Student perceptions of college work-study experiences at Iowa State University: a descriptive analysis

Nancy Ellen Knight
Iowa State University

Follow this and additional works at: https://lib.dr.iastate.edu/rtd

Part of the Educational Assessment, Evaluation, and Research Commons, Education Economics Commons, and the Higher Education Commons

Recommended Citation
Knight, Nancy Ellen, "Student perceptions of college work-study experiences at Iowa State University: a descriptive analysis" (1990). Retrospective Theses and Dissertations. 16774.
https://lib.dr.iastate.edu/rtd/16774

This Thesis is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
Student perceptions of College Work-Study experiences at Iowa State University:
A descriptive analysis
by
Nancy Ellen Knight

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF SCIENCE

Department: Professional Studies in Education
Major: Education (Higher Education)

Approved:

Signatures have been redacted for privacy

Iowa State University
Ames, Iowa
1990
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Background Information</td>
<td>3</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Research Questions</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Limitations</td>
<td>6</td>
</tr>
<tr>
<td>Definitions</td>
<td>7</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>8</td>
</tr>
<tr>
<td>High School Students and Work</td>
<td>8</td>
</tr>
<tr>
<td>Financial Need and Work Programs</td>
<td>10</td>
</tr>
<tr>
<td>Working and College Students</td>
<td>12</td>
</tr>
<tr>
<td>Outcomes and College Work</td>
<td>13</td>
</tr>
<tr>
<td>Student Involvement Theory, Satisfaction and Work</td>
<td>17</td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td>21</td>
</tr>
<tr>
<td>Subjects</td>
<td>21</td>
</tr>
<tr>
<td>Respondents</td>
<td>22</td>
</tr>
<tr>
<td>Design of the Survey</td>
<td>23</td>
</tr>
<tr>
<td>Procedures</td>
<td>23</td>
</tr>
<tr>
<td>Research Questions</td>
<td>25</td>
</tr>
<tr>
<td>Analysis</td>
<td>25</td>
</tr>
<tr>
<td>FINDINGS AND DISCUSSION</td>
<td>28</td>
</tr>
<tr>
<td>Important Factors Identified in Student Job Satisfaction</td>
<td>28</td>
</tr>
<tr>
<td>Effects of Working Part-time</td>
<td>30</td>
</tr>
<tr>
<td>Perceptions of Career-Relatedness and Future</td>
<td>32</td>
</tr>
<tr>
<td>Value of Positions</td>
<td>32</td>
</tr>
<tr>
<td>Work Patterns</td>
<td>34</td>
</tr>
<tr>
<td>Gender, Grade Level, and Working Pattern Differences</td>
<td>35</td>
</tr>
<tr>
<td>Females and Males</td>
<td>35</td>
</tr>
<tr>
<td>Perceptions of Career-Relatedness by Gender</td>
<td>38</td>
</tr>
</tbody>
</table>
LIST OF TABLES

TABLE 1. Means and standard deviations of student satisfaction questions----------------------------------------- 29
TABLE 2. Chi-square values of relatedness of CWS by perceived future value---------------------------------------- 33
TABLE 3. Working patterns of College Work-Study students ------- 35
TABLE 4. Statistically significant variables by gender---------------- 36
TABLE 5. Perceptions of part-time work effects by gender------ 37
TABLE 6. Chi-square values of position relatedness and future value by gender-------------------------------------- 38
TABLE 7. Working pattern differences by gender------------------- 39
TABLE 8. Analysis of variance by grade level---------------------- 40
TABLE 9. Part-time work effects by grade level------------------- 41
TABLE 10. Chi-square distribution by grade level---------------- 42
TABLE 11. Working pattern differences by grade level----------- 44
TABLE 12. Statistically significant variables by job holding patterns 45
TABLE 13. Part-time work effects by job holding patterns-------- 46
TABLE 14. Chi-square distribution by job holding patterns-------- 48
INTRODUCTION

Undergraduates pay for their college education through one or a combination of five different sources of aid: family assistance, scholarships, loans, savings, and work (Astin, 1975). America looks favorably on students working their way through college, supporting work-study programs because the money students receive is earned aid rather than gift aid. Further, students working in these programs have supplied needed labor to the institutions involved (Hood & Maplethorpe, 1980). Recently, there has been an increase in the self-help (work and loan) components of student financial aid packages. More and more students depend on part-time employment as a means to continue in college. High school students are working more, with as many as 75 percent of high school seniors holding part-time jobs (Rohrbeck, 1988). These students are unlikely to change their working patterns as they enter post-secondary schooling.

Further, college costs have risen in the 1980s and student financial aid has not risen quickly enough to keep pace. Federal College Work-Study, when adjusted for inflation, is down 23.6 percent from academic year 1980-81 to 1988-89 (Trends, 1989). For many students, working or borrowing are the only ways to make up the difference between college costs and available gift aid. Another reason that has been cited for the increasing amount of work among undergraduates is their increasing materialism. Some students may work to provide a higher standard of living. In The American Freshman: Twenty Year Trends (Astin, Green & Korn, 1987), the authors indicate that student values have changed. More than ever, students report that "being very well-off financially" is an important goal. According to this research, this value has had a dramatic increase from a 40 percent endorsement in the early '60s to a 70 percent endorsement in the 1980s. In contrast, student endorsement of "developing a meaningful philosophy of life" has dramatically decreased from 80 percent to only 43.3 percent during roughly the same time frame. Students are much more career oriented and seek work experience as a resume' builder. This is evidenced in the rising interest in majors that lead directly to specific careers with financial security (Green & Astin, 1985).
Although working part-time while in college has generally not been found to be harmful, many administrators and professors are beginning to wonder if the pendulum has swung too far and students are working too much (McCartan, 1988). Others feel that working during college should be mandatory. Some, such as Newman (1985), suggest that work programs be expanded to include a larger share of those receiving student aid.

Statement of the Problem

This study will describe student perceptions of their experiences as State College Work-Study employees at Iowa State University during the academic year of 1989-90. The Iowa College Work-Study Program, which employs qualified state of Iowa resident undergraduate students with need in work-study positions, is in its third academic year. The program is administered by the Iowa College Student Aid Commission and institutions must apply yearly for the funds. The state funded program is administered according to the same legislation and guidelines as the Federal College Work-Study program. For example, College Work-Study employed students on either program may not displace full-time workers.

Begun with the Economic Opportunity Act of 1964, the Federal College Work-Study program was originally intended to provide part-time employment for students from low-income families. The Economic Opportunity Act of 1964 has been amended by the Higher Education Act of 1965 and the Education Amendments of 1968, 1972, and 1976 (Iowa State University Centralized Student Employment Handbook, 1989). The state funded program has the purpose of stimulating and promoting the part-time employment of students. Such legislation was passed and was first fully funded in 1987-88. The Bill was the result of cuts in federal funds and alarm over increased student borrowing (J. Foley, Iowa College Student Aid Commission, personal communication, January 3, 1990).

Part-time work during college years has been credited for many positive outcomes. Astin (1975) reported that students who work part-time up to 20 hours per week on-campus have a greater likelihood of staying in college.
Also, students who work on-campus have a higher level of involvement, and as Tinto (1975) stated, "the higher the degree of integration of the individual into the college systems, the greater will be his commitment to the specific institution and to the goal of college completion" (p. 96). Other research has found that students who gain employment experience during college earn more money post-college for at least five years than those students without work experience (San, 1986; and Stephenson, 1982).

Although many studies have investigated these and other outcomes of College Work-Study positions, student satisfaction about these positions is another aspect to be investigated. Research regarding student attitudes has had the primary purpose of measuring satisfaction in order to increase student retention. Satisfaction is necessary for a student to have a high quality undergraduate experience. It is difficult to separate students' feelings about themselves, their jobs, and other activities from how they feel about their institution. As college becomes more expensive and students work more, the impact of work on how they view their collegiate experience must be evaluated.

Background Information

There are four major types of student employment programs: College Work-Study, Job Location and Development, Cooperative Education, and Internships. College Work-Study at Iowa State University is funded with both federal and state monies. The allocations for aid year 1989-90 were $774,107 from state funds and $837,719 from federal funds. The Federal College Work-Study funding was being utilized for College Work-Study for non-state of Iowa residents, Job Location and Development, Graduate Student Assistantships, and SEOG (Supplemental Educational Opportunity Grants).

There are two approaches to placing College Work-Study awarded students (Lewis & Glick, 1978). In the first type, the one currently utilized by Iowa State University, the student has primary responsibility for job placement. To the extent practical, a school must provide College Work-Study positions that will complement each recipient's educational program or career goals (Federal Student Financial Aid Handbook, 1989-90). The Student
Financial Aid Office certifies eligibility by sending the student an Employment Verification Form (see Appendix A). Once their eligibility has been certified students are referred to posted College Work-Study job listings and go themselves to employers to be interviewed for positions in which they are interested. In the second type of placement, which is being considered for implementation at Iowa State University, the students are screened for interests and skills and then referred for interviews with appropriate employers. This screening will be done by use of a computerized software program that matches students with prospective employers. Almost without exception, these positions are located on-campus. Some students are currently working off-campus in non-profit agencies, because for the first time this academic year, the state legislature has mandated that 10 percent of the Iowa Work-Study Program funding be utilized for off-campus employment in specified non-profit agencies. Iowa State University has had some difficulty, as have most other schools, in implementing this new ruling. Only 12 students are working in these types of positions. The type of placement system is an important consideration to examine what interests students in the particular positions they select.

Students at Iowa State must select employment or a combination of work and loan as their first choice for self-help aid when completing their Family Financial Statement or Financial Aid Form and mail this completed aid application with transmittal of the aid application back to Iowa State University by the priority deadline, usually March 1. The students must have financial need in order to be awarded College Work-Study employment. Therefore, these students must have an idea that they wish to work before filing their aid applications. In the awarding philosophy of Iowa State University (see Appendix B), work and loan are self-help components of one amount that varies per recipient need. This amount also varies by the way that students state their preference for work and/or loan. The employment administrator determines a ceiling award amount each aid year for College Work-Study, during this current aid year of 1989-90, the amount was fixed at $1,700. With funds available, however, a student may be increased to $2,000. Therefore, depending upon need and other aid awarded, a student may have to
turn down or lower a Stafford Student Loan to be able to work the full $1,700 or conversely, the student may have to lower or turn down a College Work­Study award to be able to borrow more loan. This is an important consideration to this study, as the Financial Aid Office has had difficulty this aid year in filling requests for College Work-Study awarded students. There may be a trend toward higher borrowing and working off-campus. The Iowa College Work-Study Program was begun to assist aspiring students in achieving their educational goals without incurring heavy debt. Having explicit information about the perceptions of the students currently employed in the Iowa College Work-Study program may assist the Student Financial Aid Office in attracting more students to both state a preference for on-campus work as their first choice in self-help aid and in encouraging them to borrow less.

Purpose of the Study

One purpose of this study was to fully describe the Iowa College Work­Study employed students at Iowa State University and determine among other things the extent of outside job holding. The second purpose was to determine the perceptions that these students have about their positions, the College Work-Study Program, and working during college.

Research Questions

In an attempt to fully describe the State College Work-Study population and to gain an understanding of the factors related to student job satisfaction, the following research questions were addressed in the study:

1. What do College Work-Study students identify as important factors regarding their College Work-Study positions?
2. What do students perceive to be the beneficial and detrimental effects of working part-time in terms of academic performance, retention, and time to completion?
3. Do students perceive their positions to be career-related and feel that having this College Work-Study position will facilitate them in future career-related endeavors?

4. How many students are working at other jobs in addition to their College Work-Study position? Where are these other jobs located, and how many hours total are they working?

5. Are there significant differences in the above questions between females and males, students of different grade levels, and students who work at one College Work-Study position and those who hold another job in addition to their College Work-Study position?

Significance of the Study

The results of the study described the perceptions of students employed in State College Work-Study positions. Any significant differences between males and females and students of different grade levels in the study warrant further investigation to determine causation. Because the Iowa College Work-Study Program is a state funded program with high accountability, verified reports of the perceptions of students aided by this program could assist in requests for further funding.

Limitations

The students surveyed were employed in State College Work-Study positions during the 1989-90 academic year. Because this study was conducted at a large public research university, generalizations made from this study may only be applicable to College Work-Study students and programs in similar settings.
Definitions

**Aid Year**- refers to the academic year for which financial aid is being awarded.

**Campus-based student aid** - refers to aid that schools apply for annually and is administered by campus officials. Although, student eligibility for these programs is determined via a federally approved needs assessment, administrators have some freedom in selecting students who receive aid from these programs and in determining the size of the awards they receive.

**College Work-Study**- refers to a type of student employment. Students are awarded College Work-Study eligibility as part of their financial aid package. At Iowa State University, 70 percent of a student’s wage is paid through state or federal funds and 30 percent is paid by the employer.

**Need** - refers to the amount that remains after the sum that the family, including the student, can contribute is subtracted from the total cost of attendance.

**Self-help aid**- refers to aid whereby upon receipt the student incurs an obligation, as in the case with College Work-Study where recipients must earn the money through part-time work. Loans are also considered a form of self-help aid as they incur an obligation of repayment.

**Traditional students**- refers to students who enter college full-time immediately after high school graduation and attend continuously for four years.
LITERATURE REVIEW

The purpose of this study was to describe the Iowa College Work-Study employed students at Iowa State University and their perceptions regarding the beneficial and detrimental effects of College Work-Study positions specifically, and working during college generally. The review of literature, therefore, will focus on: 1) the growth of high school student employment, 2) the research relating to financial need and work programs, 3) the previous research regarding the quality, pay, location, and the number of hours worked at student jobs, 4) the outcomes research that has focused on student employment including its effects on academic performance, retention, career development, and post-college wage rates and success, and 5) the previous studies on student attitudes, involvement theory, satisfaction and work.

High School Students and Work

Previous research on high school students and working has focused on the costs and benefits of working to adolescent development. Different jobs present young workers with substantially different environments for development. Greenberger, Steinberg, and Ruggiero (1982) stated three dimensions along which adolescents' jobs should be compared: opportunities for learning, opportunities for exercising initiative or autonomy, and opportunities for social interaction. Their study found that retail sales jobs scored the highest on these three dimensions over clerical, food service, manual labor, operative skilled labor, and cleaning. The effects on high school students of working and subsequent occupational socialization were studied by Steinberg, Greenberger, Vaux, and Ruggiero (1981), and the findings suggested that these experiences communicate to adolescents certain ideas about what traits and information one may need to function successfully as an adult worker. Both this study, and one presented by Rohrbeck (1988), suggested that work attitudes were likely to develop during a student's first few jobs. These first time experiences in the part-time labor force during the
high school years affected the development of certain work related attitudes, personality traits, and the acquisition of knowledge about the world of work.

Rohrbeck (1988) found that approximately 75 percent of high school seniors held part-time jobs. This study, which examined gender and satisfaction in high school students who worked, found that definite patterns of gender and types of work began to form at this level. Males tended to work in jobs or performed duties that were more impersonal and females tended to be involved in more interpersonal skill related positions. Male high school students tended to work more hours and were paid more than females.

Several studies have examined high school students and their reasons for working. Once again, Rohrbeck (1988) found gender differences as females were significantly more likely to report working to learn skills or gain work experience, while males were significantly more likely to report working because their parents wanted them to. Many studies have supported the idea that high school students have been influenced by consumeristic trends and have developed an inflated interest in the acquisition of luxury goods (Greenberger & Steinberg, 1986, 1981; Meyer, 1987). Wirtz, Rohrbeck, Charner, and Fraser (1988) disagreed that high schools students worked only to gain extra spending money because, in their study, students reported also working to save for future education, and to gain work place skills and experience.

Finally, studies have examined high school students working and the relationship to grades, and school involvement in extra-curricular activities. Steinberg, Greenberger, Garduque, and McAuliffe (1982) found that students with more hours of work tended to have a lower grade point average. This study further explained the lower grade point average as part of a lower level of involvement of high school workers in school. Another aspect of this study measured the degree to which these students had a higher level of business, economic, and consumer knowledge. While part-time employment in high school led to lower school involvement and poorer school performance, it facilitated acquisition of practical knowledge about the business world, money and consumer transactions. Meyer (1987) found that older adolescents
tended to commit more hours to employment as did students of lower socioeconomic status.

Financial Need and Work Programs

Neither student nor family incomes kept pace with rising college costs in the 1980s. Trends in Student Aid (1989) reported a 30.2 percent increase in the cost of attendance at public universities between 1980 and 1989. Stampen, Reeves, and Hansen (1988) found that unmet need appeared to be a nearly universal condition among aid recipients. Many students have gaps between their cost of attendance, their resources, and their financial aid and must either reduce their expenses or augment their resources. According to this study, about one-half of all students do so by working during the school year with three-quarters being employed during the summer. According to McCartan (1988), 60-70 percent of college students nationally reported working.

The changes in federal financial aid policy have been well documented. In constant dollars, federal student aid funding was reduced by 19 percent between 1980 to 1981 and 1984 to 1985 (Jensen, 1986). Prior to 1980, grants had been the primary form of student assistance for at least a decade. The shift from grant aid to loans and work as self-help aid was evident in the increased reliance on part-time employment from 24.9 percent to 30.8 percent from 1978 to 1985 (Astin et al., 1987). Students were taking on both more part-time employment and more loan debt.

A 1979 Carnegie Council on Policy Studies in Higher Education urged that all student financial aid awards have a self-help component. This report, as did Newman (1985), supported the idea that students should become actively involved in their own learning. Newman further suggested that all aid recipients be awarded financial aid on the basis of having performed public service work.

Part of the increase in self-help aid since 1982 resulted from the sharp decline in the number of Social Security and Veteran's grants due to changes in the laws that disallowed these benefits for college students and the sharply
increase in Guaranteed Student Loans (now known as the Stafford Student Loan Program) utilization beginning in 1981 (Lee, 1985). In 1975, Veteran's and Social Security grants comprised 66 percent of the 7.88 billion distributed under seven programs. In 1984, they comprised only 10 percent of the 13.55 billion distributed under these same programs.

Much of the research concerning financial aid and working has focused on differing aid packages. Astin (1975) asserted that concentrating financial aid funds in work-study programs and to a lesser extent grant programs would maximize persistence. Astin's study showed that combining various forms of aid including work-study tended to lessen beneficial effects. At Iowa State University, College Work-Study awards for undergraduates are always combined with other financial aid sources to make up a package of student financial aid for each aid applicant (see Appendix B).

Other studies have, as in the high school research, supported that college students may not need to work as much as they do. In a survey of student costs, Allen (1986) found no relationship between being on financial aid and the cost of living, nor between having a job and the cost of living. This study found students were likely to work regardless of their financial aid. Stampen et al. (1988) reported that dependent students who worked in addition to receiving financial aid often emerged with more than enough resources to finance college attendance. Other studies, Boyer (1987) and McCartan (1988) have reported reasons other than financial for the reasons that students worked. Their studies found a narrow vocationalism with a strong emphasis on skills training among students. Students viewed their collegiate experience as highly pragmatic and job oriented. Both studies attributed these views to changing student values, and the feeling that obtaining work experience cannot wait until after college as basic causes for increasing work among undergraduates.

College costs have risen as has working at both on and off-campus jobs by college students. Federal financial aid when adjusted for inflation has not kept pace with these changes. On the average, most undergraduate financial aid recipients meet only six percent of their college expenses from organized College Work-Study programs (Lutz, 1985). This is partly because of these
changes and the federal monies not increasing. At Iowa State University dependent students with a standard in-state budget of $7,420 for the aid year of 1989-90 could choose to meet as much as 20 percent of their budgeted costs by working in the College Work-Study Program (see Appendix B). The reported percentage of undergraduate students working varied by study and was affected by grade level and institution type. A Maryland Longitudinal Study (1988) reported that the percentage of students employed ranged from 40 percent in the freshman year to 75 percent by the fourth year of college. Stampen et al. (1988) reported that 32 percent of those who worked indicated having participated in work-study programs and among those who participated, their total earnings were relatively small as a percent of total costs of attendance.

Working and College Students

Previous research has been conducted on the typical jobs that college students hold. In their analysis of data from follow-up of 11,996 high school seniors, Carroll and Chan-Kopka (1988) found that college students typically held service jobs. This study found that pay rates for college student jobs were generally at or near the minimum wage and that students frequently worked part-time and part-time employees were traditionally paid less than full-time employees. Students' flexibility needs and relative inexperience were also factors in pay rates. Carroll and Chan-Kopka found that there was no relationship between pay and gender or ability level, but that there did exist a relationship between students' occupations, the students' year of college and race and ethnicity and pay.

In a study of financial aid and gender equity, Moran (1986) differed and stated that discretionary programs such as College Work-Study inherently contained pay inequity and that males obtained higher paying positions. In another study in the State of Washington, Dent (1987) also found that the average hourly wage for females was $.10 to $.60 lower per hour. There appeared to be gender and race differences in the average weekly hours worked by student employees. Astin (1975) divided the number of hours worked into six categories: less than 5, 5 to 9, 10 to 14, 15 to 19, 20 to 24,
and 25 or more hours per week. Males tended to work longer hours than females (Astin, 1975). Carroll and Chan-Kopka (1988) found that students in four-year colleges tended to work fewer hours than those in other types of institutions. This study, as well as the Maryland Longitudinal Study (1988) also found that females worked fewer hours than males. Females were also more likely to work on-campus jobs (Astin, 1975; Carroll & Chan-Kopka, 1988; and the Maryland Longitudinal Study, 1988).

The research of Carroll and Chan-Kopka (1988), which focused on traditional students, found differences in socioeconomic status and working. In this study, the higher the family income, the more technical and professional the student jobs. Students of Asian background were also found to work fewer hours than were white students, either male or female. Stampen et al. (1988) previously found that the percentage of students who did not work was higher among those who were lower income. Both studies suggested that students from higher income families may have had cultural and academic advantages that allowed them to pursue their studies and still have time to work. Students of higher income families may have had work experiences which enhanced employment opportunity.

Research by Boyer (1987) found the following to be typical work week hours for full-time undergraduates at doctoral granting institutions: 22 percent worked 10 hours or less, 21 percent worked 11 to 15 hours, 28 percent worked 16 to 20 hours, 19 percent worked 21 to 35 hours, and 10 percent worked 36 or more hours. Boyer also found that as tuition goes up, the number of hours worked goes up.

Outcomes and College Work

Many studies have examined these same variables: hours worked, pay, gender, quality and location of student jobs and related them to various outcomes such as academic performance, retention, academic progress, career development, and post-college wage rates and success. Beginning with Astin (1975), researchers have generally found that some work is beneficial for college student outcomes such as academic performance and retention.
A study of data from the National Longitudinal Survey of the High School Class of 1972 (Ehrenberg & Sherman, 1987) showed that for the most part working fewer than 25 hours a week tended not to adversely affect students' grade point averages, the only exception that they found was two-year college students in their freshman year. Paul (1982) reported an inverse relationship between the number of hours of employment and academic performance. Astin (1975) found that working 25 or more hours had a consistently negative effect on student persistence.

A study at Iowa State University (Bella & Huba, 1982) found no relationship between part-time employment and grade point averages of working versus non-working freshmen and that working up to fifteen or sixteen hours per week may have positive effects. This study also examined type of position and grade point average and found no difference in academic achievement between food service, College Work-Study, and non-College Work-Study classified employees.

Dallam and Hoyt (1981) investigated the link between grades, student ability, academic progress and hours of part-time employment and found that the hours of employment were generally unrelated to achievement. This study found academic success to be related to ability and found most students to be capable of working at least fifteen hours a week while taking fifteen hours of academic credits. Having more free time did not facilitate academic achievement.

In a study of full-time undergraduates enrolled in Washington State's public and private institutions (Van De Water & Augenblick, 1987), a survey of over 3,600 students who were State College Work-Study, Federal College Work-Study, and non-working financial aid recipients, found that work had no impact on academic performance and very little on the academic progress of full-time undergraduates. Neither the rate of pay, nor the the number of hours worked had a strong impact on grade point average, the number of credit hours attempted, or the ratio of credits earned to credits attempted. Working students, on average, took longer to complete college than non-working students but had a higher course completion rate. The study used multiple regression analyses and performed three separate regressions using each of
the three different academic variables: grade point average, credit hours attempted, and the ratio of credit hours earned to credit hours attempted as dependent variables in the regression equations. The researchers then performed cross tabulations of the independent variables: year in school, race, age, gender, marital status, dependency status, hourly wage, and high school grade point average.

Astin (1975) focused on work during the first year of college and subsequent persistence. Analyses of expected and actual dropout rates indicated that participation in work-study programs during the freshman year resulted in a small, but significant increase in persistence. In the follow-up (1985) Astin suggested that participation in work-study was associated with a lower drop-out rate at any time during a student's undergraduate years.

In studying location of student jobs and length of time that jobs were held, Astin (1975) found that working on-campus rather than off-campus encouraged student persistence and working at an off-campus job during the freshman year and later years was negatively associated with persistence. The effects of the job held the longest while in college were found to be significant. Long term work off-campus was negatively associated with persistence suggesting that students may be drawn to leaving college and pursuing these jobs full-time, particularly if the job did not require a college degree.

The relevance of student jobs to student career plans was found to have varying effects on persistence (Astin, 1975). Here Astin found that a job that was highly related to student career plans and was off-campus negatively affected persistence. This study found no relationship between types of on-campus positions and persistence. Both work in an academic related department or work in a non-academic related part of campus had similar positive effects for males and females and blacks and whites. The type of on-campus work seemed irrelevant to student outcomes.

In another study, Herndon (1984) studied the impact of financial aid on student persistence at a small liberal arts college. College Work-Study was used as one of fourteen variables and it was found that College Work-Study was a good predictor of persistence and that college students should be encouraged to accept College Work-Study rather than loan monies.
Other outcomes that have been explored are career development and post-college wage rates and success. Warrington and Rives (1980) cited three categories of benefits for part-time student workers: financial, career development, and job placement. Warrington and Rives (1980) and also Hammes and Haller (1983) found that working had non-economic benefits such as easing the transition to full-time employment after college and identifying potential career fields while allowing formal and informal evaluations of their work habits. Career attitudes and age were described in a study by Healy, O'Shea, and Crook (1985). In this study, career attitudes related positively to age, grade point average, the occupational level of one's college job and the months employed during the college years.

A study by Williams and Winston (1985) reported that participation in work activities did not affect the development of mature career plans. The researchers found that working did not produce the same benefits in terms of developing appropriate educational plans or mature career plans as did participation in student activities. Working students, however, scored higher on mature relationships with peers.

Sanford (1979) studied the lasting effects of self-help aid such as College Work-Study and loans on college graduates. This study found that there was no relationship between working as an undergraduate and the decision to attend graduate school. This finding did not vary when amount of work was used, and further, the study showed no support for the belief that work hindered decisions and choices made by college graduates.

Two separate studies on data collected by the National Longitudinal Survey for Young Men (San, 1986; and Stephenson, 1982) found that post-college wage rates were positively affected by student employment while in college. Stephenson based the findings on human capital theory in which after-enrollment wage rates were affected by prior labor market experience. San described a model of post-college earnings in which the earnings depended upon students' family income, family background, labor market experience, and other observable and unobservable individual variables. This study found that college students' in school work experience appeared to have a significant positive effect on their post-college earnings for at least five years.
These in school work experiences appeared to have only a subsequent wage effect, not an employment effect. Stephenson further suggested that College Work-Study not only provided direct financial aid, but also indirect aid by providing extra job experience. Students employed in work-study programs obtained more productive and relatively higher paying jobs after enrollment.

Student Involvement Theory, Satisfaction and Work

Astin (1975) attributed the positive outcomes of students who worked to their greater involvement. Astin found a psychological factor that may account for the positive effects of on-campus employment. Regular employment on-campus meant that the student spent more time on campus and hence more time interacting with fellow students and staff. This greater involvement with campus life and activities helped develop a stronger sense of identification with the institution. Astin found full-time work decreased campus involvement but that part-time work was better than no work. In a later work, Astin (1985) reiterated that part-time on-campus employment was an effective tool for enhancing student involvement. He defined student involvement as the amount of physical and psychological energy devoted by a student to the academic experience. Commitment of this time and energy was strongly influenced by peers.

Work on-campus provided a means of becoming acquainted with other students outside of the classroom setting (The Maryland Longitudinal Study, 1988). Further, an on-campus job provided a place for students to go between classes on a consistent basis. On-campus employment helped students build a network of on-campus support persons. Bean (1986) related the importance of a student feeling that someone on campus cared about the student as a whole person. Support from staff members who processed student forms, secretaries, custodians, central administrators, and alumni all influenced students attitudes toward a school.

Noel (in Keene, Adams, & King, 1975) reported that student employers, those persons on campus who supervised student employees, were critical retention agents. Supervisors and co-workers were the second largest
organized body of student contact persons, second only to faculty. Noel further stated "a job can provide a meaningful kind of participation and a feeling of belonging, of involvement, a feeling of contribution, on the part of the student" (p. 388).

Satisfaction and other college student attitudes were difficult to measure. Satisfaction in general was a part of a network of variables (Johnson & Hartwein, 1980). These variables included how interesting and challenging students found their classes, how much teachers and administrators listened to them, their level of career clarity and the amount of support received from teachers and parents. Hallenbeck (1978) defined satisfaction as "the contentment or happiness with the total collegial experience" (p. 20). This study utilized the College Student Satisfaction Questionnaire, a 70 item Likert type response scale relating to various aspects of college life. Administered to 494 Kent State University students, the researcher performed an analysis of variance to compare the means of the various subgroups of students. The students were subgrouped by sex, age, college, classification, residence, parents' education, ACT composite score, participation in University-registered organizations, attendance at campus events and ethnic background. The findings were that older students and non-traditional students were more satisfied as were students who lived off-campus. No significant differences in satisfaction were found when students were grouped by sex, ACT scores, level of participation in university-registered organizations, parents' education or ethnic background.

Kuh, Krehbiel, and MacKay (1988) found that satisfaction was positively related to persistence, achievement, academic and social integration, and student-faculty interaction. The findings were unclear as to whether satisfaction caused these positive outcomes or whether good grades, faculty contact, and social integration resulted in satisfaction. This study underscored the need for opportunities for social integration and student-faculty interaction.

Other studies have measured student satisfaction and working on-campus. In a study of the effects of different types of student financial aid on student outcomes, Urahn and Nettles (1987) found that the effects of working
were positive for satisfaction. Paul (1982) found a positive relationship between student attitudes toward their jobs and student achievement.

Astin surveyed students using a follow-up questionnaire which asked many questions regarding the job held the longest in college. When asked whether or not they enjoyed the kind of work they did on this particular job, Astin found that the minority disliked these jobs. The questionnaire also asked students to estimate the career relatedness of their positions held in college. Of those surveyed, 40 percent of both males and females had college jobs that they felt fit not at all with their long range career goals, and only 20 percent had jobs that fit in very well. Astin found that the degree of job satisfaction had little relationship to persistence and had no relationship to persistence for female students.

Working at a paid job while in college, regardless of whether the work was part of an educational program, seemed to relate to attitudes toward work, education, and student life (Heller & Heinemann, 1987). This study found, however, that this experience did not seem to have a significant impact on other attitudes, values, and reported behaviors.

In their study of the non-economic consequences of working while in college, Hammes and Haller (1983) administered questionnaires and interviews to students. They investigated questions about how students coped with the demands of work and school, what they gave up, and what the students themselves felt were the effects on student life of working. Both the questionnaire and the interview asked students to list what qualities made a job good or bad. The positive qualities mentioned most frequently were jobs that involved meeting and dealing with new people, were directly related to the students' fields of study, were well paid, and provided flexible hours. The negative qualities mentioned included lack of flexibility in hours, tediousness, and mental or physical stress.

Hammes and Haller confirmed previous studies that working was not detrimental to academic achievement and in fact may have had a beneficial effect on grades. The researchers concluded that students recognized both positive and negative outcomes of student employment. They further
suggested that the costs and benefits of working tended to lie in the social and psychological consequences of the individual jobs that students take.

Summary

High school students are working more hours and the debate continues about the benefits of occupational socialization, and the detriments of working for their school work and social lives. According to previous research and the survey information of incoming freshmen, these students are unlikely to change their work patterns as they move on to college.

College students are also working more. The shift from grant aid to self-help aid in the 1980s coupled with the rise in college costs guarantees that student employment is here to stay until policies change, and some research supports the concept that students should work to provide for part of their college.

The previous research on college student jobs has found that these positions tend to be more service oriented and lower paying and there appear to be differences in gender, race and socioeconomic status as to how many hours are worked, where they are worked, and the effects that these hours have on various college outcomes. Satisfaction and other college student attitudes are important, although the reported effects of satisfaction on persistence and other outcomes vary by the research. While the economic benefits of working are fairly well documented, further research needs to be done regarding the non-economic benefits and detrimental effects for college students who work.

As working by college students increases, so do concerns about extracurricular events and out-of-classroom experiences that these students may be missing. Some students may be so occupied by their work that they may miss out on opportunities to fulfill personal goals such as volunteering or running for office. Other students are limited in their chances to partake in events that were once considered part of a normal college experience, such as gathering with classmates and friends out-of-classroom, discussing books and sharing ideas.
METHODOLOGY

The methods chapter will include a description of the students surveyed, the design of the survey, the research questions of the study, and the procedures used to collect and analyze the data.

Subjects

The population for the study included all of the State College Work-Study employed students at Iowa State University during the 1989-90 academic year. These students were residents of Iowa who were employed in College Work-Study positions. By virtue of being residents of Iowa, they were paid out of State College Work-Study funds rather than federal funds. The population for the survey was selected via a computer run which pulled all students with a payroll code for State College Work-Study students (code 0843 on the identification screen of the Student Financial Aid computer system) during the academic year of 1989-90. There were approximately 785 students employed on the State College Work-Study program on the date of the computer run, however, some students' identification screens were completely filled with aid and other codes so no code existed on their screen to trigger a placement on the listing. The resulting sample size was 657 students.

Of these 657 students, 54.80 percent were females and 45.20 percent were males. The largest percentage of the sample, 93.65 percent, were white Americans. The other students were comprised of 3.25 percent Oriental or Asian, 2.48 percent Black, and .62 percent Hispanic. Ethnic classification, gender, dependency status, average family contribution, and average need for all students was obtained via a study by social security number of student records accessible by Student Financial Aid personnel. The ethnic classification system used was based on the old federal system of "BISON" which classified "B" as all Blacks, "T" as all Native Americans, "S" as all Hispanics or those from Spanish speaking countries, "O" as Oriental in which category Asians were also placed and "N" as non-ethnic or white Americans.
The largest percentage of the sample, 72.29 percent, were dependent students which meant that their parents financial data were assessed along with their own in making awarding decisions. The sample included 106 freshmen (16.13 percent), 113 sophomores (17.19 percent), 152 juniors (23.13 percent), 275 seniors (41.85 percent), and 11 graduate students (1.7 percent). Although these 11 graduate students did receive the survey, a decision was made not to include them in any further data analysis. Per federal regulations, College Work-Study can be used for graduate students, however, the Iowa State University policy has been to use most of the funding for undergraduate students. Most graduate students have some form of assistantship that is non-College Work-Study based. The majority of the graduates selected for this sample had primary positions funded by graduate assistantships with a small amount of hours worked above their normal assistantship amount being paid by College Work-Study funding.

The average family contribution for the aid-year of 1989-90 for the sample was $2,376.38 with an average need of $5,571.76. This family contribution was the amount expected from parents and students to meet education expenses. This figure for each student was based on an analysis of income, assets, and other family information. The average need represented each student's budget minus their family contribution and represented need before any awarding of aid including College Work-Study.

Respondents

The respondents included 52 (15.6 percent) freshmen, 57 (17.1 percent) sophomores, 87 (26.0 percent) juniors, and 138 (41.3 percent) seniors. Females comprised 61.08 percent of the respondents with males being 38.92 percent.

The largest percentage of the respondents were classified as dependent (74.25 percent), with 25.75 percent being independent. The average family contribution was $2,375.99 with average need of $5,488.49.
White Americans comprised the largest percentage of the respondents, 94.01 percent. Blacks comprised 1.8 percent, Hispanics .6, and Orientals (including Asians) 3.59 percent.

Design of the Survey

The survey instrument was designed to measure student perceptions of their College Work-Study positions, the College Work-Study program, and working during college in general. The instrument was also designed to gather descriptive data about the number of College Work-Study students who were employed in other positions, where these second positions were located, and the number of hours that they were working. Previous surveys were obtained from the College Work-Study administrators of various campuses throughout the United States. Questions from these surveys were adapted or adopted and additional questions pertinent to this study were added.

A panel of experts was used to validate the survey instrument. Financial Aid and Student Affairs professionals from Iowa State and other universities were requested to read and analyze the survey for content validity. A field test of the survey instrument, using a cross-section of students employed by the Student Financial Aid Office, was performed on February 16, 1990. Of these 16 students, 12 were white Americans, 1 was Black, 1 was Hispanic, and 1 was Asian. Suggestions were made about content and clarity and changes to the survey were made accordingly.

Procedures

A proposal, sample cover letter, and survey were submitted to the Iowa State University Committee on the Use of Human Subjects in Research. The committee reviewed the proposal and concluded that the research benefits outweighed the potential risk to the human subjects involved.

A cover letter explaining the survey's purpose and procedures and a survey was sent to all 657 students on February 26, 1990 (see Appendices C and D). The cover letter also assured that each student's identity and
individual responses would be kept confidential. A letter was sent to all College Work-Study employers on campus to solicit support and encouragement for the students to complete the surveys (see Appendix E). If the students resided at an off-campus address, a postage paid return envelope was included. All students were encouraged to visit and return their surveys to the Student Employment Center where confidential return boxes were placed. Of the 657 surveys sent out, 5 were returned as undeliverable. These 5 were then sent to the students' summer or parents' address.

An incentive of a chance to win one of 15 free Scholarship Searches was described in the cover letter and an entrance blank for the drawing was included in the mailing. A return date of March 8, 1990 was requested. This date was later extended to March 30, 1990 due to the University's spring break week falling immediately after the requested return date. Students who had not yet returned the surveys as of March 19, 1990 were given a follow-up phone call on March 19 and 20. Of these 400 who had not returned their surveys by these dates, 206 were contacted and reminded to return the survey as soon as possible. Duplicate surveys and cover letters were sent to students who reported losing or discarding their previous copy.

The surveys were numbered with a sequential numbering stamp as was a master list. As surveys were returned, the number on the master list corresponding to the number on the survey was marked through. Of the 657 surveys distributed, 344 were returned for a 52.36 percent return rate. Ten graduate students who returned the survey were then deleted from any further data analysis for a final n of 334.

In order to facilitate compilation of the data, a mark sensitive form was completed for each returned survey. Quality control was assured by having one person initially code the mark sensitive form and another check the form for accurate coding. The completed mark sensitive forms were analyzed by the Iowa State University Educational Testing Service.
There were five research questions addressed in this descriptive study:

1. What do College Work-Study students identify as important factors regarding their College Work-Study positions?
2. What do students perceive to be the beneficial and detrimental effects of working part-time in terms of academic performance, retention, and time to completion?
3. Do students perceive their positions to be career-related and feel that having this College Work-Study position will facilitate them in future career-related endeavors?
4. How many students are working at other jobs in addition to their College Work-Study position? Where are these other jobs located, and how many hours total are they working?
5. Are there significant differences in the above questions between females and males, students of different grade levels, and students who work at one College Work-Study position and those who hold another job in addition to their College Work-Study position?

Analysis

The Statistical Package for the Social Sciences, SPSSX, was used to analyze the data. The means and standard deviations of the Likert type portion of the survey were used to examine the various aspects of student job satisfaction.

The portion of the survey labeled "Effects of working part-time" included questions about academic performance, retention, time to completion of degree, and work accommodations made during semesters with heavy course loads. Frequencies in responses to this portion of the survey were examined to describe students' perceptions of beneficial and detrimental effects of working in the College Work-Study program.
Students were asked to judge whether or not their College Work-Study position was career-related, whether it stimulated any previously unexplored interest, and whether or not they felt that this particular employment experience would be valuable in securing and performing at a future career-related job. A Chi-square distribution of the values of the career-relatedness of the College Work-Study position by the perceived experience value for their future was computed. Frequencies of responses were examined for the question regarding whether or not the student's particular College Work-Study position had stimulated any previously unexplored interest.

An analysis was performed of how many students were working at other jobs in addition to their College Work-Study position, where the positions were located, and how many total hours on average they were working per week at the two jobs. Total hours working on average were computed for each student who reported working at another position in addition to their College Work-Study position. Frequencies of the location of the second position were examined.

An independent t-test was computed to determine if females and males answered differently to the Likert type job satisfaction portion of the survey. A One-way ANOVA by present classification, freshmen, sophomore, juniors, and seniors, was computed for these same questions to determine any differences in means between students of different grade levels. An independent t-test was computed to test whether those students who worked at another job besides their primary College Work-Study position differed in their responses from those who only worked their College Work-Study position.

Frequencies by gender, present classification, and whether or not the student held a second job were examined to determine differences in perceptions about the beneficial and detrimental effects of the College Work-Study program.

Chi-square distributions were computed to determine if females and males, upper and lower classmen, and those working only one College Work-Study position as opposed to those working an additional second position, held differences in perceptions about the career-relatedness and experience value of their College Work-Study positions.
Finally, total hours working was computed for all those holding a second job and selected by gender and present classification. The location of the second job was also examined to determine any differences in job holding or job location patterns.
FINDINGS AND DISCUSSION

The purpose of this chapter is to present the results of the statistical analyses of the data collected by the survey instrument. The results are organized according to the research questions presented earlier in this study.

Important Factors Identified in Student Job Satisfaction

An analysis was performed of the means and standard deviations of the portion of the survey examining student satisfaction. Students were asked to respond to the questions using a five point Likert type scale with answers ranging from 1 (strongly disagree) to 5 (strongly agree). Several questions were asked about satisfaction with the University in general including student satisfaction with choice of major, the education the student was receiving, and how well the student felt he or she was doing in school. The results, which are noted in Table 1, are grouped according to survey section.

With the exception of three questions for which the Likert scale reversed (questions numbers 17, 20 and 21), indicating that a lower response was actually a more favorable response, the means were consistently above 3.00 (neutral) and in the direction of strongly agree.

The first section of these questions related to the importance of relationships with College Work-Study supervisors. Students agreed overall the most strongly (M 4.10) that they were encouraged by their College Work-Study supervisor to ask questions about work-related matters (question number 13). The lowest mean in this section was for question number 16 which discussed the encouragement by College Work-Study supervisors to talk about personal problems (M 3.21).

The next section asked students to think about the tasks performed at their College Work-Study position. This section contained three questions (numbers 17, 20 and 21) for which the Likert scale reversed with a lower answer being more favorable than a higher answer. Students felt most strongly about question number 20 (M 1.70) which indicated that overall students did
### TABLE 1. Means and standard deviations of student satisfaction questions

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Mean</th>
<th>Standard Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My College Work-Study supervisor encourages me to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. ask questions about work-related matters</td>
<td>4.10</td>
<td>1.04</td>
</tr>
<tr>
<td>14. make independent decisions about work</td>
<td>3.94</td>
<td>.94</td>
</tr>
<tr>
<td>15. offer my opinions and suggestions</td>
<td>3.94</td>
<td>1.02</td>
</tr>
<tr>
<td>16. talk about my personal problems</td>
<td>3.21</td>
<td>1.15</td>
</tr>
<tr>
<td>I am often asked to perform activities at my CWS job that I consider to be:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. boring or uninteresting</td>
<td>3.10</td>
<td>1.04</td>
</tr>
<tr>
<td>18. challenging</td>
<td>3.42</td>
<td>1.07</td>
</tr>
<tr>
<td>19. a learning experience</td>
<td>3.84</td>
<td>.98</td>
</tr>
<tr>
<td>20. beyond my abilities</td>
<td>1.70</td>
<td>.81</td>
</tr>
<tr>
<td>21. at too low a level for my job</td>
<td>2.60</td>
<td>.99</td>
</tr>
<tr>
<td>I feel satisfied with:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. the University</td>
<td>3.77</td>
<td>.93</td>
</tr>
<tr>
<td>23. the education I am receiving</td>
<td>3.90</td>
<td>.81</td>
</tr>
<tr>
<td>24. my choice of major</td>
<td>4.22</td>
<td>.83</td>
</tr>
<tr>
<td>25. how well I am doing in school</td>
<td>3.28</td>
<td>1.06</td>
</tr>
<tr>
<td>26. my present CWS job</td>
<td>3.93</td>
<td>.93</td>
</tr>
<tr>
<td>27. my hourly wage for my CWS position</td>
<td>3.37</td>
<td>1.20</td>
</tr>
<tr>
<td>I feel my present College Work-Study job is useful for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. providing general work experience</td>
<td>3.89</td>
<td>.84</td>
</tr>
<tr>
<td>29. improving specific work skills</td>
<td>3.59</td>
<td>.99</td>
</tr>
<tr>
<td>30. applying my education to work</td>
<td>3.04</td>
<td>1.16</td>
</tr>
<tr>
<td>31. helping finance my college education</td>
<td>4.24</td>
<td>.80</td>
</tr>
<tr>
<td>32. making me feel more independent</td>
<td>3.81</td>
<td>.94</td>
</tr>
<tr>
<td>I feel that the following are important to me in my CWS position:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. having contact with the other students</td>
<td>3.69</td>
<td>1.00</td>
</tr>
<tr>
<td>34. getting to meet and interact with faculty and staff</td>
<td>3.91</td>
<td>.92</td>
</tr>
<tr>
<td>35. having a flexible work schedule</td>
<td>4.37</td>
<td>.86</td>
</tr>
<tr>
<td>36. having a job that is intellectually stimulating</td>
<td>3.58</td>
<td>1.01</td>
</tr>
<tr>
<td>37. having a place to go between classes</td>
<td>3.05</td>
<td>1.16</td>
</tr>
</tbody>
</table>

not feel that they were often asked to perform duties that they considered to be beyond their abilities.
Students then responded to general satisfaction questions about the University, the education they were receiving, their choice of major, their academic performance, their present job, and their hourly wage for this College Work-Study position. Respondents reported overall, feeling the most satisfied with their choice of major (M 4.22). They also felt strongly about satisfaction with their present College Work-Study job (M 3.93). The lowest mean for satisfaction in this area was in response to how well the student felt he or she was doing in school (M 3.28).

The following section requested students to rate the various aspects of usefulness of their present College Work-Study position. Students felt strongly (M 4.24) that their College Work-Study job was the most useful for helping finance their college education. Fewer students felt that their College Work-Study job was useful for applying their education to work (question number 30, M 3.04).

The final section in these scaled questions inquired as to a rating of the importance of the items mentioned to them regarding their College Work-Study position. Overall, students felt very strongly (M 4.37) that having a flexible work schedule was very important. This was the highest mean in all of the Likert scale questions. Also highly rated in importance was getting to meet and interact with faculty and staff (M 3.91) and having contact with student co-workers (M 3.69). The lowest mean was for the importance of having a place to go between classes (M 3.05).

Effects of Working Part-time

The second research question addressed student perceptions of beneficial and detrimental effects of working part-time in terms of academic performance, retention, and time to completion of degree. Frequencies in response to five questions in a portion of the survey labeled "Effects of working part-time" were examined.

Students were asked if they felt that working part-time while they were in school had had any effects on their academic performance. The largest percentage, 41.9 percent, reported that working part-time hurt their
academic performance. Less than one-fourth, or 22.2 percent stated that working improved their academic performance and 35.9 percent felt that there were no effects on their academic performance from working part-time. The largest percentage, 54.2 percent, of the respondents reported making changes in their working schedule to accommodate semesters when they had a heavy course load. A lesser percentage of respondents, 45.8 percent reported feeling that they had to work the same hours regardless of their academic commitments.

Students responded to whether or not working part-time while in school had affected their decision to continue in college. The largest percentage, 41.6 percent, reported that working part-time had enabled them to pay college bills, therefore, affecting their decision to stay in college positively. Some students, 29.0 percent, felt that working part-time had had a positive effect on their decision to continue in college because the work experience combined with their degree would enable them to obtain a better job after they finished college. Six percent of the respondents reported that working part-time had made them feel more a part of the college. No effects on their decision to continue in college were felt by 23.1 percent and there was one missing case (3.0 percent).

Respondents were requested to determine whether during the academic year of 89-90 working part-time had forced them to slow progress toward a degree. The largest percentage (78.4 percent) held the perception that their progress had not been slowed and 21.6 percent perceived that their progress had been slowed. When asked to determine the amount by which their academic progress was likely to be lengthened, 33.0 percent gave an answer which indicated that they believed their progress would be lengthened by 1 to 4 terms. This difference in percentages could have been attributed to the wording of the questions, with question number 11 specifically asking students to determine if working during the academic year of 1989-90 had forced them to slow progress toward a degree whereas in question number 12, students were asked to project by what amount their academic progress was likely to be lengthened overall. Of the 33 percent making this projection, 16.8 percent reported that it would be by one term, 13.8 percent by two
terms, 1.8 percent by three terms, and .6 percent by 4 terms. The remainder of the respondents (65 percent) felt that working part-time had not forced them to slow academic progress with 2.0 percent choosing not to answer the question.

Perceptions of Career-Relatedness and Future Value of Positions

Research question number three investigated the perceptions of students of the career-relatedness of their College Work-Study position and whether or not they perceived that having this College Work-Study position would facilitate them in future career-related endeavors. A chi-square distribution of the values of the career-relatedness of the College Work-Study position by the perceived experience value for their future was computed. Frequencies of responses were examined for the question number 43 regarding whether or not the student's particular College Work-Study position had stimulated any previously unexplored interest.

Students were asked to determine how related their present College Work-Study position was to their major. The largest percentage of the students felt that their College Work-Study position was somehow related to their major, with 34.8 percent feeling it was related to their academic major, 2.7 percent related to their academic minor, and 22.3 percent related to another closely related field of study. In 40.2 percent of the cases, respondents felt that their College Work-Study position was unrelated to any interest. One respondent chose not to answer this question for a final n for the chi-square of 333. In performing the chi-square distribution it was necessary to collapse the cells representing positions related to major, minor, or closely related field of study so as not have cells with expected values of less than 5. Too few students have declared minors until later in their academic careers and this may have accounted for the small number of respondents (2.7 percent) reporting that their position was academic minor related.
TABLE 2. Chi-square values of relatedness of CWS by perceived future value

<table>
<thead>
<tr>
<th>Relatedness</th>
<th>Position Will be Valuable</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES number (PCT)</td>
<td>NO number (PCT)</td>
<td>Total number (PCT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position related to academic major, minor, or other closely related field</td>
<td>177 (88.9)</td>
<td>22 (11.1)</td>
<td>199 (59.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position unrelated</td>
<td>67 (50.0)</td>
<td>67 (50.0)</td>
<td>134 (40.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>244 (73.3)</td>
<td>89 (26.7)</td>
<td>333 (100.0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chi-square = 62.18**
Significant at the .01 level
df = 1

As related in Table 2, there were statistically significant differences between students who perceived that their positions were related and those who felt that their positions were unrelated to any interest. Of the respondents who reported that they had a College Work-Study position related to their academic major, minor, or another closely related field, 88.9 percent felt that this employment experience would be valuable in securing and performing at a future career-oriented job. The remaining 11.1 percent of those who reported that they had this type of position felt that the employment experience would not aid them in securing or performing at a future career-oriented job.

The results were more evenly distributed among those who felt that their College Work-Study position was unrelated to any interest. One-half of the
respondents (50.0 percent) felt that the position experience would help and one-half did not.

Frequencies were then examined for question number 43 regarding whether or not this College Work-Study position stimulated any previously unexplored interest. The results were evenly distributed with 50.9 percent reporting yes and 49.1 percent reporting that no this College Work-Study position did not stimulate any previously unexplored interest.

Work Patterns

The fourth research question was an attempt to describe the working patterns of the respondents. Data were gathered in order to describe how many students reported working at another position in addition to their College Work-Study position, where the other jobs were located, and how many hours the respondents were working totally on average. The results are shown in Table 3.

Of the respondents, 30.5 percent reported working at another job besides their College Work-Study position. Of those 102 who reported having a second position, 8.8 percent of the positions were on-campus second College Work-Study positions, 33.3 percent were on-campus non-College Work-Study positions, and 57.9 percent were located off-campus and were non-College Work-Study jobs. Total average hours working between the two positions were then computed with the largest percentage of the 102 students working a total on average between the two positions of 25-29 hours.
TABLE 3. Working patterns of College Work-Study students

<table>
<thead>
<tr>
<th>Average hours working per week CWS job</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>10</td>
<td>3.0</td>
</tr>
<tr>
<td>5-9</td>
<td>54</td>
<td>16.2</td>
</tr>
<tr>
<td>10-14</td>
<td>206</td>
<td>61.7</td>
</tr>
<tr>
<td>15-19</td>
<td>47</td>
<td>14.1</td>
</tr>
<tr>
<td>20 or more</td>
<td>17</td>
<td>5.1</td>
</tr>
<tr>
<td>Total 334</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average hours working CWS job plus 2nd job total</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>5-9</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>10-14</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>15-19</td>
<td>15</td>
<td>14.7</td>
</tr>
<tr>
<td>20-24</td>
<td>28</td>
<td>27.5</td>
</tr>
<tr>
<td>25-29</td>
<td>30</td>
<td>29.5</td>
</tr>
<tr>
<td>30-34</td>
<td>19</td>
<td>18.6</td>
</tr>
<tr>
<td>35-39</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>40-44</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td>Total 102</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Gender, Grade Level, and Working Pattern Differences

The final research question sought to identify significant differences in the other four research questions between females and males, students of different grade levels, and students who worked another position in addition to their College Work-Study position and those who worked only their one College Work-Study position.

Females and Males

An independent t-test of the Likert scale questions was computed to determine whether females answered differently than males. Of these questions (numbers 13-37) there were eight with statistically significant differences which are shown in Table 4. Total means for variables where there
were no statistically significant differences are listed in Table 1. For actual survey questions see Appendix E.

Frequencies by gender were then examined to determine if males and females felt differently about the effects of working part-time in terms of academic performance, retention, and time to completion of degree. The results of this frequency analysis can be seen in Table 5.

TABLE 4. Statistically significant variables by gender

<table>
<thead>
<tr>
<th>Variable/Question #</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>T-Value</th>
<th>2-Tailed Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions about work related matters (13)</td>
<td>F</td>
<td>4.19</td>
<td>1.01</td>
<td>2.01*</td>
<td>0.045</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.95</td>
<td>1.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about personal problems (16)</td>
<td>F</td>
<td>3.35</td>
<td>1.15</td>
<td>2.89**</td>
<td>0.004</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>2.98</td>
<td>1.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often asked to perform tasks beyond abilities (20)</td>
<td>F</td>
<td>1.59</td>
<td>0.69</td>
<td>-3.02**</td>
<td>0.003</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>1.88</td>
<td>0.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied with how well doing in school (25)</td>
<td>F</td>
<td>3.42</td>
<td>1.05</td>
<td>2.93**</td>
<td>0.004</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.07</td>
<td>1.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWS job useful for providing general work experience (28)</td>
<td>F</td>
<td>3.97</td>
<td>.81</td>
<td>2.33*</td>
<td>0.020</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.75</td>
<td>.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWS job useful for making me feel more independent (32)</td>
<td>F</td>
<td>3.91</td>
<td>.91</td>
<td>2.48*</td>
<td>0.013</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.65</td>
<td>.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWS job important for meeting/Interacting faculty and staff (34)</td>
<td>F</td>
<td>4.00</td>
<td>.93</td>
<td>2.24*</td>
<td>0.026</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>3.78</td>
<td>.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWS job important for having a flexible work schedule (35)</td>
<td>F</td>
<td>4.46</td>
<td>.81</td>
<td>2.40*</td>
<td>0.017</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>4.22</td>
<td>.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .05  ** = Significant at the .01

Notes: CWS = College Work-Study
With the exception of questions 13 & 16 which had 203 females, Number = 129 males and 204 females for all variables
TABLE 5. Perceptions of part-time work effects by gender

Question # 8/Do you feel that working part-time while in school has had any effects on your academic performance?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>No effects</th>
<th>Improves</th>
<th>Hurts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>204</td>
<td>36.3</td>
<td>25.5</td>
<td>38.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Males</td>
<td>129</td>
<td>35.7</td>
<td>17.0</td>
<td>47.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Question # 9/Do you make changes in your work schedule to accommodate semesters when you have a heavy course load?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Yes, cut hours</th>
<th>No, must work same</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>204</td>
<td>52.9</td>
<td>47.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Males</td>
<td>129</td>
<td>56.6</td>
<td>43.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Question # 10/Do you feel that working part-time while in school has affected your decision to continue in college?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>No effect</th>
<th>Yes, help pay bills</th>
<th>Yes feel more part of college</th>
<th>Yes, work exp+ degree = better job</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>204</td>
<td>19.6</td>
<td>42.1</td>
<td>6.1</td>
<td>31.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Males</td>
<td>128</td>
<td>27.9</td>
<td>41.1</td>
<td>5.4</td>
<td>24.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1 missing Case = .8%

Question # 11/During this academic year of 1989-90, has working part-time forced you to slow your progress toward a degree?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>204</td>
<td>19.1</td>
<td>80.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Males</td>
<td>129</td>
<td>25.6</td>
<td>74.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Question # 12/If you feel that because of working part-time it will take you longer to graduate, by what amount do you think your academic progress is likely to be lengthened?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>1 term</th>
<th>2 terms</th>
<th>3 terms</th>
<th>4 terms</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>64</td>
<td>50.0</td>
<td>45.3</td>
<td>4.7</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Males</td>
<td>46</td>
<td>52.2</td>
<td>37.0</td>
<td>6.5</td>
<td>4.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>
TABLE 6. Chi-square values of position relatedness and future value by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>YES Number (PCT)</th>
<th>NO Number (PCT)</th>
<th>TOTAL Number (PCT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females/Position related</td>
<td>105 (91.3)</td>
<td>10 (8.7)</td>
<td>125 (100.0)</td>
</tr>
<tr>
<td>Males/Position related</td>
<td>72 (85.7)</td>
<td>12 (14.3)</td>
<td>84 (100.0)</td>
</tr>
<tr>
<td>Females/Position unrelated</td>
<td>48 (53.9)</td>
<td>41 (46.1)</td>
<td>89 (100.0)</td>
</tr>
<tr>
<td>Males/Position unrelated</td>
<td>19 (43.2)</td>
<td>25 (56.8)</td>
<td>44 (100.00)</td>
</tr>
</tbody>
</table>

Chi-square females = 35.41** Significant at the .01 level  
males = 23.39** Significant at the .01 level  
df = 1

Perceptions of Career-Relatedness by Gender

A chi-square distribution was computed for both females and males to determine if one gender felt more strongly that having this particular position would be valuable in securing and performing at a future career-oriented job. Frequencies for question number 43, regarding whether or not the student's College Work-Study job stimulated a previously unexplored interest were examined. Results of the frequency analysis by gender were closely distributed. Of females, 49.5 percent felt that their College Work-Study position stimulated a previously unexplored interest and 50.5 percent felt that it did not. Among males, there was a slightly greater difference with 53.5 percent feeling that their College Work-Study position stimulated a previously unexplored interest and 46.5 percent feeling that it did not. Table 6 shows the results of the chi-squares by gender.
TABLE 7. Working pattern differences by gender

<table>
<thead>
<tr>
<th></th>
<th>Females (N=204)</th>
<th>Males (N=129)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average hours working CWS Job</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>Percent</td>
<td>Hours</td>
</tr>
<tr>
<td>1-4</td>
<td>2.0</td>
<td>1-4</td>
</tr>
<tr>
<td>5-9</td>
<td>14.7</td>
<td>5-9</td>
</tr>
<tr>
<td>10-14</td>
<td>66.7</td>
<td>10-14</td>
</tr>
<tr>
<td>15-19</td>
<td>12.2</td>
<td>15-19</td>
</tr>
<tr>
<td>20 or more</td>
<td>4.4</td>
<td>20 or more</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage working 2nd Job</th>
<th>Percentage working 2nd Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3% (N=67)</td>
<td>26.4% (N=34)</td>
</tr>
</tbody>
</table>

**Location 2nd Job**
- On campus 2nd CWS Job 7.5%
- On campus non CWS Job 31.3%
- Off campus non CWS Job 61.2%

**Total HRS working on average**
- Total (N=67)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>0.0</td>
</tr>
<tr>
<td>5-9</td>
<td>0.0</td>
</tr>
<tr>
<td>10-14</td>
<td>1.5</td>
</tr>
<tr>
<td>15-19</td>
<td>16.4</td>
</tr>
<tr>
<td>20-24</td>
<td>25.4</td>
</tr>
<tr>
<td>25-29</td>
<td>32.8</td>
</tr>
<tr>
<td>30-34</td>
<td>17.9</td>
</tr>
<tr>
<td>35-39</td>
<td>3.0</td>
</tr>
<tr>
<td>40-44</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data were compared (see Table 7) to determine if there were any differences between females and males regarding how many average hours they worked at their College Work-Study jobs, how many held a second job, where the second job was located, and how many hours they were averaging totally per week at the two positions.
Grade Level Differences

A One-Way ANOVA by present classification, freshmen, sophomores, juniors, and seniors was completed for the Likert scale survey questions. A post hoc test of the Tukey/Kramer range test for complex contrasts between unequal group sizes was performed to determine where the differences in group means were located. The results are shown in Table 8. The range test showed significant differences between seniors and freshmen and juniors regarding how strongly they perceived being encouraged by their College Work-Study supervisor to offer opinions and suggestions. Freshmen felt the most satisfied with the University and seniors felt the least. There were significant differences between seniors and juniors in how important they felt that having a flexible work schedule was in their College Work-Study position.

**TABLE 8. Analysis of variance by grade level**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>Mean squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offopsug (Q# 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen (51)</td>
<td>3.67</td>
<td>1.05</td>
<td>3</td>
<td>4.44</td>
<td>4.38**</td>
<td></td>
</tr>
<tr>
<td>Sophomores (57)</td>
<td>3.93</td>
<td>.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors (87)</td>
<td>3.76</td>
<td>1.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors (138)</td>
<td>4.16</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univers (Q# 22)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen (52)</td>
<td>4.10</td>
<td>.82</td>
<td>3</td>
<td>2.57</td>
<td>3.05*</td>
<td></td>
</tr>
<tr>
<td>Sophomores (57)</td>
<td>3.75</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors (87)</td>
<td>3.77</td>
<td>.95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors (138)</td>
<td>3.64</td>
<td>.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible (Q# 35)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen (52)</td>
<td>4.21</td>
<td>.96</td>
<td>3</td>
<td>2.32</td>
<td>3.19*</td>
<td></td>
</tr>
<tr>
<td>Sophomores (57)</td>
<td>4.25</td>
<td>.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors (87)</td>
<td>4.26</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors (138)</td>
<td>4.54</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .05  
** = Significant at the .01
TABLE 9. Part-time work effects by grade level

**Question 8/Do you feel that working part-time while in school has had any effects on your academic performance?**

<table>
<thead>
<tr>
<th>Grade Level/N</th>
<th>No effects</th>
<th>Improves</th>
<th>Hurts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (52)</td>
<td>48.1</td>
<td>13.5</td>
<td>38.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Sophomores (57)</td>
<td>38.6</td>
<td>19.3</td>
<td>42.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Juniors (87)</td>
<td>37.9</td>
<td>23.0</td>
<td>39.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Seniors (138)</td>
<td>29.0</td>
<td>26.1</td>
<td>44.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Question 9/Do you make changes in your work schedule to accommodate semesters when you have a heavy course load?**

<table>
<thead>
<tr>
<th>Grade Level/N</th>
<th>Yes, cut hours</th>
<th>No, must work same hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (52)</td>
<td>57.7</td>
<td>42.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Sophomores (57)</td>
<td>56.1</td>
<td>43.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Juniors (87)</td>
<td>54.0</td>
<td>46.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Seniors (138)</td>
<td>52.2</td>
<td>47.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Question 10/Do you feel that working part-time while in school has affected your decision to continue in college?**

<table>
<thead>
<tr>
<th>Grade Level/N</th>
<th>No effect</th>
<th>Yes, help pay bills</th>
<th>Yes, feel more part of college degree</th>
<th>Yes, work exp + better job</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (52)</td>
<td>21.1</td>
<td>48.1</td>
<td>5.8</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Sophomores (57)</td>
<td>29.8</td>
<td>38.6</td>
<td>7.0</td>
<td>24.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Juniors (87)</td>
<td>21.8</td>
<td>47.1</td>
<td>3.5</td>
<td>27.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Seniors (137)</td>
<td>21.9</td>
<td>37.2</td>
<td>7.3</td>
<td>33.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1 missing case

**Question 11/During the academic year of 1989-90, has working part-time forced you to slow your progress toward a degree?**

<table>
<thead>
<tr>
<th>Grade Level/N</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (52)</td>
<td>21.2</td>
<td>78.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Sophomores (57)</td>
<td>26.3</td>
<td>73.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Juniors (87)</td>
<td>29.9</td>
<td>70.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Seniors (138)</td>
<td>14.5</td>
<td>85.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Question 12/If you feel that because of working part-time it will take you longer to graduate, by what amount do you think your academic progress is likely to be lengthened?**

<table>
<thead>
<tr>
<th>Grade Level/N</th>
<th>1 term</th>
<th>2 terms</th>
<th>3 terms</th>
<th>4 terms</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (15)</td>
<td>53.3</td>
<td>46.7</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Sophomores (20)</td>
<td>65.0</td>
<td>30.0</td>
<td>5.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Juniors (34)</td>
<td>41.2</td>
<td>47.0</td>
<td>5.9</td>
<td>5.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Seniors (41)</td>
<td>51.2</td>
<td>41.5</td>
<td>7.3</td>
<td>0.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

7 missing cases
Part-time Work Effects by Grade Level

Frequencies by grade level were examined to determine differences in perceptions about the beneficial and detrimental effects of working part-time while in college. Freshmen were more likely to cut their working hours during a semester with a heavy course load than seniors and they were less likely to feel that they had to work the same hours.

TABLE 10. Chi-square distribution by grade level

<table>
<thead>
<tr>
<th>Grade Level/Relatedness</th>
<th>YES Number (PCT)</th>
<th>NO Number (PCT)</th>
<th>YES Number (PCT)</th>
<th>NO Number (PCT)</th>
<th>Grade Level/Relatedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen/Related</td>
<td>25 (89.3)</td>
<td>3 (10.7)</td>
<td>9 (37.5)</td>
<td>15 (62.5)</td>
<td>Freshmen/Unrelated</td>
</tr>
<tr>
<td>Sophomores/Related</td>
<td>23 (76.7)</td>
<td>7 (23.3)</td>
<td>11 (40.7)</td>
<td>16 (59.3)</td>
<td>Sophomores/Unrelated</td>
</tr>
<tr>
<td>Juniors/Related</td>
<td>48 (90.6)</td>
<td>5 (9.4)</td>
<td>17 (50.0)</td>
<td>17 (50.0)</td>
<td>Juniors/Unrelated</td>
</tr>
<tr>
<td>Seniors/Related</td>
<td>81 (92.0)</td>
<td>7 (8.0)</td>
<td>30 (61.2)</td>
<td>19 (38.8)</td>
<td>Seniors/Unrelated</td>
</tr>
</tbody>
</table>

Chi-Square = Freshmen 15.31 ** Significant at the .01
Sophomores 7.62 ** Significant at the .01
Juniors 18.04 ** Significant at the .01
Seniors 19.44 ** Significant at the .01

A chi-square distribution was computed for all four grade levels to determine if one grade level felt more strongly that having this particular position would be valuable in securing and performing at a future career-oriented job. Frequencies selected by grade level for question number 43 which asked whether or not the student felt that their College Work-Study
position stimulated any previously unexplored interest were examined. Results of the frequencies were mixed with no clear trend by grade level. Juniors felt the most strongly that their position stimulated a previously unexplored interest (54.0 percent), followed by seniors (52.2 percent), sophomores (50.9 percent), and freshmen (42.3 percent).

More seniors reported feeling strongly if they had a major related position that this College Work-Study position would facilitate them in future career-related endeavors and more sophomores felt strongly that their major related position would not aid them in the future. Of those students who did not feel that their College Work-Study position was related to their major, minor, or another closely related field, the most freshmen perceived strongly that this position would not aid them in future career-related endeavors. As students who had an unrelated College Work-Study position progressed in grade level, they tended to value their position more in terms of aiding in future career-related endeavors.

Working Pattern Differences by Grade Level

Data were analyzed to determine working pattern differences between grade levels. Frequencies were examined to describe how many students worked at another position in addition to their College Work-Study position, where the other jobs were located, and how many hours the respondents were working on average totally. The results of this analysis are shown in Table 11.
TABLE 11. Working pattern differences by grade level

<table>
<thead>
<tr>
<th>Average Hours Working College Work-Study Job</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Freshmen (N=52)</th>
<th>Sophomores (N=57)</th>
<th>Juniors (N=87)</th>
<th>Seniors (N=138)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Percent</td>
<td>Hours</td>
<td>Percent</td>
<td>Hours</td>
</tr>
<tr>
<td>1-4</td>
<td>1.9</td>
<td>1-4</td>
<td>5.3</td>
<td>1-4</td>
</tr>
<tr>
<td>5-9</td>
<td>17.3</td>
<td>5-9</td>
<td>19.3</td>
<td>5-9</td>
</tr>
<tr>
<td>10-14</td>
<td>57.7</td>
<td>10-14</td>
<td>64.9</td>
<td>10-14</td>
</tr>
<tr>
<td>15-19</td>
<td>19.2</td>
<td>15-19</td>
<td>8.8</td>
<td>15-19</td>
</tr>
<tr>
<td>20 or &gt;</td>
<td>3.9</td>
<td>20 or &gt;</td>
<td>1.7</td>
<td>20 or &gt;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage working 2nd Job</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>15.4</td>
<td>84.6</td>
</tr>
<tr>
<td>Sophomores</td>
<td>31.6</td>
<td>68.4</td>
</tr>
<tr>
<td>Juniors</td>
<td>32.2</td>
<td>67.8</td>
</tr>
<tr>
<td>Seniors</td>
<td>34.8</td>
<td>65.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of 2nd Job</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>12.5</td>
<td>5.6</td>
<td>17.9</td>
<td>4.2</td>
</tr>
<tr>
<td>On campus non CWS</td>
<td>25.0</td>
<td>22.2</td>
<td>21.4</td>
<td>45.8</td>
</tr>
<tr>
<td>Off campus non CWS</td>
<td>62.5</td>
<td>72.2</td>
<td>60.7</td>
<td>50.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours Working on Average/Positions Combined</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Freshmen (N=8)</th>
<th>Sophomores (N=18)</th>
<th>Juniors (N=28)</th>
<th>Seniors (N=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Percent</td>
<td>Hours</td>
<td>Percent</td>
<td>Hours</td>
</tr>
<tr>
<td>1-4</td>
<td>0.0</td>
<td>1-4</td>
<td>0.0</td>
<td>1-4</td>
</tr>
<tr>
<td>5-9</td>
<td>0.0</td>
<td>5-9</td>
<td>0.0</td>
<td>5-9</td>
</tr>
<tr>
<td>10-14</td>
<td>0.0</td>
<td>10-14</td>
<td>0.0</td>
<td>10-14</td>
</tr>
<tr>
<td>15-19</td>
<td>37.5</td>
<td>15-19</td>
<td>23.5</td>
<td>15-19</td>
</tr>
<tr>
<td>20-24</td>
<td>37.5</td>
<td>20-24</td>
<td>35.3</td>
<td>20-24</td>
</tr>
<tr>
<td>25-29</td>
<td>25.0</td>
<td>25-29</td>
<td>23.5</td>
<td>25-29</td>
</tr>
<tr>
<td>30-34</td>
<td>0.0</td>
<td>30-34</td>
<td>17.7</td>
<td>30-34</td>
</tr>
<tr>
<td>35-39</td>
<td>0.0</td>
<td>35-39</td>
<td>0.0</td>
<td>35-39</td>
</tr>
<tr>
<td>40-44</td>
<td>0.0</td>
<td>40-44</td>
<td>0.0</td>
<td>40-44</td>
</tr>
</tbody>
</table>
Job Holding Pattern Differences

An independent t-test of the Likert scale questions was computed to determine whether those students with one College Work-Study position answered differently than those who held a second job. There were three statistically significant variables as can be seen in Table 12.

TABLE 12. Statistically significant variables by job holding patterns

<table>
<thead>
<tr>
<th>Variable</th>
<th>Held other job</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>T-Value</th>
<th>2-tailed prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescw</td>
<td>Yes</td>
<td>102</td>
<td>4.07</td>
<td>.81</td>
<td>1.97*</td>
<td>.050</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>232</td>
<td>3.87</td>
<td>.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hrlywg</td>
<td>Yes</td>
<td>102</td>
<td>3.59</td>
<td>1.12</td>
<td>2.23*</td>
<td>.026</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>232</td>
<td>3.27</td>
<td>1.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpfin</td>
<td>Yes</td>
<td>102</td>
<td>4.43</td>
<td>.79</td>
<td>2.88**</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>232</td>
<td>4.16</td>
<td>.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .05  
** = Significant at the .01

Students who held another job in addition to their College Work-Study position were more satisfied in terms of their present College Work-Study position, and their hourly wage for their present College Work-Study position. More of these students also felt strongly that their College Work-Study position was useful for helping finance their college education.
TABLE 13. Part-time work effects by job holding patterns

**Question # 8/Do you feel that working part-time while in school has had any effects on your academic performance?**

<table>
<thead>
<tr>
<th>Other Job/N</th>
<th>No effects</th>
<th>Improves</th>
<th>Hurts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (102)</td>
<td>22.5</td>
<td>25.5</td>
<td>52.0</td>
<td>100.0</td>
</tr>
<tr>
<td>No (232)</td>
<td>41.8</td>
<td>20.7</td>
<td>37.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Question # 9/Do you make changes in your work schedule to accommodate semesters when you have a heavy course load?**

<table>
<thead>
<tr>
<th>Other Job/N</th>
<th>Yes, cut hours</th>
<th>No, must work same hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (102)</td>
<td>41.2</td>
<td>58.8</td>
<td>100.0</td>
</tr>
<tr>
<td>No (232)</td>
<td>59.9</td>
<td>40.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Question #10/Do you feel that working part-time while in school has affected your decision to continue in college?**

<table>
<thead>
<tr>
<th>Other Job/N</th>
<th>No effect</th>
<th>Yes, help pay bills</th>
<th>Yes, feel more part of college degree= better job</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (102)</td>
<td>17.6</td>
<td>47.1</td>
<td>4.9</td>
<td>30.4</td>
</tr>
<tr>
<td>No (231)</td>
<td>25.5</td>
<td>39.4</td>
<td>6.5</td>
<td>28.6</td>
</tr>
</tbody>
</table>

1 missing case

**Question # 11/During the academic year of 1989-90, has working part-time forced you to slow your progress toward a degree?**

<table>
<thead>
<tr>
<th>Other Job/N</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (102)</td>
<td>18.6</td>
<td>81.4</td>
<td>100.0</td>
</tr>
<tr>
<td>No (232)</td>
<td>22.8</td>
<td>77.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Question #12/If you feel that because of working part-time it will take you longer to graduate, by what amount do you think your academic progress is likely to be lengthened?**

<table>
<thead>
<tr>
<th>Other Job/N</th>
<th>1 term</th>
<th>2 terms</th>
<th>3 terms</th>
<th>4 terms</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (39)</td>
<td>38.5</td>
<td>48.7</td>
<td>7.7</td>
<td>5.1</td>
<td>100.0</td>
</tr>
<tr>
<td>No (71)</td>
<td>57.8</td>
<td>38.0</td>
<td>4.2</td>
<td>0.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

7 missing cases

As can be seen in Table 13, students who worked at another job besides their College Work-Study position were more likely to feel that working part-time while in school worsened their academic performance. In terms of
cutting back on hours worked during semesters with heavy academic course loads, students who did not work another position were more likely to cut hours than those who worked two positions.

Working a second job made more students feel strongly about their ability with job earnings to pay college bills and that this affected them positively in their decision to stay in college. Those students who did not work a second job were more likely to report that working part-time while in college had had no effect on their decision to stay in college. Students who worked another job were less likely to feel that working slowed their academic progress than were those who worked only one job.

Perceptions of Career-Relatedness by Job Holding Patterns

A chi-square distribution was computed for both those students who reported holding a second job in addition to their College Work-Study position and those holding only one College Work-Study position to determine if one group felt more strongly that having this particular College Work-Study position would be valuable in securing and performing at a future career oriented job. Frequencies for question number 43 regarding whether or not the student's College Work-Study position stimulated any previously unexplored interest were examined. The frequencies were close with 52.0 percent of those who held a second job reporting that this College Work-Study position had stimulated a previously unexplored interest. Of those who held only their College Work-Study position, 50.4 percent felt that this position had stimulated a previously unexplored interest.
TABLE 14. Chi-square distribution by job holding patterns

<table>
<thead>
<tr>
<th>Job holding pattern</th>
<th>Yes, will help (Number PCT)</th>
<th>No, will not help (Number PCT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Job Yes/</td>
<td>53 (79.1)</td>
<td>14 (20.9)</td>
</tr>
<tr>
<td>Position Related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Job No/</td>
<td>124 (93.9)</td>
<td>8 (6.1)</td>
</tr>
<tr>
<td>Position Related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Job Yes/</td>
<td>20 (57.1)</td>
<td>15 (42.9)</td>
</tr>
<tr>
<td>Position Unrelated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Job No/</td>
<td>47 (47.5)</td>
<td>52 (52.5)</td>
</tr>
<tr>
<td>Position Unrelated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chi-square Students with other job = 5.45* Significant at the .05
Students without other job = 63.52** Significant at the .01
1 missing case

As in the total sample and the other groups, males and females, and students of different grade levels, of those students who reported that they had a College Work-Study position related to their academic major, minor, or another closely related field, more felt strongly that this experience would help them in securing and performing at a future career-oriented job. Students who only worked one College Work-Study job reported more strongly the feeling that this employment experience would be valuable than those who worked more than one job. The research findings will be discussed in the following chapter.
DISCUSSION AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study, discuss the results and significance of the study, and provide recommendations for future research in this area.

Summary of the Study

Subjects

The population for this study included all State College Work-Study employed students at Iowa State University. The sample, which was selected via a computer run, included 657 students. Of the 657 surveys distributed, 344 were returned for a 52.36 percent return rate. Ten graduate students who returned the survey were then deleted from any further data analysis for a final n of 334.

Instrument

The survey instrument was designed to measure student perceptions of their College Work-Study positions, the College Work-Study program, and working during college in general. The instrument was also designed to gather descriptive data about the number of College Work-Study students who were employed in other positions, where the second positions were located, and the total number of hours that they were working.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences, SPSSX. The study was descriptive in design and sought to answer five research questions.

1. What do College Work-Study students identify as important factors regarding their College Work-Study positions?
2. What do students perceive to be the beneficial and detrimental effects of working part-time in terms of academic performance, retention, and time to completion?

3. Do students perceive their positions to be career-related and feel that having this College Work-Study position will facilitate them in future career-related endeavors?

4. How many students are working at other jobs in addition to their College Work-Study position? Where are these other jobs located, and how many hours total are they working?

5. Are there significant differences in the above questions between females and males, students of different grade levels, and students who work at one College Work-Study position and those who hold another job in addition to their College Work-Study position?

Discussion of Results

The purpose of this research was to answer the first four research questions in terms of all State College Work-Study employed students and then to determine significant differences in these same research questions between females and males, students of different grade levels, and students who work at another job besides their College Work-Study position and those who hold one College Work-Study position. As such there were 15 different research elements to describe. This research made no attempt to discern reasons for any significant differences, but instead identified the differences and commented as to different theories which may be applied in further research to determine what caused differences between females and males, students of different grade levels, and students who held an outside job in addition to their College Work-Study job and those who only held one College Work-Study position.

The total sample tended to feel strongly about their College Work-Study supervisor's encouragement in asking questions about work related matters, making independent decisions about work and offering opinions and suggestions. They felt the least strongly, but still above neutral (M 3.21) and
in the direction of strongly agree that their College Work-Study supervisor encouraged them to talk about personal problems. As reported in Noel (in Keene, Adams & King, 1975) student employers are critical retention agents. The findings in this area suggest that College Work-Study employees enjoyed a good relationship with their supervisors.

When asked about the activities that they typically performed at their College Work-Study job, the results were mixed and indicated that as may have been expected, College Work-Study employees sometimes found their jobs both boring or uninteresting, or challenging and a learning experience. As noted in Carroll and Chan-Kopka's 1988 follow-up of 11,996 high school seniors, college students typically hold service type jobs. There is a great variety of College Work-Study positions at Iowa State University, ranging from service type positions to para professional and laboratory assistant positions, however the majority of positions held by College Work-Study students are service oriented as is consistent with national trends.

When asked a series of general satisfaction questions which included student satisfaction with the University, the education being received, choice of major, how well the student felt that he or she was doing in school, their present College Work-Study position, and the hourly wage for this position, once again the results were positive with the lowest means being for how well the student felt that he or she was doing in school (M 3.28), or the hourly wage for their College Work-Study position (M 3.37). Many College Work-Study positions are low-paying; however, in the middle of the academic year for which this survey was conducted, the minimum wage was raised and most positions were raised accordingly. This raise in the minimum wage may have affected results about this question.

Students reported feeling very strongly that their College Work-Study job was very useful for helping finance their college education. Only students with financial need are allowed to work in this program, so concern about finances would tend to be consistent with this sample.

Of all the means for the total sample in the Likert type scale questions, students stated that having a flexible work schedule (M 4.37) was the most important quality to them in their College Work-Study position. There was
also a strong perception of the importance of getting to meet and interact with faculty and staff (M 3.91), and having contact with student co-workers (M 3.69). These findings were consistent with the research reported in the literature review. When Hammes and Haller (1983) asked students to list what qualities made a job good or bad, the positive qualities most often listed were jobs that involved meeting and dealing with new people, jobs that were directly related to the students' fields of study, jobs that were well paid, and jobs that provided flexible hours.

Work on-campus provides a means of becoming acquainted with other students outside of the classroom setting (Maryland Longitudinal Study, 1988). This study also found that an on-campus job provided a place for students to go between classes on a consistent basis, although the present survey elicited only a slightly stronger than neutral (M 3.05) response when students were asked about the importance of having a place to go between classes. This could be because Iowa State University is a residential campus with many students residing in nearby residence halls. There are also an abundance of on-campus locations including a student union and library that are readily accessible to and popular with students.

As the Maryland Longitudinal Study (1988) reported, on-campus employment helped students build a network of on-campus support persons. Noel (in Keene, Adams, & King, 1975) stated that supervisors and co-workers were the second largest organized body of student contact persons second only to faculty. Noel further stated "a job can provide a meaningful kind of participation and a feeling of belonging, of involvement, a feeling of contribution, on the part of the student" (p. 388).

The second research question addressed student perceptions of beneficial and detrimental effects of working part-time in terms of academic performance, retention, and time to completion of degree. Previous research regarding College Work-Study students had found that work had no impact on academic performance and very little on the academic progress of full-time undergraduates. Van De Water & Augenblick (1987) found this to be true on a large sample of over 3,600 students. They also found that working students, on average, took longer to complete college than non-working students but
had a higher course completion rate. Astin (1975) reported that part-time work on-campus contributed to retention by increasing students' sense of involvement and identity with the institution. Hammes and Haller (1983) confirmed previous studies that working was not detrimental to academic achievement and in fact may have had a beneficial effect on grades.

This part of the study, however, was an analysis of what students themselves perceived to be the effects of working part-time. The largest percentage, 41.9 percent, reported that working part-time hurt their academic performance, 22.2 percent stated that working improved their academic performance and 35.9 percent felt that there were no effects on their academic performance.

There was a strong feeling by this population that working part-time had had some effects on their decision to continue in college. The largest percentage, 41.6 percent, felt that working had enabled them to pay college bills, thereby enhancing their ability to stay in college. Many students, (29.0 percent) reported that working part-time had positively affected their decision to stay in college because this work experience plus their degree would lead to a better job post-college. Research by San (1986) and Stephenson (1982) supports this perception as these studies found post-college wage rates were positively affected by student employment while in college. Six percent of the respondents stated that working part-time had made them feel more a part of the college. No effects on their decision to continue in college were perceived by 23.1 percent and there was one missing case.

A minority of this sample, 21.6 percent, perceived that their academic progress had been slowed by working part-time. When asked to determine by how many terms they believed their progress would be lengthened, the largest percentage felt it would be by one to two terms.

As outlined in the background for the study, where practical, placement of College Work-Study employees is to complement their academic course work and be as major-related as possible. Previous research regarding career-relatedness of student positions has examined the relationship between student reasons for working and the value of work experience, and persistence
and career-relatedness of student positions. Boyer (1987) and McCartan (1988), reported that students view their collegiate experience as highly pragmatic and job oriented and cite this as a reason for increasing work among undergraduates. Astin (1975) performed studies of career relatedness of student positions and of those surveyed, 40 percent of both females and males had college jobs that they felt fit not at all with their long range career goals and only 20 percent had jobs that fit in very well. In terms of persistence, Astin found that a job that was highly related to student career plans and off-campus, negatively affected persistence because it was a draw away from campus. In Astin's study, the type of on-campus work did not seem relevant to persistence. In the present study, however, students felt very strongly about the future value of their positions based on the level of perceived career-relatedness by the students.

As in the Astin study, a little over 40 percent of the students in this sample reported that their College Work-Study position was unrelated to any interest. Students who stated that their positions were related to their academic major, minor, or another closely related field, felt much more strongly (88.9 percent as opposed to 11.1 percent) that their employment experience would be valuable in securing and performing at a future career-oriented job. Of those students who reported that their College Work-Study position was unrelated to any interest, one-half (50.0 percent) felt the position experience would help and the other one-half (50.0 percent) felt it would not. About the same results were obtained when the students were asked whether or not this College Work-Study position stimulated any previously unexplored interest with 50.9 percent reporting yes and 49.1 percent reporting no.

The fourth research question attempted to describe the working patterns of the respondents. In this sample, 19.2 percent worked fewer than 10 hours per week, 61.7 percent worked 10-14 hours per week, 14.1 percent worked 20 or more hours per week, and 5.1 percent worked 20 or more hours per week. Research by Boyer (1987) found the following to be typical work week hours for full-time undergraduates at doctoral granting institutions; 22 percent worked 10 hours or less, 21 percent worked 11-15 hours, 28 percent worked 16-20 hours, 19 percent worked 21-25 hours and 10 percent
worked 36 or more hours. Boyer also found that as tuition goes up, the number of hours worked goes up.

At Iowa State University, the respondents to this study worked, on the whole, fewer hours on average than the students in Boyer's study. College Work-Study students are generally limited to 20 hours per week or less and Boyer's study included all full-time undergraduate students, not just College Work-Study employed students.

However, 30.5 percent of the sample reported working at a second job besides their College Work-Study position. Of these second positions, the largest percentage (57.9 percent) of the positions were located off-campus and were non-College Work-Study positions. The second largest percentage of second jobs (33.3 percent) were located on campus, but were non-College Work-Study classified and therefore not considered financial aid. A small number, 8.8 percent, held a second College Work-Study position.

Of this 30.5 percent, a high number (82.4 percent) reported working on average more than 19 hours per week. Although the research has varied in total number of hours considered harmless or beneficial to work, 20 or more hours per week while attending classes full-time is high. A previous study at Iowa State University (Bella & Huba, 1982) found that working up to 15-16 hours per week may have positive effects on the grade point averages of freshmen. Dallam and Hoyt (1981) found that hours of employment were generally unrelated to achievement and that most students were capable of working at least 15 hours a week while carrying 15 hours of course work. The large study in Washington State (Van De Water & Augenblick, 1987) found that the number of hours worked did not have a strong impact on grade point average. A study of data from the National Longitudinal Survey of the High School Class of 1972 (Ehrenberg & Sherman, 1987) showed that for the most part working fewer than 25 hours per week tended not to adversely affect students grade point average. Paul (1982) reported an inverse relationship between the number or hours of employment and academic performance. Astin (1975) found that working 25 or more hours per week had a consistently negative effect on student performance.
Hence, at least 5.1 percent of College Work-Study employed students sampled as well as 54.9 percent of the 30.5 percent of those who reported working a second job may be working a detrimental number of hours. Since a great many of these second jobs are held off-campus, the positive aspects of working on-campus may be lost altogether for these students.

The fifth research question sought to identify significant differences in the other four research questions between females and males, students of different grade levels, and students who worked another position in addition to their College Work-Study position and those who only worked one College Work-Study position.

Females and Males

The independent t-test of the Likert scale questions (numbers 13-37) revealed eight with statistically significant differences. Females enjoyed a different type of interaction with their College Work-Study supervisors than their male counterparts. Many College Work-Study supervisors are themselves females and this could partially explain a closer relationship.

More females reported feeling strongly that they were not often asked to perform tasks beyond their abilities than males. This could reflect a tendency for College Work-Study supervisors to challenge their male employees more or a stronger sense of self-confidence in their abilities by the male employees.

Fewer males felt satisfied about how well they were doing in school. There was the perception by females that their College Work-Study job was useful for providing general work experience and for making them feel more independent than males. More females felt that their College Work-Study job was important for meeting and interacting with faculty and staff than males. Females have been found to focus more on relationships than males, which may explain the stronger sense of importance with this factor. Females also reported that having a flexible work schedule was more important in their College Work-Study position than males.

There were also differences in the way males and females perceived the effects of part-time work. More females reported that working part-time while in school improved their academic performance and more males stated
that their academic performance was worsened by working part-time. A slightly higher percentage of females than males reported that they had to work the same number of hours regardless of whether or not they were in a semester with a heavy course load.

More males than females stated that working part-time while in school had had no effect on their decision to continue in college. Slightly more females than males reported that working had positively affected their decision to continue in college by either helping them pay college bills or making them feel more a part of the college. More females than males felt that the work experience plus their degree would enable them to get a better job after graduation.

More females perceived strongly that working part-time had not forced them to slow their progress toward a degree and more males felt strongly that it had. Of the females who felt their academic progress was likely to be lengthened, 50.0 percent stated it would be by 1 term, 45.3 percent by 2 terms, and 4.7 percent reported it would be by 3 terms. Of the males, 52.2 percent felt it would be by 1 term, 37.0 percent by 2 terms, 6.5 percent by 3 terms, and 4.3 percent by 4 terms. Males may be more sensitive to their slow academic progress and ego differences may make them more likely to blame working as the cause of this slower progress.

Fewer females reported feeling negatively affected by working part-time than males. They also tended to value working part-time more in terms of affecting their decision to continue in college. Females typically prefer a more structured life style than males and are able to balance more activities than males.

Perceptions of career-relatedness of College Work-Study positions were examined by gender. More males reported feeling strongly that their College Work-Study position stimulated a previously unexplored interest. In terms of the Chi-square values of position relatedness and the future value of the experience, females valued their College Work-Study positions more than males. More females also valued their positions even if their present position was considered to be unrelated to any interest.
To determine any differences between females and males in working patterns, data were compared regarding how many held a second job, where the second job was located, and how many hours total they were averaging per week at the two positions. Females tended to work more hours at their College Work-Study jobs than males with 83.3 percent working 10 or more hours as compared to 77.5 percent of males working 10 or more hours. A higher percentage of females reported working a second job with more of those second jobs being located off-campus than males.

In the total sample, the largest percentage of those students who reported working a second job, worked on the average 25-29 hours per week between the two positions with 54.9 percent working 25 hours or more. Females tended to work more hours between their two positions than males with 56.7 percent working 25 or more hours and 52.9 percent of males working 25 or more hours per week.

These findings contradicted previous research which showed that males tended to work longer hours than females (Astin, 1975; Carroll and Chan-Kopka, 1988; and The Maryland Longitudinal Study, 1988). However, these three studies also showed that females were more likely to work on-campus jobs than were males which accounted for their larger representation in the population and sample.

There are several possible explanations for why females worked more second jobs and longer hours on the average than males. Moran (1986) stated that discretionary programs such as College Work-Study inherently contain pay inequity and that males obtained higher paying positions. Dent (1987) also found that the average hourly wage for females was $.10 to $.60 lower per hour than for males.

Although the investigator has suggested further research into pay rates and job levels by gender, one plausible explanation for females working more hours and more second jobs could be pay inequities that may exist at Iowa State University that force females to work longer hours to be able to earn the same amount of money. Perhaps too, males are able to obtain higher paying summer positions that allow them not to work as many hours during the school year. Another possible reason may be differences in primary and
secondary school training that allow males a higher level of math and science training. This higher level of scholastic background could also allow for higher paying positions upon entering college.

Grade Level Differences

The same research questions were examined in regard to grade level differences. An analysis of variance by grade level showed that there were three Likert scale questions with statistically significant differences in answers between students of differing grade levels. More seniors (M 4.16) and sophomores (M 3.93) felt encouraged by their College Work-Study supervisor to offer opinions and suggestions than did freshmen (M 3.67) and juniors (M 3.76). The expectation would be that as a student progressed in grade level his or her opinions and suggestions would be more highly valued. One explanation for freshmen to feel that their opinions and suggestions would be less valued would be that freshmen and sophomores tend to receive fewer major-related positions.

Students were asked to state how satisfied they were with the University. Freshmen were the most satisfied (M 4.10) and seniors were the least (M 3.64). However, sophomores were less satisfied (M 3.75) than juniors (M 3.77). In response to how important having a flexible schedule in their College Work-Study position was, fewer freshmen felt strongly (M 4.21), followed by sophomores (M 4.25), then juniors (M 4.26), and seniors (M 4.54).

Frequencies by grade level were examined to determine differences in perceptions about the beneficial and detrimental effects of working part-time. More freshmen felt strongly that working part-time while in school had not had any effects on their academic performance (48.1 percent). Percentages decreased as grade level increased, with 29.0 percent of seniors stating that working part-time had had no effects. As students progressed in grade level, they reported that their academic performance had been improved by working part-time. More sophomores (42.1 percent) and seniors (44.9 percent) felt strongly that working part-time while in college had hurt their academic performance.
More freshmen were likely to cut hours of work (57.7 percent) and fewer were likely to feel that they must work the same hours. As students progressed in grade level they were more likely to feel that they had to work the same hours (seniors = 47.8 percent) and less likely to cut hours (seniors = 52.2 percent). This could be explained by two factors. As students progress in grade level, so does the importance of their positions. Also, in the Iowa State University aid guidelines, more grant aid is awarded to freshmen and sophomores than juniors and seniors. Hence, as students reach the junior and senior years they must work and borrow more to sustain and augment their aid levels.

The trends were less clear in terms of student perceptions about working part-time and the effects on their decision to continue in college. More sophomores felt strongly that working part-time while in college had had no effect on their decision to continue in college. Fewer sophomores (38.6 percent) and seniors (37.2 percent) felt strongly that working part-time helped them pay college bills than freshmen (48.1 percent), or juniors (47.1 percent). Seniors reported (7.3 percent) that working helped them feel more a part of the college, followed by sophomores (7.0 percent), freshmen (5.8 percent), and juniors (3.5 percent). Fewer sophomores reported feeling strongly that this work experience plus their degree would lead to a better job post-graduation, followed by freshmen (25.0 percent), juniors (27.6 percent), and seniors (33.6 percent).

Fewer seniors felt strongly (14.5 percent) that working part-time during the academic year of 1989-90 had forced them to slow their progress toward a degree followed by freshmen (21.2 percent), sophomores (26.3 percent), and juniors (29.9 percent). By the time seniors progress to that level it is more difficult for them to blame something during that same academic year for slowing their progress. Astin (1975) suggested that work during the first year of college resulted in a small but significant increase in persistence. He later found, in his 1985 study, that participation in work-study was associated with lower drop out rates at any time in a student's undergraduate years.

Frequencies by grade level for question 43 which asked whether or not the student felt that their College Work-Study position stimulated any
previously unexplored interest were examined. Juniors reported that their position did stimulate a previously unexplored interest (54.0 percent), followed by seniors (52.2 percent), sophomores (50.9 percent), and freshmen (42.3 percent).

Fewer sophomores (76.7 percent) felt strongly if they had major, minor, or other closely related position that their position would facilitate them in future career-related endeavors. Seniors reported (92.0 percent) that having this major, minor, or closely related position would aid them in future career-related endeavors, followed by juniors (90.6 percent), and freshmen (89.3 percent).

Of those students who did not feel that their College Work-Study position was related to any interest, more freshmen felt strongly (62.5 percent) that this position would not aid them in future career-related endeavors, followed by sophomores (59.3 percent), juniors (50.0 percent), and seniors (38.8 percent).

Working pattern differences were analyzed by grade levels. Once again 10-14 hours per week was used as the base, since this was the amount the total population most often worked on average. Of freshmen, 80.8 percent worked 10 hours or more per week, with 75.4 percent of sophomores, 86.2 percent of juniors, and 79.7 of seniors working 10 hours or more per week. Sophomores, not freshmen, worked the least amount of hours on average at their College Work-Study job.

The percentage of students who reported working a second job progressed by grade level with 15.4 percent of freshmen, 31.6 percent of sophomores, 32.3 percent of juniors, and 34.8 percent of seniors working a second job. As stated earlier, upper classmen receive less grant aid at Iowa State University which may explain this upward progression in second job holding. More sophomores, 72.2 percent, worked this second job at an off-campus location than freshmen (62.5 percent), juniors (60.7 percent), or seniors (50.0 percent).

One quarter of freshmen reported working a total on average between the two positions of 25 hours or more. Of sophomores, 41.2 percent reported working 25 hours or more per week. The percentages for juniors and seniors
who reported working 25 hours or more per week was close, with juniors reporting 60.7 percent and seniors reporting 60.4 percent.

In every aspect where there was not an expected progression or regression by grade level, sophomores seemed to vary the most. The sophomore year is a very difficult time for college students. Although there are many programs aimed directly at freshmen, most of these support systems do not involve sophomores. Sophomores worked the least amount of hours on average at their College Work-Study job, but 31.6 percent of these students worked a second job with 41.2 percent reporting total hours on average between the two positions of 25 hours per week and up. Sophomores also reported the highest percentage for working these second positions off-campus. As the present study suggests, students who work on-campus receive more support and have an opportunity to have more relationships with faculty and staff than those who work off-campus. Therefore, sophomores in particular should be encouraged to seek on-campus employment as an on-campus employment experience may provide the needed support for this year.

Job Holding Pattern Differences

The final set of analyses was performed on students who worked their one College Work-Study position versus students who reported having a second position. Interestingly, more students who worked two jobs were satisfied in terms of their present College Work-Study position and their hourly wage for their present College Work-Study position than the students who only worked one position. More students who held another job in addition to their College Work-Study position also felt strongly that their College Work-Study position was useful for helping finance their college education.

On-campus State College Work-Study job wages are paid 70 percent by state funds and 30 percent by the employing department. The students who worked two jobs may have been more satisfied about their College Work-Study hourly wage because this very 70/30 split allows employers to pay students better wages than they might receive off-campus. Higher satisfaction with their College Work-Study job by students who worked two positions may
suggest that these students are more satisfied with their on-campus College Work-Study job than their off-campus non-College Work-Study job. Working an on-campus College Work-Study position is often more prestigious than an off-campus job. These students may sense the advantages of working near faculty and staff in what may be more career-related positions. Students who work two positions may value money more highly. The very fact that they are working two positions suggests that they do so because they are in a financially more needy position. Therefore, they value their College Work-Study position more highly in terms of helping to finance their college education.

Student perceptions of part-time work effects were also analyzed by job holding patterns. More students who worked a second job felt strongly than those who worked only one position that working part-time while in school improved or hurt their academic performance. These students were less likely to cut hours and more likely to feel that they must work the same hours than students who worked only the one College Work-Study position.

More second job holders were likely to perceive that their College Work-Study job helped pay college bills, and fewer were likely to feel that this position made them feel more a part of college. These students tended to value more highly the concept that work experience plus a degree would lead to a better job and therefore this affected their decision to continue in college positively.

Interestingly, fewer second job holders were likely to think that their progress toward a degree was slowed by working part-time during the academic year of 1989-90 than students who did not work a second job. However, 61.5 percent of those who held a second job felt that their academic progress was likely to be lengthened by two or more terms as opposed to 42.2 percent of those who did not hold a second job. This suggests that students who work a second job may be aware of the necessity for working this much and do not attribute any slowing of their academic progress to working part-time.

When asked to determine whether or not this College Work-Study position would be valuable in securing and performing at a future career-oriented job, students who held only one job stated more often that this
employment experience would be valuable (93.9 percent) as opposed to those who held second jobs (79.1 percent). However, of students who held a position that they felt was unrelated to any interest, more students who held a second job felt strongly (57.1 percent) that this position would help as opposed to 47.5 percent of those who only held one position.

Significance of the Study

This study suggests that students feel strongly about certain strengths that are common to College Work-Study positions. They include contact and interaction with faculty, staff, and other students, and flexible working hours. It is the recommendation of this investigator that Iowa State University find ways to publicize this information with entering students and their parents.

The total sample demographics suggest that students tend to seek College Work-Study positions more as they progress in grade level. Previous research and the findings of this study suggest that freshmen and sophomore should be encouraged to work, but less than 20 hours per week. Having positions as freshmen that might carry over into the sophomore year might lend stability to what can be a troubled year in students' academic careers.

Of this sample, 30.5 percent reported holding a second job, and of these students, over 50.0 percent work 25 or more hours per week. This suggests that more should be done to aid needy students. Funding for State College Work-Study should be maintained and increased so that more students can benefit from working on-campus and perhaps fewer will have to work such excessive hours.

A new type of computer placement, which screens students for interests and skills should be implemented in the Student Financial Aid Office at Iowa State University. Clearly, those students who felt that they had a position related to their academic major, minor, or another closely related field felt much more strongly that these positions would aid them in future career-related endeavors. Better screening before students interview would increase the percentage who could report that they held such a position.
In summary, this research supports that most students are satisfied with their experience in the College Work-Study program at Iowa State University. Both, the members of the financial aid community and the University need to encourage students to work. There appear to be no significant detrimental effects when students stay within the recommended limits for number of hours worked per week. There may be an advantage in terms of retention because of the added contact students in this program enjoy with faculty, staff, and other students. The financial aid community needs to continue to examine the mix of effort toward academic endeavors and work as students progress through the university system. A continuation of studies, such as this one, will only enhance the educational experience of undergraduate students at Iowa State University. The following are recommendations for such studies:

Recommendations for Future Research

1) This study was conducted at a single large public institution so the results may not be generalizable. Studies of student perceptions regarding work experiences should be conducted in colleges of differing sizes with less homogeneous populations.

2) An analysis should be conducted of pay and position types and levels for male and female College Work-Study students at Iowa State University to determine whether or not females work more second jobs and more hours on average than males because they typically obtain lower paying positions or for some other reason.

3) Further study of students in their sophomore year is needed. This study suggests that this year may be as difficult or more difficult than the freshman year, both in terms of student development and the lack of support services for this grade level of students.

4) The present study was conducted during an academic year when the minimum wage was raised mid-year. An analysis over time of wage rates and change effects should be conducted to determine whether or not students would indeed feel able to work fewer hours the higher their wage.
5) Tuition at Iowa State University has risen consistently over many years. An analysis over time of hours worked in comparison to tuition increases would substantiate whether or not students are working more hours as tuition raises.

6) A study should be conducted comparing regular College Work-Study students with students participating in the Undergraduate Research Assistantship Program. Students in this program tend to have a higher level of career relatedness in their positions. It would be interesting to compare the detrimental and beneficial effects of working in these two programs based on the differing levels of career relatedness.

7) Finally, an analysis should be conducted of where students actually spend their dollars earned. Increased materialism has been blamed for exacerbating the trends of increasing work by college students. It would be prudent to know whether this money goes for college related necessities or increasing material goods.


Dallam, J. W., & Hoyt, D. P. (1981). Do students have enough time to study? College and University, 57(1), 84-91.


ACKNOWLEDGEMENTS

I would like to express my sincere appreciation and thanks to Dr. Larry Ebbers, my major professor, for his guidance and encouragement. I also wish to thank my other committee members, Dr. Brent Bruton, and Dr. David Owen.

Thanks to the Student Financial Aid Office for providing the financial support for this study. A special thanks goes to Janie Barnett, Coordinator, Student Employment Center, who worked closely with me throughout this project. Her suggestions, encouragement, and support were invaluable.

My husband, David, is also deserving of special thanks for his encouragement and help during the years I have been in school. His understanding, support, and patience have been greatly appreciated.
APPENDIX A. COLLEGE WORK-STUDY EMPLOYMENT VERIFICATION FORM
Dear Student:

You have been awarded the opportunity to interview for a College Work-Study (CWS) position. Part-time College Work-Study jobs will be posted August 21, 1989, on the job board outside the Student Financial Aid Office, Room 12 Beardshear Hall. Interviewing should be completed as quickly as possible, since College Work-Study funds are allocated on a first-hired/first-funded basis.

If you have already secured a job you may complete steps 1-3 on the reverse side of this letter prior to August 21. Step 4 may not be completed until August 21, 1989. Positions will be filled until funding is exhausted, so timeliness in completing and returning this form is critical. YOU MUST RETURN THIS COMPLETED FORM IN PERSON. DO NOT MAIL. Completed forms will not be accepted until August 21. The reverse side of this letter lists the maximum amount that you may earn through the CWS program.

Recent changes in United States immigration law require you to present a photo identification (driver's license or ISU I.D. card) and your Social Security card or birth certificate when you sign-up for payroll. Be sure you bring these necessary documents with you to school.

Please read carefully and complete all sections on the back before returning this form to our office on or after Monday, August 21. If you have any further questions, do not hesitate to contact us.

STUDENT EMPLOYMENT CENTER STAFF

NOTE: IF YOU ARE NOT PLANNING TO WORK, PLEASE VOID THIS FORM AND RETURN IT TO:

Student Financial Aid Office
Student Employment Center
12 Beardshear
Ames, Iowa 50011
COLLEGE WORK STUDY* EMPLOYMENT VERIFICATION FORM
Valid through May 15, 1990

Name: Last: __________________________
First: __________________________
SSNO: ____________________________

Student has federal/state College Work-Study (CWS) eligibility* of $ ______.
Student has unlimited non-CWS employment eligibility.

COMPLETE THIS SECTION AFTER SECURING EMPLOYMENT

1. TO BE COMPLETED BY THE EMPLOYER

   Department __________________________
   Campus address ________________________
   Employer ____________________________
   Payroll clerk _________________________
   Payroll clerk’s phone __________________
   Fund account _________________________

   Employee position title ________________
   Position class# _______________________ 
   Starting date _________________________
   Ending date __________________________
   Approximate hours/week ________________

   ** Hourly pay rate 8/21/89-12/31/89 $ ______; Hourly pay rate 1/1/90-5/15/90 $ ______

   Employer's signature ___________________ Date ________________

2. TO BE COMPLETED BY THE STUDENT

   I have discussed the job responsibilities and expectations with my employer and agree
to work accordingly. I also understand that CWS eligibility is not transferable to
other employers.

   Student’s signature ____________________ Date ________________
   Home Phone ____________________________

3. SIGN-UP FOR PAYROLL

   Present your social security card or birth certificate and a photo I.D. at the
Personnel Office, Room 16 Beardshear, and request to sign up for payroll.

4. RETURN THIS WHEN COMPLETED TO THE STUDENT EMPLOYMENT CENTER, STUDENT FINANCIAL AID
OFFICE. (No earlier than August 21, 1989) DO NOT MAIL

*College-Work Study payroll is paid 30% by employer and 70% by federal/state CWS funds.
**NOTE: The on-campus minimum wage will be increased to $3.85 per hour effective 1/1/90.
APPENDIX B. IOWA STATE UNIVERSITY STUDENT FINANCIAL AID STUDENT BUDGET INFORMATION, 1989-90
<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$2670+</td>
<td>$1335</td>
<td></td>
<td></td>
<td>$2670+</td>
</tr>
<tr>
<td>In-State (M)</td>
<td>$190</td>
<td>$95</td>
<td></td>
<td></td>
<td>$190</td>
</tr>
<tr>
<td>Total</td>
<td>$1800</td>
<td>$900</td>
<td></td>
<td></td>
<td>$1800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$5730</td>
<td>$2865</td>
<td></td>
<td></td>
<td>$5730</td>
</tr>
<tr>
<td>In-State (U)</td>
<td>$190</td>
<td>$95</td>
<td></td>
<td></td>
<td>$190</td>
</tr>
<tr>
<td>Total</td>
<td>$2865</td>
<td>$1430</td>
<td></td>
<td></td>
<td>$2865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$5799</td>
<td>$2900</td>
<td></td>
<td></td>
<td>$5799</td>
</tr>
<tr>
<td>In-State (V)</td>
<td>$2160</td>
<td>$1080</td>
<td></td>
<td></td>
<td>$2160</td>
</tr>
<tr>
<td>Total</td>
<td>$7959</td>
<td>$3980</td>
<td></td>
<td></td>
<td>$7959</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$5859</td>
<td>$2929</td>
<td></td>
<td></td>
<td>$5859</td>
</tr>
<tr>
<td>In-State (W)</td>
<td>$2160</td>
<td>$1080</td>
<td></td>
<td></td>
<td>$2160</td>
</tr>
<tr>
<td>Total</td>
<td>$8019</td>
<td>$4009</td>
<td></td>
<td></td>
<td>$8019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$2670+</td>
<td>$1335</td>
<td></td>
<td></td>
<td>$2670+</td>
</tr>
<tr>
<td>Out-of-State (X)</td>
<td>$350</td>
<td>$175</td>
<td></td>
<td></td>
<td>$350</td>
</tr>
<tr>
<td>Total</td>
<td>$1800</td>
<td>$900</td>
<td></td>
<td></td>
<td>$1800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$5730</td>
<td>$2865</td>
<td></td>
<td></td>
<td>$5730</td>
</tr>
<tr>
<td>Out-of-State (Y)</td>
<td>$350</td>
<td>$175</td>
<td></td>
<td></td>
<td>$350</td>
</tr>
<tr>
<td>Total</td>
<td>$2865</td>
<td>$1430</td>
<td></td>
<td></td>
<td>$2865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$5799</td>
<td>$2900</td>
<td></td>
<td></td>
<td>$5799</td>
</tr>
<tr>
<td>Out-of-State (Z)</td>
<td>$350</td>
<td>$175</td>
<td></td>
<td></td>
<td>$350</td>
</tr>
<tr>
<td>Total</td>
<td>$7959</td>
<td>$3980</td>
<td></td>
<td></td>
<td>$7959</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Room and Board</th>
<th>Medical/Dental</th>
<th>Personal</th>
<th>Transportation</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent, Independent,</td>
<td>$5859</td>
<td>$2929</td>
<td></td>
<td></td>
<td>$5859</td>
</tr>
<tr>
<td>Out-of-State (T)</td>
<td>$350</td>
<td>$175</td>
<td></td>
<td></td>
<td>$350</td>
</tr>
<tr>
<td>Total</td>
<td>$8019</td>
<td>$4009</td>
<td></td>
<td></td>
<td>$8019</td>
</tr>
</tbody>
</table>
** 1989-90 PRIORITY PACKAGE **

It is assumed that the sequence of aid is set; the maximum dollars may change based on allocations.

**ASSUME NEED = >100**

<table>
<thead>
<tr>
<th>AID TYPE</th>
<th>CONDITION</th>
<th>MAXIMUM</th>
<th>MINIMUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell</td>
<td>eligible</td>
<td>$2300</td>
<td>0</td>
</tr>
</tbody>
</table>

B. Self-help

1. Student with S, T budgets
   a. If not married, follow step 2 or 3.
   b. If married and:
      i. 2 in family - OR -
      ii. 3 or more in family and no Pell, THEN
           Pell to SAI
           Stafford 1, 2 2625
           3, 4 4000 THESE PACKAGES ARE DONE.
   c. If 3 or more in family and Pell - edit list

2. If student indicated work preference
   College Work Study $1700 700
   Stafford 1, 2 $800 200
   3, 4 Resident $2100 200
   3, 4 Non-Resident $2300 200

3. If student does not request work
   Stafford 1, 2 $2500 200
   3, 4 Resident $3800 200
   3, 4 Non-Resident $4000 200

C. ISU Grant all undergrad
   (Students receiving AFOC will receive SEOG) $1200 25

D. Perkins Loan all undergrad $1800 400

E. SEOG if Pell $500 100

F. Stafford 1, 2 $2625 200
   3, 4 Resident $4000 200
   3, 4 Non-Resident $4000 200

*All freshmen minorities will receive priority package.*

********************************************************************************************

PACKAGE ADJUSTMENT 1989-90

1. Reduce unmet need to zero.
2. Reduce Stafford to zero.
3. Reduce Perkins (0900) to zero.
4. Reduce CWS to zero.
5. Reduce SEOG (0700) to zero.
6. Reduce ISU Grant (0001) to zero.
7. Leave 6001 and other outside scholarships.

*Note: Student Financial Aid Scholarships may require reductions or removal. Contact Scholarship Unit.*

9:89PKG 2/06/89
Budgets are updated annually to reflect local and national cost of living changes. Budgets are based on the assumption that a student is attending full time for the nine-month standard academic year. A different standard budget is calculated for each of the following variables.

- dependent/independent
- resident/non-resident
- undergraduate/graduate/veterinary medicine
- single undergraduate residence hall/not eligible for residence hall

For each of the categories above, the budget has been broken down into seven major expenditures:

- room and board
- medical/dental
- personal
- transportation
- tuition
- other fees
- books and supplies

The 1989-90 rationale for each expenditure follows:

**ROOM AND BOARD**

A. **For Students who are eligible to live in ISU Residence Hall** $2670
   This amount is set and determined by the Department of Residence upon Regents approval. There are approximately 10,000 living spaces available in ISU residence halls, sufficient to accommodate the entire single undergraduate population. Therefore, assume all who are eligible to live in residence halls have Room & Board expense of $2670. (Room and Board will not be final until the March Board of Regents meeting.)

Off Campus Living Adjustment $1000
For students who are eligible to live in the halls but who chose to live off-campus, we assume a two bedroom apartment shared with one person.

The following figures are a result of surveys taken to determine average costs in the Ames area:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>rent payment</td>
<td>$365/month</td>
</tr>
<tr>
<td>utilities</td>
<td>65/month</td>
</tr>
<tr>
<td>phone</td>
<td>20/month</td>
</tr>
<tr>
<td>Total</td>
<td>$450/month</td>
</tr>
</tbody>
</table>
(This reflects average cost of a 2 bedroom apartment; assume the apartment is occupied by 2 students.)

$450$ divided by $2 = $225/month

groceries $150/month

$375/month

Total $x$ 9 month = $3375

deposits $600/year divided by $2 = $300

less room and board in residence hall $2670

$1005

Off Campus Adjustment (round to $1000)

B. For students who are not eligible to live in ISU Residence Hall $5730

Assume students who are not eligible to live in residence halls live in a one-bedroom apartment. Graduate and Vet Med students are also assumed to live in one-bedroom apartments. Graduate students and Vet Med students live primarily off-campus, as there are limited spaces available in the graduate student residence halls, Buchanan and Westgate.

The following figures are results of surveys taken to determine average costs in the Ames area:

<table>
<thead>
<tr>
<th></th>
<th>Rent payment</th>
<th>Utilities</th>
<th>Phone</th>
<th>Total</th>
<th>Groceries</th>
<th>Deposits</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$340/month</td>
<td>$60/month</td>
<td>$20/month</td>
<td>$420/month</td>
<td>$150/month</td>
<td>$570/month</td>
</tr>
<tr>
<td>$</td>
<td>$570/month x 9 months</td>
<td>$5130</td>
<td>$600/year</td>
<td>$5730</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MEDICAL/DENTAL**

**Dependent $190**

The assumption was made that dependents' parents would have health insurance to cover the students. The survey indicated the cost of prescriptions was $75, an average dental visit was $55, the health fee assessed by the Student Health Center was $48, and exams and office visits might be an additional $38, for a total of $216. A budget figure of $190 was used, with the assumption that any amount in excess of $190 could be handled through budget adjustments when counseling with students.
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Insurance</td>
<td>$350</td>
</tr>
<tr>
<td>Through the Health Center</td>
<td>$151</td>
</tr>
<tr>
<td>Health Fee</td>
<td>48</td>
</tr>
<tr>
<td>Prescriptions</td>
<td>75</td>
</tr>
<tr>
<td>Dental</td>
<td>55</td>
</tr>
<tr>
<td>Other</td>
<td>38</td>
</tr>
</tbody>
</table>

Use $350 standard budget, make budget adjustment as appropriate.

**PERSONAL $1800**

It is acknowledged that significant variance can be found in the actual expenses in this category. The $200 monthly allowance was determined to be reasonable but modest for this category. Students are expected to set priorities on how they choose to spend their money. Budget adjustments are rarely made for this category of expenses.

Per Survey personal expenses:
- Telephone ($33 x 9 months) $297
- Sundries/Entertainment/Groceries ($100 x 9 months) $800-960
- Laundry ($6 x 36 weeks) 216
- Clothing ($37 x 9 months) 530

Use $1800 standard, make budget adjustment as appropriate.

**TRANSPORTATION**

**Dependent**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident $375</td>
<td></td>
</tr>
<tr>
<td>6 round trips 213 miles @ $.22</td>
<td>$281</td>
</tr>
<tr>
<td>Cy-ride $47 per semester</td>
<td>94</td>
</tr>
</tbody>
</table>

**Non-Resident (states contiguous to Iowa) $531**

- 4 round trips by bus: $110 x 4 $440
- Cy-Ride $47 per semester 94

**Non-Resident (states not contiguous to Iowa) $934**

- 3 round trips by plane: $210 x 3 $630
- Cy-Ride: $47 per semester 94

**Non-Resident (AL, HI, TT, PR, AS, CM, CU, VI) $1170**

- 2 round trips: $538 x 2 $1076
- Cy-Ride: $47 per semester 94

**$367**
Independent

Cy-Ride $47 per semester $94
Car Insurance 355
Gasoline 170
Maintenance 300
Registration 60

$979

Assumption: Car is paid for. No allowance to go home to parents.

TUITION

Fees as assessed for full time for two semesters:

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Resident</td>
<td>$1826</td>
</tr>
<tr>
<td>Undergrad Non-Resident</td>
<td>5982</td>
</tr>
<tr>
<td>Graduate Resident</td>
<td>2161</td>
</tr>
<tr>
<td>Graduate Non-Resident</td>
<td>6236</td>
</tr>
<tr>
<td>Vet Med</td>
<td>4142</td>
</tr>
<tr>
<td>Vet Med Non-Resident</td>
<td>11084</td>
</tr>
</tbody>
</table>

OTHER FEES

Everyone $100

Misc. fees are assessed to students throughout the year.
See 89-90 budget file for list.

Engineers $250

$100 per semester fee for computer usage per Regents
(see 89-90 budget file for more details).

Books & Supplies $430 (Amount used for rounding purposes)

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$360</td>
</tr>
<tr>
<td>Supplies</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>$460</td>
</tr>
</tbody>
</table>
Spouse in College Calculation $7864

Housing total for one bedroom = $420/month
$420 x 9 months = 3780

For one student when student and spouse are enrolled:

$1890   Housing ($3780 divided by 2)
+1120   Groceries (1.66 x 150/mo x 9 months divided by 2)*
$3010   Room and Board
+1494   Personal (1.66 x 1800 divided by 2)*
+350    Medical (one person enrolled)
+624    Transportation (ins., maintenance, registration are split)
         Cy-Ride 94 + ins. 180 + gas 170 + main. 150 + reg. 30)
+2386   Education Expense (Undergraduate Resident)
         (If student is grad., Vet Med, non-resid. use that Ed. expense)
$7864   Married student whose spouse is also enrolled

*Assume some expense is saved through sharing; 1 2/3 x single amount
rather than doubling single amount.

We will set to $8190 since the difference is so small. $11,250 budget should reduce
to $8190 for all students who have a spouse enrolled. We reduce their individual
budgets to that of a single independent student with no off-campus adjustment
allowed. Off campus adjustment only for those students who
are unmarried with no dependents (same as 88/89 philosophy).

Commuter Budget $7420

Dependent Resident

Room & Board (live with parents)
Rent $0
Groceries 150 x 9 mo. x 2/3 900
Medical/Dental (same) 190
Sundries/entertainment/snacks 390-450
(580 x 2/3)
Laundry 0
Clothing - (same) 530
Telephone 0
Personal = $920

Transportation 2278
(60 mi/5 days/31 wks/.22
Tuition 1826
Other Fees 100
Books and Supplies 460
$7124-7184
Assume some personal expense is saved through sharing.

RATIONALE FOR BUDGET ADJUSTMENTS

A. Graduate student budgets are set at in-state fees due to the fact that 90% of all graduate students pay in-state fees. For those graduate students who pay out-of-state fees, additions to their budget have been calculated:

Dependent graduate add $4234

Tuition 2 semesters
Non Resident $6236/yr
Resident -2161/yr
$4075/yr

Transportation
Non Resident $534
Resident -375
$159

$4075 + 159 = 4234

Independent graduate add $4075

Tuition 2 semesters
Non resident $6236
Resident -2161
$4075

B. Graduate students who live in Buchanan Hall or Westgate Hall and have a board contract will have a room and board reduction for the academic year of $2900.

Double room + 20 meal plan + assumed increase for 89-90 $2820

Room and board allowance $5730
Buchanan/Westgate expense -2820
$2910

Buchanan/Westgate residents without board contract: budget reduction is $2500.

Non-hall room and board $5730
-room (with inflation) -1430
-food (assuming 3 meal/day at $2 average) -1800
$2500
C. Veterinary Medicine freshmen will have an additional $875 added to their budgets for extra expenses incurred when beginning in that curriculum. Specifically, this addition is for purchase of a microscope.

Freshmen, sophomores and juniors have a basic book and supply allowance of $825. Senior Vet Med students have a book and supply expense of $200 with a $615 allowance given for block expense.

Note: Surveys conducted Spring 1988 and Fall 1988- see 1988/89 Budget file in Student Financial Aid Departmental Library.
APPENDIX C. SAMPLE COVER LETTER TO STUDENTS
February 26, 1990

Dear College Work-Study Employee:

The Student Employment Center is conducting a survey of all students employed in College Work-Study positions. Your response to this survey is completely voluntary and will not affect current or future financial aid awards. The data gathered from this research will be used to complete a Master's Thesis.

We are seeking information regarding student opinion which we believe will be invaluable to the Student Financial Aid Office. Please take a short amount of time (approximately 9 minutes) to complete the enclosed confidential survey. Please return it to Room 6 Beardshear (Student Employment Center), where we have placed a "Survey Return" box for your convenience. If you live off-campus, we have enclosed a postage paid envelope. We encourage you, however, to personally deliver your survey to the Student Employment Center. Please return your survey by Thursday, March 8.

Completion of the survey will make you eligible to win one of 15 free Scholarship Searches (a $15 value). If you wish to be considered for the drawing, submit the enclosed entrance blank along with your survey by March 8. You will be notified by mail in mid-March if you have won a free Scholarship Search.

Your response to this survey is critical. The more responses we receive, the better our survey will represent the characteristics and attitudes of the College Work-Study students at Iowa State University.

Thank you for your cooperation.

Sincerely,

Coordinator
Student Employment Center

Nancy Knight
Graduate Student
Professional Studies

"Take pride in an Iowa education."
APPENDIX D. SAMPLE SURVEY
COLLEGE WORK-STUDY SURVEY

INSTRUCTIONS:
You have been selected to participate in this survey based on your status as a College Work-Study employee during the 1989-90 academic year. Please mark only one answer per question unless otherwise instructed. Answer all questions based on your College Work-Study position unless otherwise instructed. In completing this survey you indicate your approval in participating in the study. The number located in the lower right-hand corner is being used to account for returned surveys. At no time will your name be placed on the survey and the number will be removed as soon as the data are entered into the computer.

1. How long have you held your current College Work-Study position?
   [ ] a. Less than a semester
   [ ] b. Longer than a semester, less than one year
   [ ] c. More than one year, less than two years
   [ ] d. Two years, or longer

2. How many hours per week do you average working at your College Work-Study position?
   [ ] a. 1-4
   [ ] b. 5-9
   [ ] c. 10-14
   [ ] d. 15-19
   [ ] e. 20 or more

3. Do you feel that the earnings from this job are necessary for you to stay in school?
   [ ] a. Yes
   [ ] b. No

4. In January, the State of Iowa’s minimum wage was raised by fifty cents per hour. Consequently, the hourly wage of many College Work-Study positions was raised. Because of this wage increase, do you feel----
   [ ] a. Able to work fewer hours
   [ ] b. Able to work the same hours and borrow less loan
   [ ] c. Has had no effect
   [ ] d. I did not get a raise

5. Do you work at another job besides your College Work-Study position?
   [ ] a. Yes
   [ ] b. No
6. If so, how many hours per week on average do you work at this second job?

[ ] a. 1-4
[ ] b. 5-9
[ ] c. 10-14
[ ] d. 15-19
[ ] e. I don't work at another job

7. Where is this second position located?

[ ] a. On-campus, 2nd College Work-Study position
[ ] b. On-campus, non-College Work-Study position
[ ] c. Off-campus, non-College Work-Study position
[ ] d. I don't work at another job

**EFFECTS OF WORKING PART-TIME**

8. Do you feel that working part-time while you are in school has any effects on your academic performance?

[ ] a. No, working part-time does not affect my studies
[ ] b. Yes, working part-time improves my academic performance
[ ] c. Yes, working part-time hurts my academic performance

9. Do you make changes in your working schedule to accommodate semesters when you have a heavy course load?

[ ] a. Yes, I cut my working hours
[ ] b. No, I must work the same number of hours regardless of my course load

10. Do you feel that working part-time while you are in school has affected your decision to continue in college? (mark the answer that best applies)

[ ] a. No, working had no effect on my decision to stay in college
[ ] b. Yes, working enabled me to pay my college bills
[ ] c. Yes, working made me feel more a part of the college
[ ] d. Yes, I thought the work experience, combined with my degree, would enable me to get a better job after I finished college

11. During this academic year of 1989-90, has working part-time forced you to slow your progress toward a degree?

[ ] a. Yes
[ ] b. No
12. If you feel that because of working part-time it will take you longer to graduate, by what amount do you think your academic progress is likely to be lengthened?

[ ] a. One term
[ ] b. Two terms
[ ] c. Three terms
[ ] d. Four terms
[ ] e. I do not feel that working part-time has forced me to slow my academic progress

JOBSATISFACTION

For questions 13-37 Choose the response after each statement that best represents your reaction

1 2 3 4 5
Strongly Agree
Disagree Neutral Agree Strongly Agree

Circle your responses

My College Work-Study supervisor encourages me to:

13. Ask questions about work-related matters
14. Make independent decisions about work
15. Offer my opinions and suggestions
16. Talk about my personal problems
I am often asked to perform activities at my College Work-Study job that I consider to be:

17. Boring or uninteresting
18. Challenging
19. A learning experience
20. Beyond my abilities
21. At too low a level for my job
I feel satisfied with:

22. The University ---------------------------------------------1 2 3 4 5
23. The education I am receiving-----------------------------1 2 3 4 5
24. My choice of major----------------------------------------1 2 3 4 5
25. How well I am doing in school --------------------------1 2 3 4 5
26. My present College Work-Study job ----------------------1 2 3 4 5
27. My hourly wage for my CWS position---------------------1 2 3 4 5

I feel my present College Work-Study job is useful for:

28. Providing general work experience --------------------1 2 3 4 5
29. Improving specific work skills --------------------------1 2 3 4 5
30. Applying my education to work --------------------------1 2 3 4 5
31. Helping finance my college education-------------------1 2 3 4 5
32. Making me feel more independent------------------------1 2 3 4 5

I feel that the following are important to me in my College Work-Study position:

33. Having contact with the other students I work with-1 2 3 4 5
34. Getting to meet and interact with faculty and staff---1 2 3 4 5
35. Having a flexible work schedule------------------------1 2 3 4 5
36. Having a job that is intellectually stimulating --------1 2 3 4 5
37. Having a place to go between classes-------------------1 2 3 4 5

38. Would you recommend your job to a friend?

[ ] a. Yes
[ ] b. No
39. Do you feel that your College Work-Study supervisor is supportive of your being a student first and a part-time employee second?

[ ] a. Yes
[ ] b. No

40. If you have ever skipped a class to work, did your College Work-Study supervisor ask you to do so?

[ ] a. Yes
[ ] b. No
[ ] c. I have never skipped a class to work

41. Have you ever missed work to attend some class related activity, such as a help session?

[ ] a. Yes
[ ] b. No

42. Do you feel that your College Work-Study position is:

[ ] a. Related to your academic major
[ ] b. Related to your academic minor
[ ] c. Related to another closely related field of study
[ ] d. Related to no interest at all

43. Does your College Work-Study position stimulate any previously untapped interest?

[ ] a. Yes
[ ] b. No

44. Do you feel that this employment experience will be valuable in securing and performing at a future career-oriented job?

[ ] a. Yes
[ ] b. No

DEMOGRAPHIC AND BACKGROUND INFORMATION

45. What is your gender?

[ ] a. Female
[ ] b. Male
46. What is your present classification in college?

[ ] a. Freshman
[ ] b. Sophomore
[ ] c. Junior
[ ] d. Senior
[ ] e. Professional student (Vet Med)
[ ] f. Graduate student

47. As of the end of fall semester 1989, in what range would you say that your cumulative grade point average (GPA) falls?

[ ] a. 1.5-1.99
[ ] b. 2.0-2.49
[ ] c. 2.5-2.99
[ ] d. 3.0-3.49
[ ] e. 3.5 or above

48. In what college are you enrolled?

[ ] a. Agriculture
[ ] b. Business Administration
[ ] c. Design
[ ] d. Education
[ ] e. Engineering
[ ] f. Family and Consumer Sciences
[ ] g. Sciences and Humanities
[ ] h. Veterinary Medicine
[ ] i. Graduate College
[ ] j. Undeclared

49. What is the highest educational level achieved by your father?

[ ] a. Grade school
[ ] b. Some high school, but no diploma
[ ] c. High school diploma
[ ] d. Some college, but no degree
[ ] e. Professional certification or A.A.
[ ] f. Bachelor's degree
[ ] g. Master's degree
[ ] h. Doctorate

50. What is the highest educational level achieved by your mother?

[ ] a. Grade school
[ ] b. Some high school, but no diploma
[ ] c. High school diploma
[ ] d. Some college, but no degree
[ ] e. Professional certification or A.A.
[ ] f. Bachelor's degree
[ ] g. Master's degree
[ ] h. Doctorate
51. Did you work while in high school?

[ ] a. Yes
[ ] b. No

52. If you worked in high school, how many hours per week did you average during your senior year?

[ ] a. 1-4
[ ] b. 5-9
[ ] c. 10-14
[ ] d. 15-19
[ ] e. 20 or more
[ ] f. I did not work in high school

Please use the remaining space on this side and the back to write any comments you may have regarding this survey or the College Work-Study program. Thank you very much for your cooperation.
APPENDIX E. SAMPLE LETTER TO EMPLOYERS
February 26, 1990

Dear College Work-Study Employer:

The Student Employment Center is conducting a survey of all students employed in College Work-Study positions. Students whom you employ will be receiving this survey.

We feel that a survey of student opinion will provide the Student Financial Aid Office with invaluable information. Therefore, the students are being sent a confidential questionnaire and asked to return it by Thursday March 8, 1990.

We would appreciate your encouraging your student employees to complete and return the survey as soon as possible. The more responses we receive, the better our survey will represent the characteristics and attitudes of the College Work-Study students at Iowa State University.

Thank you for your cooperation.

Janie Barnett
Coordinator
Student Employment Center

Nancy Knight
Graduate Student
Professional Studies

"Take pride in an Iowa education."
APPENDIX F. TOTAL SAMPLE MEANS AND FREQUENCIES
Total Sample Means and Frequencies

1. How long have you held your current College Work-Study position? (n=334)
   [ ] a. Less than a semester (7.2%)
   [ ] b. Longer than a semester, less than one year (55.4%)
   [ ] c. More than one year, less than two years (20.0%)
   [ ] d. Two years, or longer (17.4%)

2. How many hours per week do you average working at your College Work-Study position? (n=334)
   [ ] a. 1-4 (3.0%)
   [ ] b. 5-9 (16.2%)
   [ ] c. 10-14 (61.7%)
   [ ] d. 15-19 (14.0%)
   [ ] e. 20 or more (5.1%)

3. Do you feel that the earnings from this job are necessary for you to stay in school? (n=334)
   [ ] a. Yes (88.6%)
   [ ] b. No (11.4%)

4. In January, the State of Iowa's minimum wage was raised by fifty cents per hour. Consequently, the hourly wage of many College Work-Study positions was raised. Because of this wage increase, do you feel---- (n=332)
   [ ] a. Able to work fewer hours (7.8%)
   [ ] b. Able to work the same hours and borrow less loan (16.9%)
   [ ] c. Has had no effect (43.1%)
   [ ] d. I did not get a raise (32.2%)

5. Do you work at another job besides your College Work-Study position? (n=334)
   [ ] a. Yes (30.5%)
   [ ] b. No (69.5%)

6. If so, how many hours per week on average do you work at this second job? (n=327)
   [ ] a. 1-4 (4.6%)
   [ ] b. 5-9 (6.7%)
   [ ] c. 10-14 (12.5%)
   [ ] d. 15-19 (7.1%)
   [ ] e. I don't work at another job (69.1%)
7. Where is this second position located? (n=330)

[ ] a. On-campus, 2nd College Work-Study position (2.7%)
[ ] b. On-campus, non-College Work-Study position (10.3%)
[ ] c. Off-campus, non-College Work-Study position (17.9%)
[ ] d. I don't work at another job (69.1%)

EFFECTS OF WORKING PART-TIME

8. Do you feel that working part-time while you are in school has any effects on your academic performance? (n=334)

[ ] a. No, working part-time does not affect my studies (35.9%)
[ ] b. Yes, working part-time improves my academic performance (22.2%)
[ ] c. Yes, working part-time hurts my academic performance (41.9%)

9. Do you make changes in your working schedule to accommodate semesters when you have a heavy course load? (n=334)

[ ] a. Yes, I cut my working hours (54.2%)
[ ] b. No, I must work the same number of hours regardless of my course load (45.8%)

10. Do you feel that working part-time while you are in school has affected your decision to continue in college? (mark the answer that best applies) (n=333)

[ ] a. No, working had no effect on my decision to stay in college (23.1%)
[ ] b. Yes, working enabled me to pay my college bills (41.8%)
[ ] c. Yes, working made me feel more a part of the college (6.0%)
[ ] d. Yes, I thought the work experience, combined with my degree, would enable me to get a better job after I finished college (29.1%)

11. During this academic year of 1989-90, has working part-time forced you to slow your progress toward a degree? (n=334)

[ ] a. Yes (21.6%)
[ ] b. No (78.4%)
12. If you feel that because of working part-time it will take you longer to graduate, by what amount do you think your academic progress is likely to be lengthened? (n=334)

[ ] a. One term (17.1%)
[ ] b. Two terms (14.1%)
[ ] c. Three terms (1.8%)
[ ] d. Four terms (.6%)
[ ] e. I do not feel that working part-time has forced me to slow my academic progress (66.4%)

**JOB SATISFACTION**

For questions 13-37 Choose the response after each statement that best represents your reaction

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>
```

Circle your responses

My College Work-Study supervisor encourages me to:

13. Ask questions about work-related matters ------------1 2 3 4 5 (n=333) (M 4.10)
14. Make independent decisions about work--------------1 2 3 4 5 (n=333) (M 3.94)
15. Offer my opinions and suggestions----------------------1 2 3 4 5 (n=333) (M 3.94)
16. Talk about my personal problems-----------------------1 2 3 4 5 (n=333) (M 3.21)

I am often asked to perform activities at my College Work-Study job that I consider to be:

17. Boring or uninteresting-----------------------------1 2 3 4 5 (n=333) (M 3.10)
18. Challenging----------------------------------------1 2 3 4 5 (n=333) (M 3.42)
19. A learning experience -----------------------------1 2 3 4 5 (n=334) (M 3.84)
20. Beyond my abilities-----------------------------------1 2 3 4 5 (n=334) (M 1.70)
21. At too low a level for my job----------------------1 2 3 4 5 (n=334) (M 2.60)
I feel **satisfied** with:

22. The University ----------------------------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.77 \)

23. The education I am receiving ----------------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.90 \)

24. My choice of major -------------------------- 1 2 3 4 5  
   \( n=334 \) \( M = 4.22 \)

25. How well I am doing in school --------------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.28 \)

26. My present College Work-Study job ---------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.93 \)

27. My hourly wage for my CWS position ------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.37 \)

I feel my present College Work-Study job is **useful** for:

28. Providing general work experience -------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.89 \)

29. Improving specific work skills ------------ 1 2 3 4 5  
   \( n=334 \) \( M = 3.59 \)

30. Applying my education to work ----------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.04 \)

31. Helping finance my college education----- 1 2 3 4 5  
   \( n=334 \) \( M = 4.24 \)

32. Making me feel more independent ------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.81 \)

I feel that the following are **important** to me in my College Work-Study position:

33. Having contact with the other students I work with- 1 2 3 4 5  
   \( n=333 \) \( M = 3.69 \)

34. Getting to meet and interact with faculty and staff--- 1 2 3 4 5  
   \( n=334 \) \( M = 3.91 \)

35. Having a flexible work schedule------------ 1 2 3 4 5  
   \( n=334 \) \( M = 4.37 \)

36. Having a job that is intellectually stimulating ------ 1 2 3 4 5  
   \( n=334 \) \( M = 3.58 \)

37. Having a place to go between classes-------- 1 2 3 4 5  
   \( n=334 \) \( M = 3.05 \)
38. Would you recommend your job to a friend? (n=329)
   [ ] a. Yes (92.4%)
   [ ] b. No (7.6%)

39. Do you feel that your College Work-Study supervisor is supportive of your being a student first and a part-time employee second? (n=334)
   [ ] a. Yes (94.3%)
   [ ] b. No (5.7%)

40. If you have ever skipped a class to work, did your College Work-Study supervisor ask you to do so? (n=332)
   [ ] a. Yes (3.0%)
   [ ] b. No (40.1%)
   [ ] c. I have never skipped a class to work (56.9%)

41. Have you ever missed work to attend some class related activity, such as a help session? (n=334)
   [ ] a. Yes (65.3%)
   [ ] b. No (34.7%)

42. Do you feel that your College Work-Study position is: (n=333)
   [ ] a. Related to your academic major (34.8%)
   [ ] b. Related to your academic minor (2.7%)
   [ ] c. Related to another closely related field of study (22.2%)
   [ ] d. Related to no interest at all (40.3%)

43. Does your College Work-Study position stimulate any previously untapped interest? (n=334)
   [ ] a. Yes (50.9%)
   [ ] b. No (49.1%)

44. Do you feel that this employment experience will be valuable in securing and performing at a future career-oriented job? (n=334)
   [ ] a. Yes (73.4%)
   [ ] b. No (26.6%)
DEMOGRAPHIC AND BACKGROUND INFORMATION

45. What is your gender? (n=333)
   [ ] a. Female (61.1%)
   [ ] b. Male (38.9%)

46. What is your present classification in college? (n=334)
   [ ] a. Freshman (15.6%)
   [ ] b. Sophomore (17.1%)
   [ ] c. Junior (26.0%)
   [ ] d. Senior (41.3%)

47. As of the end of fall semester 1989, in what range would you say that your cumulative grade point average (GPA) falls? (n=334)
   [ ] a. 1.5-1.99 (6.0%)
   [ ] b. 2.0-2.49 (21.0%)
   [ ] c. 2.5-2.99 (36.5%)
   [ ] d. 3.0-3.49 (26.9%)
   [ ] e. 3.5 or above (9.6%)

48. In what college are you enrolled? (n=330)
   [ ] a. Agriculture (13.6%)
   [ ] b. Business Administration (20.0%)
   [ ] c. Design (5.8%)
   [ ] d. Education (10.6%)
   [ ] e. Engineering (16.4%)
   [ ] f. Family and Consumer Sciences (10.0%)
   [ ] g. Sciences and Humanities (23.6%)

49. What is the highest educational level achieved by your father? (n=332)
   [ ] a. Grade school (6.0%)
   [ ] b. Some high school, but no diploma (7.5%)
   [ ] c. High school diploma (42.8%)
   [ ] d. Some college, but no degree (19.9%)
   [ ] e. Professional certification or A.A. (5.7%)
   [ ] f. Bachelor's degree (12.1%)
   [ ] g. Master's degree (3.6%)
   [ ] h. Doctorate (2.4%)
50. What is the highest educational level achieved by your mother? (n=331)

[ ] a. Grade school (2.4%)
[ ] b. Some high school, but no diploma (6.1%)
[ ] c. High school diploma (42.9%)
[ ] d. Some college, but no degree (19.0%)
[ ] e. Professional certification or A.A. (15.4%)
[ ] f. Bachelor's degree (10.9%)
[ ] g. Master's degree (2.1%)
[ ] h. Doctorate (1.2%)

51. Did you work while in high school? (n=330)

[ ] a. Yes (82.4%)
[ ] b. No (17.6%)

52. If you worked in high school, how many hours per week did you average during your senior year? (n=334)

[ ] a. 1-4 (5.2%)
[ ] b. 5-9 (9.5%)
[ ] c. 10-14 (19.3%)
[ ] d. 15-19 (20.8%)
[ ] e. 20 or more (27.8%)
[ ] f. I did not work in high school (17.4%)
APPENDIX G. SURVEY COMMENTS
Survey Comments Spring 1990

I think the College Work-Study program is very good. Even though unrelated to my major I enjoy working there.

I feel that College Work-Study is a great program and gives students numerous benefits with the capability for future expansion and aid for students in classes and job searches. I have no complaints.

I feel that the College Work-Study program is very important in keeping me as a student in contact with the everyday working world. Although, at times it becomes very difficult to balance time studying and working. My employer is very understanding in knowing that education is my first reason for being here and work is my second.

I think College Work-Study is a great idea. However, it's impossible to expect College Work-Study students to be able to save a lot of our wages. It seems like just when we're out of the red, something puts us right back in it.

I don't like the fact that work-study jobs affect my student loan eligibility. I don't think I'll have a work-study job next year.

I think my job slowed me down academically in the sense that I have taken a few less credits per semester than I regularly would without a job. My work-study earnings go more to paying off my car and other expenses than actually paying tuition. I personally think it would be best if I didn't have to work while in college. I could take a few more credits, concentrate on school completely, and have free time. I have learned something in my job, however.

My job is not related to my studies but my employer is very considerate and the most flexible in terms of hours I have ever had.

I was employed in a work-study job until February when I quit that job for a higher-paying and more field-related position that is not a work-study job.

Amount of dollars allocated to work-study should be increased (earn more if willing to work more). Fantastic program. Increase wages to same as other ISU jobs (i.e: Complex Office, Food Service). I am earning less and need the dollars more as reported in my financial aid statement.

This seemed to be one of the best surveys I have ever participated in. The questions were easy to understand and seemed to have a point behind them.

I feel that the more I worked and got involved, the better I did in school. I am an R.A. in addition to my work-study job, so that has kept me busy also.
In my work-study job, I have learned a great deal about using computers to perform many different functions. I feel that this knowledge will be especially helpful to me in whatever field I go into (I'm undecided at present).

My job is very interesting, it is never the same thing all week. I am learning how to apply practical thinking to real-life situations.

I think overall the College Work-Study experience has been a positive one, it enables me to use better time management skills and as a result I am able to get better grades than before when I didn't have a job.

I feel all entry level jobs should be paid the same hourly wage. There is quite a variation among wages for similar jobs. I feel that College Work-Study has made me schedule my time better, and made me use better use of my time. It's essential that I work to help support my mother putting me through school and having a job that I can adjust my work schedule to is extremely helpful.

I feel that College Work-Study is a good program for students with financial need, but I also feel that students with more need than the others should be placed in an area where they could obtain higher paying jobs because you can't make the maximum amount with a low paying job. Financial aid or some other system should give you the amount that you're short on at the end of the semester.

Well prepared survey. I'm usually not too enthused filling out surveys, however, this survey was easy and interesting. Furthermore, the scholarship opportunity gave me an extra incentive to fill out this survey. Overall, my work-study job is great. My 10-15 hours/week of work doesn't create an overload in my schedule. Furthermore, it gives me enough money to get through college comfortably. My supervisor allows me to work at flexible times. This works out great, because I can work between classes. The raise in minimum wage has not helped me. I earned $3.50/hour last year and my supervisor automatically gives 2nd year employees a 50 cent raise. Therefore, I receive $4.00 today due to the automatic raise, not due to an increase in the minimum wage. Best of luck with your thesis!
I am very pleased with my job. I work in an S&H department office. For my major, I am not required to take any classes in that department. This is one of the reasons that I was offered the position. I do a lot of collating, dittoing, and copying, especially tests. and this way, I can do all of that. The secretaries that I help are very understanding of any conflicts that I may have (leaving to go home early, finals, etc.) and will find a way to cover for me so that I may be free to attend what I want. For example, I just returned from a convention and missed two days of classes. All I had to do was ask and I was free of my obligation to work those two days. Next semester, I am thinking of trying to find work helping a professor in my department, just to get more involved with something that might help me get a job.

If it seems like my job is boring, it is. All I do is sit in there for two hours and make sure no one comes in and takes anything. The only problem is no one comes in!

College Work-Study program is very important to many students, it gives students a chance to earn some money (extra or to make it to pay for school.) The hours are flexible and work experience is helpful for our future.

I feel the College Work-Study program is necessary and beneficial for many students. It is helpful and extremely convenient to work in between classes on campus.

I am sorry that I did not apply for a work-study job earlier (this is my first year). I am able to get paid for my internship because of the program, and am learning excellent skills to take with me in the "real world".

I have not been employed in the work-study program since October 31, 1989. I found my position very unrewarding and extremely stress-inducing. I was employed at the same position for 3 1/2 years at $3.50/hour. Upon telling them that I was going to look for another position, I was given a 50 cent raise which then was raised an additional 10 cents when the work-study wages were changed so that I would still be getting more than the students I was supposed to supervise. I felt that neither I, nor my immediate supervisor, who was a secretary, had any support of the faculty or of the University in general. I believe the work-study program is beneficial to most of those involved. But I was involved in an area where it was taken advantage of and misused.

The pay is terrible. I have had two work-study jobs and neither of my supervisors were sensitive to the fact that I have labs, help sessions, group projects, etc. that make it necessary for me to miss work.
I'm grateful for the College Work-Study program. If it didn't exist, I'd either have a huge loan or I wouldn't be here. I admit that some of the money I earn is used for extracurricular activities such as going to events in C.Y. Stephens, but I feel these events expose me to things I wouldn't otherwise have the opportunity to go to.

My boss is a fair boss and we get along well. However, the work is not related to my major making the work boring and long. I got a raise this year because I worked for him in the fields this summer. I receive $4.50 an hour now. This is a very good wage compared to others whose hourly pay is $3.85. I believe they could raise our wages and pay more than one-third. As for the academic side, working puts a lot of pressure on the student who's trying to pay bills and still do well in school. The good grades are only earned through good time management and a lot of sacrificing of personal free time. However, this is bearable knowing it will be over in 2 1/2 years.

I had a hard time to seek a College Work-Study job in my engineering field. The market of jobs in that college does not meet the demand so students have to get jobs from a far related field of study.

College Work-Study has been very beneficial. I would enjoy working there next year.

I feel it's good to have this kind of survey because it helps to get the students' input on the jobs offered and how they affect the students.

I'm very glad I was able to work in ISU work-study. It is very beneficial and educational.

I really enjoy my job, but sometimes I feel like I'm being taken advantage of.

I work for my advisor. I didn't know about work-study until he asked me to work for him. Fortunately, I had financial aid. I only receive $4.75 an hour. I know that some students started out with $6.00 an hour. (Who decides this?)

College Work-Study has been very good for me. I'm glad I had the opportunity.

I wish my employer could pay beyond the work-study maximum (annual). I also wish my job carried over into summer (work study or not) because I have not been able to find a good job for the past 2 summers.
A plus about College Work-Study is:
1) No nights
2) No weekends
3) No school vacation days
4) Convenient in that you don't have to find a parking spot, or drive 1/2 hour to get to work
5) Flexibility
6) From an off-campus/commuter standpoint, I don't have the ability to have relationships with those who live on campus (i.e: some dorm or house). Therefore, this gives me the opportunity to become really good friends with those at work.

I think the College Work-Study program is beneficial to me and to other students. It's convenient to work on campus and I love interacting with people at work at the circulation desk of the ISU Library. It's also nice to receive the tax-free money.

This survey makes it sound as if I hate my work-study job. I don't. I am a returning student who worked in an office 40 hours per week for three years. I'm in an office job now for work-study and they treat me as if it's my very 1st job. Like I'm incompetent. It isn't very challenging. I'm doing things my 4-year-old boy cousin could do!

College Work-Study is a good opportunity for students. I wish the total amount earned would be raised.

I think my supervisor is an excellent boss, I enjoy my job but wish my wages were higher.

I am not currently employed in a work-study position: however, the past four years at ISU I have been employed in work-study jobs, and I have answered these questions in regard to the last work-study position I held. I hope your results are encouraging for the College Work-Study program. I feel that it is an excellent program for both student and employers.

For #51 & 52 (note: 51 & 52 were about whether or not the students worked in high school) I worked on the farm where I lived. It was owned by my dad. It wasn't actually paying work.

I feel ISU's work-study program is very well organized. There is a wide variety of jobs available to students, my supervisor is very concerned with helping me to achieve my career goals and understands that school must come first.

I'm not satisfied with the University, but am very satisfied with the college of Ag-Animal Science faculty. I feel that my work-study job has given me substantial experience that prospective employers are impressed with in interviews. It also teaches me about responsibility and the value of money.
I strongly recommend the College Work-Study program. I love the people I work with and now feel like I'm more involved in the University. Also, I do quite a bit of work on the computer and I have learned more at my present job than I did in my computer classes! At job interviews, people comment on my experience and I feel that this is definitely a plus, working at ISU.

I enjoyed the College Work-Study program at ISU. It enabled me to meet other students with different degrees. Learning to be responsible and interacting with the public were two very important aspects of my job. The time I spend at work was a nice break from my school work. Overall, my work-study experience was great. I felt it was an important part of college.

I don't feel satisfied with my hourly wage for my work-study position. # 4 is not applied (nonsense) (note: # 4 was about the minimum wage being raised in January 1990 and how the students felt about the raise's effects) for my work-study job because the wage wasn't raised at all.

My work-study job pays well - but is very tedious - I only do it for the money. It is easy money.

I wish I could find a work-study job more related to my major in some way. Maybe if advisors know more of work-study jobs, they could help guide their students in the right direction. I really think work-study jobs are a great way to make money while attending school.

The College Work-Study program is very valuable to me. I'm very glad that it is available.

I think College Work-Study is a great opportunity but too many of the jobs offered are non-technical. I would like to see more technical jobs in the near future.

The program was a great asset to me. Being able to work on campus so I didn't have to drive or take the bus was great.

My College Work-Study boss is the most understanding and caring boss I have ever had at ISU.

I wish work-study would allow one to accumulate more than the $2,000 limit for the year.

I am married with 1 child - so I need to work so that we can pay our monthly bills.
As a junior in the design college, I am finding it more and more difficult to find the time to work. The 3-4 hour studio classes not only take up my time but also drain me financially with supplies needed for projects. It would be extremely helpful if something could be done about wages for the upper-level art students. I'm willing to work a lot, but more often than not, my schedule won't permit it.

I feel that the College Work-Study program is doing very well. It helps students who need a job get one. That is the main concern. I am currently unhappy with my job because I have worked there almost two years without a raise. In this time my duties have doubled. I understand that the College Work-Study program is not directly involved here.

Some of the questions are kind of two-sided. For example, my job is providing me with employment references but not experience related to my field.

I have only been working in the College Work-Study program for 1 or 2 semesters but have worked at the same job for more than a year. I'm off campus right now, student teaching. I hope I can continue my work-study when I finish classes this summer.

My work-study position has increased my standard of living which is to say I can enjoy things considered luxurious, like pizza, new clothes, operating a car, etc. However, when compared to the high cost of tuition and rent, it is a mere drop in the bucket.

I had a good experience with my job. My supervisors became close friends, but it didn't interfere with my job. I think it is too bad when people have to depend so much on a job while attending college. If I didn't have a job, I wouldn't have been able to attend ISU. The tuition is too high and asking too much of students. Some work, but are supported by parents. I don't feel that is fair because it may be taking one of the few financial resources some other students may have.

I've had a very good experience with my work-study job. I would encourage people to obtain a job close to their field of study if possible.

I greatly appreciate the financial assistance and the opportunity to work to support my family.

I feel the College Work-Study program is very important. I especially like the on-campus location and flexible hours. My job has allowed me to get to know several of the faculty and staff members very well. I feel my supervisors are also my friends and really enjoy working. I would like to know what you are trying to find out from this survey and its results.
Fine survey. My specific job was a lab assistant. I recommend the role to anyone. Work-study kept me in school. I couldn't have made it without it.

If the College Work-Study program did not exist, it would be very difficult for me to obtain research experience while attending school. Also the benefit from the income received from my College Work-Study allows me to stay in school.

I feel the College Work-Study program at ISU is very strong and has had a positive influence in my life, I currently work in 2 offices and enjoy both jobs greatly because of the nice, supportive people I work with.

I have graduated from ISU, but filled out the survey according to my past experience.

As an accounting major, I did not find any jobs (while searching) that would allow me to actually use these specific skills and develop them. It would have been nice to see more jobs with specific duties that students can really apply to their major.

Throughout my five years of college, my College Work-Study job had to support me. I do qualify for a small Pell Grant and loans, but without the work-study I would not be able to stay in college. It is a great program and should not be cut in any way.

Why are we only allowed to work 20 hours per week?

I feel extremely lucky to have my job and the opportunity to meet the people I have met and learn as much as I have this last semester. I feel that I know more than some seniors probably do about the organizations.

I think this program is quite valuable to both the student and the University. It's a way to get things done that have to be done without having to pay the full-time employee wages and benefits. It is also very convenient to the students. Basically, if the University is so interested in its budget, they could be saving lots of money by putting this program to work in place of some of the full-time positions. I think students would be more willing to work and cut some full-time employees than see valuable services ended because of budget cuts. Who's this University for, the employees or the students?

I wish I could perform some more challenging activities at my work.

More work-study should be allocated for the students. I had to quit my job because I ran out of work-study funds. This leaves the employee and the employer in a difficult position. It can be improved with common sense.
I think work-study is a vital part of the educational process and may enable students who cannot afford an education to receive one.

It's a good idea, however, I strongly agree with the belief that it hinders academic performance.

The job I have requires knowledge which is just the basic skills toward my major. I am happy with the job but there is no challenge in it.

What difference does it make about my parents' educational background?

Last year, many Veterinary students were denied work-study because they were told they were ineligible. I was about the only one who managed to receive mine and when I did was it after school was in progress for a month and "sort of by accident." We Vet students have to pay 2 times as much as everyone else and I feel we have as much need, if not more, than other undergrads, and should be just as eligible for work-study aid! Thank you for taking time to read this.

I feel this work-study job has provided me a unique learning experience that I would otherwise not have obtained. My job allows me to put my education first, but overall I would rather not work while going to school full-time.

The position I hold is PAL Program Director. At times I do artwork for various programs at the YMCA. So this is where my job has some aspects related to my major. I do have more things to do at work this year than I did last year because I had an assistant then. So this year there are more responsibilities. My work-study supervisor is great. I get to make my own hours and when my classes are getting too much for me I can cut back on my office hours till I can catch up on my studies.

I think the 20 hours per week for each student should be eliminated. The people I work with have a severe problem with this. I work on a clean-up crew and our hours vary each week. Other semesters we did not have a problem with sending people home early putting more stress on the others working yet. So for one improvement, the 20 hour limit should be done away with.

Many of my answers are negative to work-study. This is due to the fact that my work-study is not at all related to my field of study and I find it utterly boring. There are also few people to talk to. This is my final year of work-study. I shall pursue my other full-time job next year with the intention of earning $20 an hour. I am very much a people person and have a difficult time working when I don't speak or at least hear music. It's a pretty good survey and easy to understand. Good luck with the outcome. I'd like to hear about the results.
I feel my job is very rewarding to me both academically and generally. I work in a computer lab for psychology students and my major is computer science.

The job helps me to have extra spending money that I normally wouldn't have. The people are really supportive and easy to work with as long as you do your job. The job also gives me added incentive to go to class because I schedule work in between classes. If I have to go to work, I might as well go to class.

I really like the people I work with, but sometimes it just seems as if I don't do anything of real importance for the money I get. However, I would be content to stay in this job for awhile longer (maybe til I graduate). Although I don't feel useful doing what I do, I do feel that the few faculty interactions I have may be useful to my getting a job after I graduate and having this type of job (work-study in my area) will also help just for indications of how I will do after graduation in an actual career.

I am generally pleased with my overall work-study experiences now, but feel that in the past one particular work-study position I had caused bad feelings because my supervisor felt the work should be number 1 and school number 2. If it is supposed to be the other way around, can't you make this more clear to the supervisors of these positions? I never would have taken this job had I known this.

I think this thoughtful survey is a good idea. I hope it has some positive results for all of us!

During the past I have worked about 3 semesters of work-study to finance my education. The position I hold now is a work-study job, but it also serves as required work for an internship credit.

My work-study position is very challenging and interesting. I have been given several large projects and numerous other projects. I work mostly by myself. My supervisor is usually on the phone or busy. I find I have to make many decisions myself and just keep my supervisor filled in.

I really hope that ISU keeps its work-study program, despite the rumors that we are phasing it out. Because President Bush is slashing Stafford Loans, more students will see work-study as an option.

I would have preferred not working, but the experience I'm receiving is very valuable. I am glad to have had this opportunity.

I am upset because I haven't received a raise.
Fall 89 I only worked 4-6 hours a week while taking 15 credit hours and had a semester GPA of 3.35. Previously, I've struggled to reach 2.8 during any semester. Working has had a definite influence (for the worse) on my grades.

The International Resource Center at 188 Old Botany is the best work-study place.

I think there should be some type of financial aid for students whose parents have the money but aren't giving the students any.

College Work-Study is a great program. It helps me and many others very much. My College Work-Study job is very important to me in furthering and finishing my education.

I have been ill for the last month and unable to work. My employer had no problem with me taking time off and even called me, concerned with how I was doing and asked if I needed anything. He encouraged me to take as much time off as I needed. The secretary in the office even offered to get in touch with my professors for me. Everyone is courteous and helpful. This attitude even extends to day-to-day goings on and it is a wonderful environment to work in.

Having a work-study job is necessary for me to pay college bills (tuition, rent, food) or at least a good share of these bills. Also because of less free time, I manage time better thus study harder and goof around less.

I was upset to find out that when the University minimum wage went up that my wage did not also increase. At the time of my increase, my wage was $3.95-that was too high to be affected by the increase. Now I have been working for 2 years and the new employees that started this semester are making the same amount as I am. I think I (and others like me) should have gotten some sort of bonus.

I feel that the student employees should start out at an equal level, whether they hold an office position or work at a teaching farm. It isn't fair to the students that have to do a lot of physical work and not be paid the same amounts as the students that work the "easier" office jobs.

To make the amount of money offered as work-study $ by the financial aid office or whoever, I'd have to work way more hours than I already do or land a very high-paying job. My major is intense. I could really use 10-14 hours more study time per week. However, the hours I work each day do help to keep me sane, basically I can try to relax and do not feel guilty about not studying because I'm still doing something I "have to do".