

Spring 2016 Student Employment Assessment

Student Survey

Center for Career and Professional Development

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ABSTRACT

To fully understand the impact and areas of improvement to Western Carolina University's student employment program, the Center for Career and Professional Development launched two surveys: one for student workers, totaling 962 students, and one survey for their supervisors.

Ongoing assessment and evaluations are crucial to ensure the relevance and efficiency of the student employment program. Although surveys have been deployed to students and their supervisors in the past, this report is the first formal assessment analysis for the Center for Career and Professional Development.

Of the 962 students who were given the survey, 257 completed it (26.7%); Because many faculty and staff supervise student workers but who do not necessarily approve student timesheets, the survey was sent campus-wide as the number of actual supervisors is not known. Fifty-one supervisors completed the survey (See the supervisor assessment report on the Student Employment Website, studentemployment.wcu.edu).

Overall, 88% of students surveyed reported they were satisfied or very satisfied with their student employment experience, with 79% being Non Work Study students, 26% being Work Study students and 5% being Graduate Assistants. The survey also reported 92% said they work 20 hours or less; 82% reported they have one job while they have two jobs and 4% reported they have three or more jobs on campus. Most students (71%) reported they primarily worked on campus for financial reasons, including spending money, help with living expenses, and help with school-related expenses. Ten percent worked to gain experience relevant to their major and 12% worked to gain experience related to their career goals.

Additional information including how students are finding on-campus jobs, satisfaction rates with JobCat 2.0 and the Student Employment website, as well as satisfaction with student employment-related workshops are also included in this report.

BACKGROUND

The Center for Career and Professional Development's mission enhances the teaching and learning of students and alumni by supporting them in the development of self-awareness, identification and integration of career and academic goals with real-world experiences, and expansion and articulation of professional competencies to succeed in post-graduate experiences.

In addition to providing students with financial support while completing their collegiate degrees, the Student Employment Office, within the Center for Career and Professional Development, enhances student learning in the five global outcomes promoted by WCU:

- Communicate effectively and responsibly
- Practice civic engagement
- Integrate and apply information from a variety of contexts
- Solve complex problems
- Clarify and act on their own purpose and values

The goal of the student employment program is to foster positive working and educational environments that meet one's financial, personal, and academic goals. Additionally, the student employment program also strives to deploy personal and professional development programs to supplement one's academic experience in preparation for entering the workforce.

ASSESSMENT PROCEDURE

A 20-question survey was created to assess student satisfaction in the following areas: using the Student Employment website, using JobCat 2.0, working with departmental supervisors, attending professional development workshops, and assessing their overall experience with student employment. A copy of the actual survey can be found in Appendix F.

The survey was initially electronically sent to 962 students on payroll in the Spring 2016 semester, including Work Study and Non Work Study students (both hourly and contracted students) April 5, 2016 and was "live" for three weeks. The CCPD used Qualtrics to house and help analyze the survey results. Graduate students who completed the survey held at least one Non Work Study position and were therefore given access to the survey. This survey was not sent to all Graduate Assistants through the Graduate School. A total of 257 students completed the survey.

FINDINGS

Question 1 asked respondents to identify their class ranking:

#	Answer		Response	%
1	Freshman		30	12%
2	Sophomore		65	25%
3	Junior		58	23%
4	Senior		89	35%
5	Graduate Student		15	6%
	Total		257	100%

Question 2 asked respondents for their major. Because this list is comprehensive, the full data for this question can be found Appendix A.

Question 3 asked how many jobs on campus, excluding Aramark (Dining Services), they worked:

#	Answer		Response	%
1	1		210	82%
2	2		37	14%
3	3		7	3%
4	4+		2	1%
	Total		256	100%

Question 4, an optional question, asked for which department(s) they worked. Because this list is comprehensive and because it was a qualitative question, this data can be found Appendix B.

Question 5 asked for their work classification

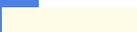
#	Answer		Response	%
1	Work Study		63	26%
2	Non Work Study		194	79%
3	Graduate Assistant		12	5%

Question 6 asked the method for which they found their job(s):

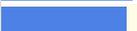
#	Answer		Response	%
1	JobCat		65	25%
2	Word of Mouth		108	42%
3	Course Instructor		33	13%
4	Department/ Flier		30	12%
5	Other (Please specify)		42	16%
6	Student Employment Fair		32	13%
7	Academic Advisor		17	7%
8	Student Organization Advisor		3	1%

Other: Financial Aid, My GCC, Friends, Friend, Online at WCU website

Question 7 asked how long they have been working on campus.

#	Answer		Response	%
1	Less than 1 year		118	46%
2	1-2 years		87	34%
3	2-3 years		25	10%
4	3-4 years		25	10%
5	more than 4 years		2	1%
	Total		257	100%

Question 8 asked how many combined total number of hours they worked during a typical work week.

#	Answer		Response	%
1	1-5		31	12%
2	6-10		71	28%
3	11-15		68	26%
4	16-20		67	26%
5	more than 20		20	8%
	Total		257	100%

Question 9 asked for the primary reason they worked on campus.

#	Answer		Response	%
1	Spending money		47	18%
2	Gain experience related to my major		26	10%
3	Help with school-related expenses		45	18%
4	Help with living expenses		91	35%
5	Other (Please Specify)		17	7%
6	Gain experience related to my career goals		31	12%
	Total		257	100%

Other: Experience related to career goals, because it's an awesome job and helps with school expenses; I enjoy what I do and it is a source of income; to be involved on campus and meet other people; need it to live; work study

Question 10 was a Likert scale regarding their satisfaction with the Student Employment website as well as JobCat 2.0.

#	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	A web-based job posting is the best way for students to find on-campus employment	6	17	48	73	38	182	3.66
2	I find the Student Employment site useful	6	18	40	66	40	170	3.68
3	I find the JobCat site easy to use	7	27	43	64	35	176	3.53
4	I was able to search for on-campus employment using JobCat	3	9	38	71	39	160	3.84
5	The job descriptions and requirements were clearly posted for each job ad	3	7	50	70	41	171	3.81
6	I will use JobCat again in the future, either for on-campus employment or for full-time employment after graduation.	4	16	53	57	40	170	3.66
7	I find the Work Study site easy to use	5	10	48	31	13	107	3.35

Question 11 was a Likert scale regarding their experiences in working with their supervisor/ department.

#	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	My supervisor treated me with respect	5	6	8	61	174	254	4.55
2	My supervisor was effective in directing me in my responsibilities	7	10	14	56	167	254	4.44
3	My supervisor was friendly and approachable	3	6	17	52	176	254	4.54
4	I had regular meetings with my supervisor	4	17	32	79	121	253	4.17
5	My supervisor cared about my learning experience on the job.	5	10	31	60	148	254	4.32
6	I intend to use my supervisor as a reference	8	11	22	69	144	254	4.30
7	My supervisor provided me with useful feedback or evaluations	5	15	21	69	144	254	4.31

Question 12 was a Likert scale regarding their overall experiences with student employment on campus.

#	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	My job was time well spent and an important aspect of college life	6	7	27	89	124	253	4.26
2	I had opportunities to grow and learn within my job responsibilities	5	7	22	79	140	253	4.35
3	I was given sufficient responsibility to match my skills and abilities	6	11	25	87	124	253	4.23
4	My workload was reasonable	5	7	17	94	129	252	4.33
5	I had the materials and equipment needed to do my job well	3	10	9	86	145	253	4.42
6	My role allowed me to explore my career interest	13	33	42	61	103	252	3.83
7	My role will enhance my resume	4	4	23	81	140	252	4.38
8	I felt valued in my department	12	9	19	84	129	253	4.22
9	I was given enough recognition for work that was well done	11	13	29	83	116	252	4.11
10	My salary was fair for my responsibilities	20	26	27	84	95	252	3.83
11	I felt I was trained adequately so that I could do my job well	6	13	25	85	124	253	4.22

12	I had a clear understanding of what was expected from me	5	9	17	86	135	252	4.34
13	I felt comfortable with the payroll system (submitting timesheets, direct deposit, etc)	6	5	17	90	135	253	4.36
14	Teamwork and cooperation exists in my office	10	7	19	84	132	252	4.27

Question 13 asked if they had attended a professional development workshop organized by the CCPD.

#	Answer		Response	%
1	Yes		41	16%
2	No		213	84%
	Total		254	100%

Question 14 asked, of those who answered Yes, which workshops they attended.

#	Answer		Response	%
1	Customer Service		6	15%
2	Navigating difficult conversations in the workplace		2	5%
3	Interviewing/Resume building skills		18	44%
4	Office professionalism and etiquette		18	44%
5	Personal finances		6	15%
7	Time management		6	15%

Question 15 asked those who answered No why they did not attend a workshop during the academic year.

#	Answer		Response	%
1	I did not know there were sessions offered		77	36%
2	Session times did not correlate with my schedule		69	32%
3	Topics were not relevant to me		4	2%
4	I am too busy		43	20%
5	Other (please specify)		4	2%
6	I am just not interested		19	9%
	Total		216	100%

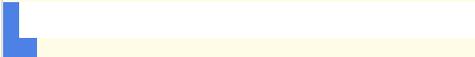
Question 16 asked what additional topics not covered they would be interested in attending.

#	Answer		Response	%
1	Sexual Harassment		20	10%
2	Emergency Preparedness		41	20%
3	Job searching skills		127	63%
4	Other (please specify)		14	7%
	Total		202	100%

Question 17 asked students to determine how student employment has helped them in their college experience for the 2015-16 academic year in regards to WCU's five learning outcomes for students.

#	Answer		Response	%
1	Solve a personal or academic, career-related problem		111	47%
2	Make meaningful connections between my academic work and my career choices and options		140	60%
3	Learn to communicate more effectively as a job candidate or aspiring professional		198	84%
4	Identify or practice ways in which my academic and co-curricular activity, work, and career will benefit my campus, local, or global community		138	59%
5	Clarify my purpose and values as they relate to my major and career		106	45%
6	What other outcome did your interaction with Career Services help you achieve?		11	5%

Question 18 asked for their overall satisfaction with the student employment program.

#	Answer		Response	%
1	Very Dissatisfied		6	2%
2	Dissatisfied		8	3%
3	Neutral		18	7%
4	Satisfied		85	34%
5	Very Satisfied		136	54%
	Total		253	100%

Question 19 asked for suggestions regarding improvements that could be made to the student employment program. Because this list is comprehensive, full data can be found in Appendix C.

Question 20 asked if they would like to be contacted by the CCPD for further information regarding their student employment experience. Data from this question has been redacted for confidentiality purposes.

RECOMMENDATIONS

Based on the data within this report, the Center for Career and Professional Development recommends the following:

- Offer at least four professional or personal development workshops per semester targeted specifically to student workers and work with faculty and staff to market these workshops for their students
- Offer at least three supervisor workshops per semester, targeting areas of improvements as stated by student workers, including hiring and evaluation processes, strategies for managing student workers, and how to create a departmental student employment handbook
- In addition to email marketing strategies, use tangible marketing such as banners, flyers, sidewalk posters, etc. to market student professional development opportunities
- Connect with faculty and staff to do in-class or in-meeting workshops on resources, professional development, and the services the CCPD provides

APPENDIX A

Answer	Response
Undecided	28
Biology (B.S.)	19
Criminal Justice (B.S.)	19
Psychology (B.S.)	15
Nursing (B.S.N.)	13
Social Work (B.S.W.)	12
Art (B.A., B.F.A.)	8
Business Administration and Law (B.S.B.A.)	8
Elementary Education (B.S.Ed.)	8
English (B.A.)	8
Management (B.S.B.A.)	8
Anthropology (B.A., B.S.)	7
Chemistry (B.S.)	7
Communication (B.S.)	7
Marketing (B.S.B.A.)	7
Mathematics (B.S.)	7
Accounting (B.S.B.A.)	6
Entrepreneurship (B.S., B.S.B.A)	6
Forensic Science (B.S.)	6
History (B.A., B.S.)	6
Hospitality and Tourism Management (B.S.)	6
Recreational Therapy (B.S.)	6
Spanish (B.A.)	6
Communication Sciences and Disorders (B.S.)	5
Interior Design (B.S.)	5
Nutrition and Dietetics (B.S.)	5
Pre-Health Professional	5
Computer Information Systems (B.S.B.A.)	4
Engineering Technology (B.S.)	4
Sociology (B.A., B.S.)	4
Business Administration	3
Emergency Medical Care (B.S.)	3
Engineering (B.S.)	3
Environmental Health (B.S.)	3
Environmental Science (B.S.)	3
Film and Television Production (B.F.A.)	3
Geology (B.S.)	3
Japanese Studies	3
Leadership	3
Parks and Recreation Management (B.S.)	3
Political Science (B.A., B.S.)	3
Religion	3
Sport Management (B.S.)	3
Broadcasting	2
Chemistry - ACS Approved (B.S.)	2
Electrical and Computer Engineering Technology (B.S.)	2
Electrical Engineering (B.S.E.E.)	2

Emergency and Disaster Management (B.S.)	2
International Studies (B.A.)	2
Music Education (B.M./B.S.Ed.)	2
Natural Resource Conservation and Management (B.S.)	2
Physics	2
Professional Writing	2
Secondary and Special Subject Teaching (B.S.Ed.)	2
Business Administration—M.B.A.	2
College Student Personnel—M.Ed.	2
Counseling, Clinical Mental Health—M.S.	2
Entrepreneurship—M.E.	2
Social Work—M.S.W.	2
Art Education (B.S.Ed.)	1
Business Law	1
Chemistry - Four + One Program (B.S., M.S.)	1
Construction Management (B.S.)	1
Dance	1
Early Childhood	1
Earth Sciences (Inactive Minor)	1
English Education (B.S.Ed.)	1
Film Studies (also see Motion Picture Studies, Motion Picture and Television)	1
Finance (B.S.B.A.)	1
Forensic Anthropology	1
Health and Physical Education (B.S.Ed.)	1
Inclusive Education (B.S.Ed.)	1
Mathematics Education (B.S.Ed.)	1
Middle Grades Education (B.S.Ed.)	1
Molecular Biology	1
Musical Theatre	1
Philosophy (B.A.)	1
Premedical / Biomedical Science & Technology	1
Social Sciences Education (B.S.Ed.)	1
Stage and Screen (B.A.)	1
Health Sciences—M.H.S.	1
Human Resources—M.S.	1
Nursing—M.S.	1
Physical Therapy—D.P.T	1
Psychology—M.A., S.S.P.	1
Public Affairs—M.P.A.	1
Special Education—M.A.Ed., M.A.T., AIG Licensure Only	1

APPENDIX B

Admissions	7
Advising Center	1
Annual Giving	3
Anthropology and Sociology	1
Art Department	3
Athletics	5
Bardo Arts Center	2
Biltmore Park Administration Office	1
Biology	1
Bookstore	3
Campus Rec Center, Base Camp	5
Campus Recreation Center	11
Carpenter shop	1
Cat Tran	2
Center for Career and Professional Development	4
Center For Service Learning	2
Chemistry/ Physics	2
CHHS	2
College of Business, all departments	2
College of Education and Allied Professions	2
College of Fine and Performing Arts	1
Coulter Faculty Center	1
Criminal Justice	1
Department of Campus Activities	6
Department of Engineering and Technology	1
Department of Mathematics and Computer Science	1

Disability Services	1
Division of Student Success	1
Emergency Medical Services	1
Engineering and Technology	1
Facilities Management	3
Geosciences/ Natural Resource Management	3
History	1
Honors College	1
Hunter Library	6
Information Technology	10
Intensive English Program	1
Intercultural Affairs	1
Interior Design	1
Internal Audit	1
International Programs and Services	2
Mail Center	2
Marketing	1
Math and Computer Science	3
Math Tutoring Center	4
Mountain Heritage Center	1
Office of Institutional Planning and Effectiveness	1
Office of Leadership and Student Involvement	1
Office of the Provost	1
Orientation	3
Parking Services	1
Philosophy and Religion	1
Physical Therapy	1

Print Shop	1
Printing/ Mailing Services	4
Psychology	1
Ramsey Center	3
Residential Living	32
School of Art and Design	1
SGA	1
Social work	2
Stage and Screen	2
Student Marshall for commencement	1
Student Support Services	5
The Western Carolinian	2
University Participant (UP) Program	2
Video production	1
Writing and Learning Commons	20

APPENDIX C

You need to take a special look at these supervisors and make sure they aren't acting like the world revolves around them. Make sure the tasks they make students do are in their job description

Make grades first easier to use and more easily accessible from multiple browsers and electronic devices

To better inform students of JobCat through email

As far as the Group X program at the CRC, instructors should be paid more than \$8.00 per hour. This is because a lot of outside time goes into preparing a good class that we don't get paid for. Most instructors only teach a few classes a week, which doesn't give us a lot of hours. Each class is typically 45 minutes long. I also think that if an instructor has a certification in their area of teaching (i.e. yoga, indoor cycling etc.) that they should receive a raise for that. Most gyms pay by class, not by the hours. Anywhere else I could do the same job for 20-30 dollars per class.

Nothing that I can think of off the top of my head.

Higher wages

WCU in general, does not do a great job with advertising. I worked as a GroupX instructor at the CRC. In the past I have been a participant and now having experience as an instructor I can say that from both angles WCU needs better advertising tactics. I think we could use social media a lot more than we currently do. I think as instructors we should be encouraged to promote our class through

facebook and Instagram. I think WCU needs to make better efforts with all aspects of campus life to make upperclassmen aware of events and resources. Freshmen are easy to advertise to because they are in dorms, but after people move off campus or even reside on campus in upperclassmen dorms they are not as easily reached. As an employee this has meant that I am not aware of everthing career services has to offer.

My experience was outstanding and I currently do not have an recommendations for improvement.

Pay more. We can't live off minimum wage.

Increase pay from \$7.25. I do not work a lot so \$7.25 an hour is too low. Raise it to \$8 or \$9

Maybe more variety at the job fairs.

No changes need to be made

Email all students about job opportunities and provide more money under work study for students. Given them more opportunities to make money cause the money that. Is given is not enough students can't live off that.

Just add more!

I know students get paid minimum wage but if there is a chance that the pay rate could raise even just a few cents that would be great. Considering this is how I make money during the school year and having to ask my parents for money to travel home is not something I want to keep doing until I graduate.

Do not belittle the student workers. We have a voice and don't like to be disrespected

I love working in the marketing department!

Create strict guidelines for supervisors to follow. There should never be another instance where a supervisor is neglecting/ refusing to communicate with an employee. I experienced favoritism, unfairness, lack of communication and lack of professionalism in my work environment.

Increase pay for tutors.

You're doing a fantastic job mate.

Increase the student worker pay.

Living wages and actual hours would be nice. I keep being told we have "real" jobs, but real jobs usually pay you according to merit and skill level, with regular pay increases and the ability to at least work 30 hours a week, with the option for overtime. Also most "real" jobs also have benefits. The university is essentially using some clever loopholes to use readily replaceable student labor at pennies on the dollar. We'd honestly be better or just as well off working for local fast food joints, at least financially.

I feel that certain full-time staff members should be trained and held to a higher standard of professionalism when dealing with student workers. I know that this may seem obvious and already in effect, but on numerous occasions, in fact more occasions than should actually be tolerated, I and other student workers have had issues with a particular staff member. We have spoken to the head of the department, we have expressed these issues in interviews for the IT Accreditation Project for WCU, and we have been informed that she has been spoken to repeatedly, yet these issues keep occurring. These issues include verbal attacks, harassment, belittling of student workers, and lack of

professionalism in the workplace. I am exhausted of trying to get these issues resolved, and honestly, I shouldn't have to have them resolved, because they shouldn't be happening in the first place.

I do not have any suggestions.

I believe that we should have more teamwork and cooperation. I also feel that there should be more student employee appreciation events. The full-time staff have many, and the students do not.

More recognition of student employees.

Maybe make student employment easier for students to find and make jobs more available.

Offer raises based on experience and work ethic, being in college and working is no easy task especially if we have a lot of home work so it would be nice to get a small raise if we deserve it.

I have no suggestions.

Ensure students are paid at least minimum wage. Additionally, create a system that ensures supervisors are respecting their student workers and taking into account their opinions and values.

Raise pay for student employees \$1.00

Get the word out more about campus jobs. Also, you guys can pay us more...especially athletics. I know there is a budget everyone has to work with but as a college student you need to make a decent amount to survive. Living paycheck to paycheck is hard, paying bills, plus with school on top of that... you mind as well shit on me. Also, some of your employees (not students, actual employees) are racists as hell. Hiring colored people to work under white people who are racists (and only nice to you because it is mandatory at a work job) is very uncomfortable. And I'm not talking about black lives matters. I'm asian and I feel the tension between the racists bigots. Thank you.

MORE PAY PLEASE!!!! We at the mail center work very hard to please the student body and I feel as though we should get a raise each semester we continue to work at the mail center.

I didn't know about jobcat until I all ready had my job. It would be nice if there was a little more advertisement done so people know about it because it is a good resource.

Nothing I can think of.

Give a session for new employees on how to use the Payroll time-sheet. It was easy once I figured out how.

None

Hire better managers.

if possible at all, allow for students, faculty and or staff to have a weekly payroll. Having a job is great but its not nearly enough to live off of if you're a commuter or if you plan on buying groceries every other week or paying general bills.

Higher wages based off experience. Possibility for advancement. Bosses who actually know what's going on.

Let me work more than 20 hours per week

In the past I have had issues with job cat where I would apply for a job and it would be a scam but listed as an on campus job

I believe that work-study paid should be base on the federal pay than work-study pay so that federal government can pay student workers rather than the school paying student workers their salary. The school would save more money.

For students working in the geology department there should be a way for them to have access to locked doors in the building. It is quite inconvenient always having to ask a professor to use their key and have to finish and be back before they leave for a class.

There needs to be more work options for non work study students. Many of the jobs I would love are reserved for work study.

Jen Cross' reminder emails to submit bi-weekly time sheets are written in all caps, with multiple colors and highlights. They are sent at least twice each pay period and come across as rude reminders that are unnecessarily glaring. Removing the all caps would be a great improvement. Thanks!

I love my job at the library, but my job at the WaLC has been non-lucrative. If they don't need tutors and we'll have no hours, don't hire us. Hopefully it will be better next semester, but why are they hiring so many people if there's not enough interest in tutoring services?

Pay raise

I might would suggest adding more non work study jobs on campus because I know many people that have looked for on campus jobs to help them with their student expenses such as, school supplies and washing clothes. I know that it would be helpful because not everyone on campus has a car meaning they can not get an off campus job.

The gradesfirst website can be very glitch and difficult to use. It doesn't always work even with the main browsers such as Firefox, chrome, and internet explorer. Its caused students to not bother making appointments.

Budgeting oversight, evaluation, and auditing into the ITDS department should be recommended to prevent the unsustainable pay of student workers in the future.

There are no suggestions that I can think of

Realize the worth and value of someone's time and realizing that above all else we are students trying their hardest to have a successful career with the degree they decided to receive from Western Carolina University.

I am not a huge fan of the jobcat site. This most likely stems from the fact that I was not really introduced into how to use it. I would suggest that someone from jobcat go to the FYE classes in order to explain how to use the site.

Student workers should have the opportunity to do homework when there are slow times at work. Student workers should not have to deal with drama in the work place. Micromanaging is not healthy, and meaningless tasks make the work place undesirable. I did not appreciate being degraded and harassed in the work place. Most managers/supervisors were very nice and I enjoyed working with them, but there were some that should learn to respect other employees.

If your going to offer skilled labor such as programming jobs you should pay the students more, \$10/hr or \$13/hr is not even close to what they could make doing part time work online.

Have current textbooks available in the math tutoring center.

Consider the supervisors and other who will be over students and use student opinions to decide if they need to be in the position.

Allow us to work more hours.

Maybe add a way to give students feedback on their interviews when they apply for different jobs. This can especially help if the student is not hired for a position. With honest reviews, they can look back at their performance and learn from it in order to improve themselves. If the students do not know what they are doing wrong then they are likely to repeat the same mistakes. I think the Career

Services Office conducts mock interviews but the experience is different when we know it is real vs. when it is not.

Have people to supervise, who love what we're doing, not that are having it forced on them.

Nothing really

NA

None. The experience was great!

It make absolutely no sense to me why we clock in with our CatCard but have to manually import our hours into MyCat each pay period. Personally, I have three different pay rates I have to import each pay period and it is beyond a hassle. Cut out the unnecessary third party time system or even go back in time and use actual punch cards.

Higher pay would be nice, but I'm not complaining. It would also be nice to have more guaranteed hours, which I feel like I could get if more people knew about the lab report tutoring option at the WaLC.

The manual time sheets are pretty silly, considering the time is kept through an electronic system. It would also help a lot to not limit the number of hours to 25 a week. It should be an option for the employee to be able to work more.

It was up to me to cover my living expenses in college. The limiting hours a student can work a week forced me to find another job off campus where I was required to work nights/weekends...When my academic schedule would have allowed 30 hour work weeks on campus (due to night classes/online classes). Working in offices is great for students because we can still have most nights and weekends off with plenty of time to do homework.

As an intramural referee, we do not get paid enough for the level of difficulty involved. Refereeing for any other organization pays A LOT more. Dealing with college aged participants is hard enough, but refereeing them is incredibly stressful and ridiculous. Some of them have no respect for the ref and it can be very stressful and frustrating to deal with. Minimum wage is simply not enough for what intramural officials have to do and compared to referees everywhere else.

Employers need to understand that we are students first. School and academic responsibilities come first.

Make on campus positions more available to students. Possibly creating some more jobs opportunities would be beneficial.

Improve hourly pay rate

Higher pay for returning student workers. Students should receive a raise each year they return, or if they are promoted during their time as a student employee.

Listen to feedback given from employees and put them into effect.

I think it would be nice if you work a job for more than one year (like I have with the IPS, with now being my third year) if we could get a raise. Nothing big but maybe a little bit. It would just help with growing expensive's (like getting an apartment and paying for food per week). It would also give instinctive to stay with the job.

None

Better communication between Networking and ITDS.

Less email reminders

Improve hourly pay rate.

Try to work towards hiring people who will actually work and do a good job. Hiring based on someone's personality is not the way to do that. Also, fire people who don't work.

salary raise for people with higher position and good work ethic.

I don't have any suggestions at this time.

Make more jobs

Improve the website in searching for non work study jobs as well

More opportunities for on campus jobs, and making Jobs at easier to navigate.

N/A I have had a great experience