<input type="checkbox"/> Photoshop	<input type="checkbox"/> Publisher	<input type="checkbox"/> Other	_____
<input type="checkbox"/> Internet	<input type="checkbox"/> Powerpoint	<input type="checkbox"/> Windows		_____

APPENDIX  
F: PERFORMANCE EVALUATION



## Student Worker Performance Evaluation

### 1. Purpose

The student worker evaluation form is a tool to improve communication between student workers and their supervisors and to provide an opportunity for students to receive feedback on their job skills. The form is to be used to evaluate the student worker's job-related performance at the end of each semester. Additionally, this form may be used at any time to document the performance evaluation process is an important part of the employment experience and should be used to enhance student learning.

### 2. Procedures

Student workers are to be evaluated after the first 90 days of employment and also at the end of each semester in which they are employed. The Human Resources Office is responsible for sending a reminder to the immediate supervisor. The Human Resources Office will indicate the due date for completion of the form.

### 3. Continuation/Termination

Students who are performing their assigned job duties satisfactorily may be recommended for continuation, meaning the supervisor may offer the student opportunity to continue working in the student worker position.

Listed below are some (but not all) circumstances that may lead to termination:

- Unsatisfactory job performance
- Excessive absences or any absence without notice
- Excessive tardiness
- Falsification of time keeping records
- Insubordination or other disrespectful conduct
- Fighting or threatening violence in the workplace
- Unauthorized disclosure of confidential information
- Violation of college policy and/or department's written rules and regulations

### 4. Completed Evaluations

The completed evaluation forms are to be routed to the Human Resources Officer after completion. The Human Resources Office will document completion of the evaluation and then forward the completed evaluation to the Financial Aid and Student Employment Office to place in the student's file. Supervisors will be held accountable for any student evaluation not completed by the designated deadline.



APPENDIX  
G: SOCIAL NETWORKING GUIDELINES

## **Social Networking Guidelines**

The **SWIC logo** will be used only on the official SWIC social networking pages. This will allow users searching for the college on various social networking sites to immediately distinguish the official SWIC page from all others associated with SWIC. It will also protect the trademarked brand logo from unauthorized use.

The **exception** is to have PI&M create a SWIC logo with the department or program name underneath it.

**When using an individual's photo** as the profile picture, ensure you have that person's permission.

**Links to a social networking page** from the college website – (SWIC.edu) will be only from [swic.edu/socialnetworks](http://swic.edu/socialnetworks).

**Departments and/or groups** within the college that have a presence on social networking sites should inform their PI&M representatives of each presence so that PI&M can help promote the sites.

**To have a link** from the [swic.edu](http://swic.edu) via the SWIC Social Networking page, pages or groups must:

- Include a link to the official social networking disclaimer:  
<http://www.swic.edu/nosearch/socialmedianotice.html>
- Have reasonable oversight of public postings and replies or comments to those posts
- Keep the page active

Recommendations for Facebook pages:

- Facebook is cracking down on groups and organizations using a personal profile page instead of a fan page. Make sure you have the right kind of page.
- It is recommended that the Facebook setting for pages be adjusted to allow only content postings by administrators. This will prevent inappropriate postings by fans and help administrators keep the focus on the topic at hand. Fan comments cannot be blocked and should be monitored frequently.
- If the intent of the Facebook account is to have discussions with a specific group, it is recommended that the account be created as a group with a privacy setting of "Closed" or "Secret." This will allow members-only access to post and view messages.

APPENDIX  
H: STUDENT DATA FORM

**STUDENT EMPLOYMENT DATA FORM  
FINANCIAL AID AND STUDENT EMPLOYMENT OFFICE**

**1. STUDENT - Complete Student Section. (Print Legibly in Blue Ink)**

NAME \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 CITY, STATE, ZIP \_\_\_\_\_  
 SSN \_\_\_\_\_  
 STUDENT ID# \_\_\_\_\_  
 BIRTH DATE \_\_\_\_\_  
 HOME PHONE (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Are you currently employed at SWIC (in another position?) \_\_\_\_\_  
 Were you previously employed at SWIC? \_\_\_\_\_  
 If yes, which semester(s)? \_\_\_\_\_

**2. DEPARTMENT - Complete Department Section and send all copies of the Student Employment Data Form with the required documents to the Financial Aid & Student Employment Office. (Print Legibly in Blue Ink)**

DEPARTMENT \_\_\_\_\_  
 SUPERVISOR'S NAME \_\_\_\_\_  
 BEGINNING DATE \_\_\_\_\_  
 STUDENT'S JOB TITLE \_\_\_\_\_

WORK LOCATION      BELLEVILLE      GRANITE CITY      RBC      ESL

TEMPORARY (hiring student less than 1 semester) please circle    yes    no

**ATTACH THE FOLLOWING COMPLETED DOCUMENTS TO THIS FORM**

\_\_\_\_\_ Application for Student Work  
 \_\_\_\_\_ I-9, and photocopies of two documents  
 \_\_\_\_\_ Copy of SSN card  
 \_\_\_\_\_ Illinois W-4  
 \_\_\_\_\_ Federal W-4  
 \_\_\_\_\_ Beneficiary Designation  
 \_\_\_\_\_ Confidentiality Form  
 \_\_\_\_\_ Mandated Reporter Form

Do you wish this student to be under FWS if funding is available?    Yes    No

Please add this student to the Payroll to be paid from the following account:  
 Account # \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**3. FINANCIAL AID AND STUDENT EMPLOYMENT - Complete Financial Aid Section and forward all copies of the Student Employment Data Form to the appropriate Department.**

\_\_\_\_\_ Student approved to begin work on: \_\_\_\_\_  
 \_\_\_\_\_ Not eligible for student hire:  
 \_\_\_\_\_ STUDENT IS ON FINANCIAL AID SUSPENSION  
 \_\_\_\_\_ STUDENT IS TIME-FRAME  
 \_\_\_\_\_ STUDENT IS ENROLLED LESS THAN HALF-TIME

HOURS ENROLLED \_\_\_\_\_ FALL \_\_\_\_\_ SPRING \_\_\_\_\_ SUMMER  
 PROGRAM CODE \_\_\_\_\_

SELECTIVE SERVICE \_\_\_\_\_ DEFAULT \_\_\_\_\_ JOB DESCRIPTION \_\_\_\_\_  
 SATISFACTORY PROGRESS \_\_\_\_\_ OK \_\_\_\_\_ PROBATION \_\_\_\_\_  
 \_\_\_\_\_ TIME FRAME/APPEAL \_\_\_\_\_

STUDENT HIRED AS \_\_\_\_\_ FEDERAL WORK-STUDY \$ \_\_\_\_\_  
 \_\_\_\_\_ REGULAR STUDENT-WORK

AUTHORIZATION POSTED \_\_\_\_\_ [ ] FWS      [ ] RSW

Financial Aid Signature \_\_\_\_\_ Date \_\_\_\_\_

**4. TERMINATION -The department completes this section when the student's employment is terminated. Return the pink copy to the Financial Aid and Student Employment Office .**

TERMINATION DATE \_\_\_\_\_

REASON FOR TERMINATION \_\_\_\_\_

\_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Financial Aid Office will distribute copies after sections 1, 2, and 3 are completed.

APPENDIX  
I: STUDENT EMPLOYMENT HANDBOOK

# Student Employment Handbook

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Dear Student,

SWIC is going green! To comply with our new Green initiatives, our student employment handbooks can be found online. The student handbook has information on student worker responsibilities, requirements, wages and hours, breaks, paychecks, time sheets and much more!

**It is expected that you will have read and understood the Student Employment Handbook.** To find the handbook, follow these steps:

1. Go to [www.swic.edu/employmentaid/](http://www.swic.edu/employmentaid/)
2. Click on Student Worker Handbook link
3. Open the PDF file

Thank you and we are excited to have you on board as a Student Employee of Southwestern Illinois College!

APPENDIX  
J: EMPLOYEE WARNING NOTICE



## Work Study Employee Warning Notice

### Employee Information

Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Employee ID: \_\_\_\_\_ Job Title: \_\_\_\_\_  
Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_

### Type of Warning

First Warning                       Second Warning                       Final Warning

### Type of Offenses

Tardiness/ Leaving Early                       Absenteeism                       Violation of Company Policies  
 Substandard Work                       Violation of Safety Rules                       Rudeness to Customers/ Coworkers

Other \_\_\_\_\_

### Details

Description of Infraction:

Plan for Improvement:

### Acknowledgment of Receipt of Warning

By signing this form, you confirm that you understand the information in this warning. You also confirm that you and your supervisor have discussed the warning and a plan for improvement. Signing this form does not necessarily indicate that you agree with this warning.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness Signature \_\_\_\_\_ Date \_\_\_\_\_

(If employee understands warning but refuses to sign)



APPENDIX  
K: REQUEST FOR TERMINATION



### Work Study Request for Termination

Full Name _____	ID# _____
Position Number _____	Position Description _____
Department _____	Supervisor Name _____

Is this a Voluntary Termination? (Circle one)      Yes      No

If so, please have the student sign below. If student is unavailable please write in "Unavailable to Sign":

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

If you are requesting an involuntary termination, please explain the reason for the request (attach further explanation and supporting documentation if necessary). Supervisors should not terminate students involuntarily without contacting Human Resources or Financial Assistance.

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Was the student given a face-to-face conference regarding the issue? (Circle one)      Yes      No

If so, when (list all instances)? \_\_\_\_\_

Was the student given one or more written warning notice(s)? (Circle one)      Yes      No


If so, please attach a copy of all notices.

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_


Involuntary Termination Request approved by HR or Financial Assistance? (Circle one)      Yes      No

Human Resources or Financial Assistance Signature \_\_\_\_\_ Date \_\_\_\_\_

APPENDIX  
L: STUDENT WORKER ORIENTATION



# Student Worker Orientation



☆ 1



# Student Worker Program



**Purpose:**  
To provide part-time limited employment for students, helping reduce financial barriers to higher education while providing real life experiences.



**Benefits:**  
Offers students a work schedule that coordinates with college courses while gaining professional work experiences. Perfect opportunity for developing and enhancing resumes while making professional connections.


☆ 2



# Topics

- College Policies
  - Discrimination and Harassment
  - ADA
  - Emergency Procedures
  - FERPA
  - DCFS Mandated Reporter
  - Confidentiality of Data Files
- Student Worker Policies
  - Expectations & Responsibilities
  - Departmental Training
  - Customer Service
  - Resources
  - Evaluation

☆ 3



# College Policies: Discrimination & Harassment

☆ 4




# Discrimination & Harassment

- Board Policy 3003 prohibits sexual misconduct of any kind.
- Board Policy 3004 states it is the policy of SWIC to grant equal employment opportunity to all qualified persons without regard to race, creed, color, sex, religion, national origin/ancestry, disability, sexual orientation or age.
- Sexual harassment is behavior of a sexual nature that is unwanted by and unwelcome to its target. Under Title IX, it also includes sexual violence.
- There are two main types of sexual harassment: 1) quid pro quo & 2) hostile work environment.

*For assistance, please call the Office of Human Resources Title IX Coordinator, Sherry Favre ext. 5554*


☆ 5



# Quid Pro Quo

- Means or defined as exchanging “this” for “that”
- Usually occurs within the relationship of
  - Supervisor to Employee
  - Faculty to Student
  - Administrator to Faculty
  - Supervisor to Worker


☆ 6



# Hostile Work Environment

Intimidating or offensive work environment that interferes with educational or work performance.

☆ 7



# Avoiding Discrimination & Harassment

- Be aware of your words & actions.
- Treat everyone with respect.
- Avoid assumptions that jokes & gestures are harmless or not offensive.
- Do not use the Internet or your email to download distasteful jokes or access questionable websites.

☆ 8

**The Americans With Disabilities Act (ADA)**

The Americans With Disabilities Act of 1990 is a National mandate to end discrimination against persons with disabilities in social and economic life.

9

**SWIC Public Safety Services**

- Medical Response
- Parking Permits and Student ID Cards
- Motor Assist Programs (Jumpstarts/Vehicle Access)
- Police/Security Escorts
- Community Police Patrols

**Campus Wide Emergency Notifications**

- E-mail
- SWIC web page at [www.swic.edu](http://www.swic.edu)
- SWIC Alert – text messaging service
  - Opt-in program (students must register on their eStorm account, SWIC Alert)
  - Free Service
  - Available to all students, staff, & faculty

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**Campus Safety Tips**

- Never let your guard down!
- Be Alert/Aware of your surroundings.
- Be Prepared – have your keys in hand.
- Trust your instincts – request SWIC Police Escorts.
- Walk in pairs/groups.
- Use **RED** emergency phones when needing assistance.



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**SWIC Public Safety General Information**

- Phone Number- (618) 235-2700
  - BC – Extension 5221
  - SWGCC – Extension 6675
  - RBC – (618) 282-2362
- Emergency- 222-5555 (BC)
  - 931-6672 (SWGCC)
  - 911 (RBC)
- Fax Number – 222-0954
- E-mail: [publicsafety@swic.edu](mailto:publicsafety@swic.edu)

12

**Family Educational Rights and Privacy Act (FERPA)**

FERPA is designed to protect the privacy of education records, to establish rights of students to inspect and review education records, and to provide guidelines for correction of incorrect or misleading data through formal and informal hearings.

13

**Abused and Neglected Child Reporting Act**

- Required to report or cause a report to be made to the child abuse Hotline number (1-800-25A-BUSE) whenever there is a reasonable cause to believe that a child known in your professional or official capacity may be abused or neglected.
- The Hotline operates 24-hours per day, 7 days per week, 365 days per year.
- Failing to report suspected child abuse or neglect, may result in a Class A misdemeanor.

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**Code of Responsibility for Security & Confidentiality of Data Files**

- Do not make or permit unauthorized use of any information in the files.
- Do not seek personal benefit or permit others to benefit personally by any confidential information.
- Do not exhibit or divulge contents of any record or report.
- Do not remove any official record or report from the office.
- Do not operate or request others to operate any college data equipment for personal use.

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**Student Worker Policies**

16




### Expectations & Responsibilities

- Arrive to work on time and work the hours assigned by your supervisor.
- Notify your supervisor if you are going to be late or absent.
- Notify your supervisor if you have a change in your enrollment status or decline in grades.
- Come to work in clean, neat, and appropriate clothing.
- Cell phones are only permitted in case of an emergency. No personal phone calls or texting during work hours.
- Should not visit with family or friends during shift.
- Maintain confidentiality.
- Provide excellent customer service.
- Exhibit a positive attitude and professionalism.

☼

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### Departmental Training

Student workers will receive training specific to the assigned department.

☼

18




### Customer Service

- Transmit a positive attitude
  - Smile! ☺
  - Make eye contact
  - Pleasant tone of voice
  - Remain attentive
- Identify Customer Needs
  - Understand what he /she needs
  - Make individual feel welcome & important
- Meeting Customer Needs
  - Utilize SWIC resources
  - Ask if you don't know an answer, do not guess or give partial information
  - Make sure the individual has what he /she needs before leaving by personally escorting him /her to the needed resources

☼

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### Customer Service

- Assuring Customer Satisfaction
  - Go above & beyond to help the customer
  - Always be pleasant even when customers are not pleasant to you
- Phone Calls
  - Identify yourself, specific campus, & department
  - Listen attentively and take accurate messages
  - Transfer calls and deliver messages promptly
- Challenging Phone Calls
  - Remain calm and pleasant (not defensive)
  - Focus on the solution
  - Verbal abuse: transfer call to supervisor

☼

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### Resources (618) 235-2700

- Counseling
  - BC ext. 5186
  - ESLC 874-6594
  - RBC ext. 8114
  - SWGCC ext. 7333
- Business Office (Tuition Information)
  - BC ext. 5367
  - RBC ext. 8114
  - SWGCC ext. 6640
- Disability & Access Center
  - BC ext. 5368
  - ESLC 874-8773
  - RBC ext. 5368
  - SWGCC ext. 5368

☼

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### Resources (cont.)

- Enrollment Services
  - BC ext. 5455
  - SWGCC ext. 6615
  - RBC ext. 8114
  - ESLC 874-6592
- Financial Aid
  - BC ext. 5286
  - ESLC (PALS) 874-6583
  - RBC (PALS) ext. 8126
  - SWGCC ext. 6610
- Learning Resources
  - BC ext. 5551
  - ESLC 874-6592
  - RBC ext. 8134
  - SWGCC ext. 7364

☼

22




### Evaluation

- Initial evaluation after 3 months of employment & then at the end of every semester
- Discuss work performance
- Review evaluation report
  - Employee & Supervisor signature
- Grade check
- Employee feedback

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### Q & A

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