

WORKING TOWARD GRADUATION: HOW WORKING AN ON-CAMPUS, PART-
TIME JOB CAN AFFECT RETENTION RATES AMONG RACIALLY
MINORITIZED STUDENTS PURSUING A BACHELOR'S DEGREE.

By

Shannon R. Berge

A Thesis Presented to

The Faculty of Humboldt State University

In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Education

Committee Membership

Dr. Eric Van Duzer, Committee Chair

Dr. Ramona Bell, Committee Member

Loren Collins, MA, Committee Member

Dr. Eric Van Duzer, Program Graduate Coordinator

July 2019

ABSTRACT

WORKING TOWARD GRADUATION: HOW WORKING AN ON-CAMPUS, PART-TIME JOB CAN IMPROVE RETENTION RATES AMONG RACIALLY MINORITIZED STUDENTS PURSUING A BACHELOR'S DEGREE.

Shannon R. Berge

Abstract: Having a part-time job is a necessary part of everyday college life for many college students. It is possible that holding an on-campus part-time job can have a positive effect on student retention, especially for racially minoritized students. This research investigates if there is a correlation between persistence to graduation and on-campus part-time employment for racially minoritized (RM) students. In order to conduct this research, an on-line survey was used to gather qualitative data from a random sampling of two-thousand full-time, undergraduate students from a small, rural state university in Northern California. Students who took the survey reported on employment status and how their on- or off-campus job affected their sense of community, self-reliance, and sense of self. Additionally, in order to gain a better understanding of current academic advising practices in regards to assisting students in balancing education and employment, four professional academic advisors were interviewed on their approach to advising students regarding working while in college, what benefits, if any, they have seen students derive from working on-campus, and under what conditions might an advisor suggest to a student that they refrain from working. This information regarding how on-campus, part-time jobs might affect retention could assist advisors and campus

policymakers in the effort to increase retention rates among racially minoritized students at 4-year universities.

ACKNOWLEDGEMENTS

I would like to thank Dr. Eric Van Duzer for his guidance throughout the thesis writing process, for his challenging coursework in Educational Research, Mixed Methods of Research, and Education in Society, and his thoughtful and supportive teaching style.

“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.” - Paulo Freire, Conversations on Education and Social Change

I would like to thank Dr. Ramona Bell for her support and encouragement throughout this process, for her infectious passion for teaching, and dedication to the students of Humboldt State University.

I would like to thank Loren Collins for providing me with support and encouragement from the graduate school application process to the final product. He has been a role model and inspiration.

And finally, I would like to thank all the students I have had the privilege of working with over the years, who challenged me to think outside of the box, and gave me hope for the future.

TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
INTRODUCTION.....	1
REVIEW OF THE LITERATURE.....	4
Introduction.....	4
Retention Rates, Part-time Jobs, and Racially minoritized students.....	6
Academic Advising Models and Racially Minoritized Students.....	9
Career Advising and Racially Minoritized Students.....	11
Summary and Conclusion.....	15
METHODOLOGY.....	18
Introduction.....	18
The Survey.....	19
The Interview.....	21
Summary.....	22
RESULTS.....	23
Introduction.....	23
Survey Demographics.....	24
On- And Off-Campus Workplace Perceptions.....	29
Interview Results about Academic Advising, Jobs and Academics.....	34
DISCUSSION.....	36
Gaps in the Literature.....	36
Survey Demographic Results.....	37
Survey Table Results.....	41
Interview Discussion.....	43
CONCLUSION.....	46
REFERENCES.....	49

APPENDIX.....	54
Academic Advisor Interview Questions	54

LIST OF TABLES

Table 1: Class standing, and numbers and percentages of respondents.	25
Table 2. Student participation in extracurricular activities by class level, and numbers and percentages of overall respondents	26
Table 3. Ethnic self-identification, and percentages of respondents.	27
Table 4. Employment status, and percentages of respondents.....	28
Table 5. Reasons for working while attending college, and percentages of respondents.	29
Table 6. On- and off-campus job holders' sense of community: Mean rating.	30
Table 7. On- and off-campus job holders' self-reliance: Mean rating.....	32
Table 8. On- and off-campus job holders' sense of self; how work makes job holder feel: Mean rating.	33

INTRODUCTION

I was a dedicated, low income, first-generation college student who managed to maintain decent grades while working 20 hours a week at an on-campus job. A combination of grants, scholarships, and a Federal Work Study (FWS) job helped me to pay for my tuition, rent, and bare essentials. My freshman year of college I started working on-campus in a fast-paced office job. My coworkers, all of whom were FWS eligible students, became extended family. It was through that job that I gained a support group, a group of diverse, like-minded, student friends who were all on federal work-study, and all working their way through college. We supported each other academically, emotionally, and are still in touch to this day.

While my degree was a valuable asset, it was my on-campus job that really developed my transferrable, professional skills. I returned to work full-time for the same organization after I graduated. It was then that I made a commitment to hire FWS students; I knew first-hand the importance of having an on-campus job.

I ended up working at Humboldt State University in a variety of student service-oriented, administrative support roles. In my last position, I supervised a team of approximately ten Federal Work Study students. They came from different parts of California and came from a variety of backgrounds, but they all had two things in common: they were students, and they were eligible for Federal Work Study. As I grew to know each of them and the struggles they experienced, I began to realize how important their on-campus jobs were to their retention and academic success.

Retention rates for racially minoritized (RM) students in higher education are traditionally and consistently lower than average (Cox, 2013). Despite Affirmative Action efforts, and proven successful programming on college campuses such as Educational Opportunity Programs (EOP), first-year/first-generation mentoring efforts, and culture centers, racially minoritized students still struggle to persist to graduation.

One of my favorite student assistants was Gabby, a first-generation student from a large, close knit Mexican family from California's central valley. Her family felt that it was selfish of her to go to college. There was an expectation that she help contribute financially by staying home and working full-time. Despite their constant pressure to come home and work, Gabby was determined to get a college education. But she had an additional challenge to face, she was mis-declared.

Gabby entered college as a chemistry major with double remediation. It took two semesters to pass her remedial math class, and then she found herself unable to pass the gateway math course required for the major. After a number of semesters on academic probation, Gabby was ready to quit school and return home. As a final hope, I convinced her to make an appointment to take a strengths aptitude test with a career advisor. A week later she changed her major and managed to graduate on time. She has since earned a master's degree and is now teaching an elementary school, bilingual, special education class. Had Gabby worked off campus, she probably wouldn't have received academic support from her workplace. As her supervisor, it was imperative to me that education was her priority, and being an on-campus employer, I was aware of the student support services available to her.

Gabby is just one story of resilience that I witnessed as a student supervisor. I have helped students navigate academic probation, loneliness, relationship and roommate issues, gender and sexuality, family, finances, homelessness, and more. Obstacles such as feelings of marginalization, isolation, and distance from family and community play a significant role in the attrition of racially minoritized students (Mills-Novoa, 1999).

At institutions in predominantly white, rural communities, retaining a diverse student population can be even more challenging (Patton, 2010) due to factors such as travel costs to work or hometown, and added challenges in obtaining well-paying jobs. I feel honored to work with young adults and feel that my dual role as a student support service provider and supervisor gives me the ability to provide not only a job for these students, but also a trusted place that they can turn to for help and support.

I love my work, in particular because of the students I get to interact with, hire, train, and mentor. In fact, it was my student assistants who suggested I go back to school to earn my master's degree. Education should be accessible to all. It is imperative that our society embrace the talents of the non-traditional college student and create an environment in which any student with both the drive and passion has equitable access to an education and fulfilling career. That is why it is more important than ever to conduct research that helps to inform best practices for student support.

REVIEW OF THE LITERATURE

Introduction

“On-campus part-time jobs” (OCPTJs) have been shown to be one effective means of improving retention rates while helping students to earn money (Polson & Weisburst; 2014 Stern, 2014). University advisors must have a clear understanding of the relationship between retention and jobs in order to best advise racially minoritized students, who must succeed financially and gain career related skills while in pursuit of a degree. Holmes (2008) concludes that universities need not only embrace the issue of balancing work and study, but must also make it a priority.

Vincent Tinto (1975) published groundbreaking research that looked at undergraduate student social integration as a means to increase retention rates as opposed to solely focusing on mitigating student academic failure. Since then, student retention has become a popular topic of study and a focal point of university policy and programming. The Minority Student Success Project (Smith & MacGregor, 1991) described many tactics to retain minoritized students including hiring diverse faculty and staff, student leadership and success initiatives, and enhancing student services and activities. Though there was no mention of career advising or balancing work and academics, Smith and MacGregor (1991) did provide some historical background to university initiatives for retaining racially minoritized students. With more diverse student populations and skyrocketing student debt, universities have a greater obligation

to make sure that students persist to a timely graduation and succeed in their chosen career.

The purpose of this review is to investigate the correlation between OCPTJs and the retention of racially minoritized students who are attending a full-time, four-year, public university degree program. Current academic and career advising methods will be discussed in order to flesh out what efforts are currently in use to retain students, as well as to identify successful career related programming used with RM students and how having an OCPTJ may enhance these efforts. The social and economic impact of employment while in college will also be explored. High-school retention efforts, two-year junior college programs, private universities, and part-time enrollment will not be included as a focus in this study beyond the possible mention in the literature review of relevant studies.

For the purposes of this study, the term *racially minoritized* was chosen instead of underrepresented minority (URM), a term typically used in academia, to clearly identify the population of students being researched. “URM promotes color-blindness; it contravenes the principle of critical race consciousness that is essential to achieving equity in higher education” (Bensimon, 2016). It’s important that scholars put aside convention and adopt language that is more befitting of the populations being researched.

Retention Rates, Part-time Jobs, and Racially minoritized students

The research shows that many students, including racially minoritized students, entering four-year universities are not academically prepared for the rigors of a demanding college program causing them to be at risk of dropping out (Cox, 2013). For racially minoritized students, many additional factors can affect attrition, including feelings of isolation, marginalization, and homesickness (Patton, 2010). The non-traditional student, including racially minoritized students, often experiences confusion and anxiety when faced with the culture of academia and may not be ready to assume the role of the learner (Kurantowicz & Nizinska, 2013). Kurantowicz & Nizinska (2013) suggest that connecting to on-campus resources that create like-minded social groups can help engage and retain the non-traditional student by lessening feelings of isolation. Kurantowicz and Nizinska also suggest that when social relations or relational retention practices are used to provide non-traditional students with a sense of recognition, heightened self-esteem, and the ability to assess one's life, it makes higher education more of a transformative experience, therefore increasing the likelihood that a student will graduate. One place a RM student could connect with a like-minded social group would be through on-campus employment.

Students self-reported that having an OCPTJ increased their commitment to complete their degree due to the focus on the academic environment, coupled with respect and a greater sense of belonging (Leonard, 2008). Stern (2014) investigated an OCPTJ program designed to boost retention rates among Latino students. The program

participants were hand-selected based on their likelihood to succeed, low risk for drop-out, and high GPAs, bringing to question whether or not the job really had much influence on the results. The program resulted in a shorter time frame to graduation with a graduation rate of 95% among participants. Polson and Weisburst (2014) found that working on-campus at a two-year community college improved student retention rates. In particular they concluded that working a Federal Work-Study (FWS) job increased probability of persistence to a second year by almost 15% and even had a small effect on increasing the number of students transferring to four-year college degree programs. Though the results provided supporting data to make a case for increased retention of racially minoritized students who work OCPTJs, their study investigated outcomes for two-year community college programs, which may lead to different results than for students in a more rigorous, four-year bachelor's degree program, many of which draw students away from their home community.

Some literature suggests that having a part-time job can have a negative effect on academics. Working more than 10 hours per week can add additional stress to a student's life (Perna, 2015), negatively affecting their academic performance and may cause students to see themselves as workers first and students second (Swanson, Broadbridge & Karatzias, 2006). Zhai and Monzon (2001) show evidence that the more hours a student works, the more likely they are to withdraw from classes due to factors such as class and work scheduling conflicts, financial difficulties, and having enough time for homework, though the study never quantified what number of work hours created the tipping point to trigger early withdrawal. Students who feel they must maintain employment to support

themselves financially, devoted less time to their academics and more time to work (Robotham, 2009), putting students at risk of academic failure.

Regardless of the reasons students had for working, Perma (2015) found that having multiple demands of student, worker, parent and more, oftentimes created extra levels of confliction, heightened feelings of stress and anxiety, and increased the likelihood of attrition from college.

Each of these studies provided evidence of student attrition due to multiple life demands such as balancing school with a job which competed with academic expectations. None of the studies addressed the potential positive impact of working an OCPTJ, and in particular, for RM students who oftentimes have no choice but to work while in college, may not have reliable transportation to get them to an off-campus job, and are more successful when surrounded with like-minded social groups.

Educators and parents have shown concern that paid work detracts from academic performance, but according to Stern and Brigg's (2001) U.S. study, high school students who worked less than 20 hours per week showed better academic performance compared to students who did not work and students who worked long hours. They found that school and work simultaneously prepare students for the future and suggest that advisors create a better connection between job and school so they complement rather than undermine one another. Though this study was conducted on high-school students it gives evidence of the potential positive relationship between work and school. Academic advisors can also help students make the connection between their academic performance and paid jobs by promoting the benefits of career related advising and social integration

early in a student's college career (Stern & Briggs, 2001). Stern and Briggs (2001) also suggests that both school and work are valuable since both help to prepare young people for the future.

Academic Advising Models and Racially Minoritized Students

Since having a part time job is a necessity for most college students, it is important to investigate ways to reduce the negative impacts on racially minoritized students, who may be more likely to experience attrition. Connecting students to advising support services early on in their academic careers can be one strategy for students to develop a positive relationship with campus professionals (Credle & Dean, 1991), potentially increasing retention and persistence to graduation through both mentoring and quality advising.

More than half of first generation and minoritized students are unlikely to graduate, often due to trying to balance academics with life demands such as family and finances (Robotham, 2009). Therefore, it is important that academic advisors provide guidance and help students to recognize, evaluate, and overcome both academic and life challenges (Cox, 2013). Creating professional and academic mentorship early in a student's academic career can have a positive impact on student retention (Credle & Dean, 1991; Talbert, 2012).

Lotkowski et al. (2004), show that academic advising can no longer focus solely on helping students register for their classes. Advising needs to focus on more than

academics; advisement needs to consider factors such as social support, motivation for being in school, and level of involvement in academics and extracurricular activities, such as jobs and career exploration.

One suggested model used by academic advisors to assist students in navigating through the challenges of college or academic probation is Schlossberg's Transition Theory (Cox, 2013). Cox suggests that at-risk racially minoritized students are prone to academic probation due, in part, to a lack of preparedness or awareness of the demands of college. Schlossberg's theory provides a framework to help students recognize and evaluate their role within challenges they are facing, how their behavior has influenced the situation, and what support systems and/or strategies they can use to resolve the crisis. Cox (2013) also recommends that advisors help students recognize the three inherent phases of transition: *moving in*, *moving through*, and *moving out*. By utilizing Schlossberg's Transition Theory advisors can help students in academic peril to identify challenges, create strategies, and design an action plan to help navigate through various challenges, learning to balance work, family, and academics.

Another strategy for advisors to improve retention is guiding students to recognize the effects of ability, motivation and behavior (study time and work patterns) on student success (Nonis & Hudson, 2006). Interestingly, the study by Nonis and Hudson (2006) found no direct correlation between time spent working and academic performance, and suggested that many students who work may already understand their ability, motivation, and behavior. The authors caution that a student's level of stress,

course-load and other situational factors should instead be taken into consideration when advising, and not just whether or not they are working.

Career Advising and Racially Minoritized Students

Many universities are beginning to combine their advising and career services, cross-training academic and career advisors, so that students have a better understanding of the connection between their academic choices and career goals (Nutt, 2014). Since choice of major or career path can be a key factor in student persistence, career advising, programming, and having a clear picture of career goals can play an integral part in retention of students (Nutt, 2014; Zamani, 2000).

In a study of students at a community college, Zamani (2000) agreed that in order to improve retention of minoritized students, colleges need to create a climate that is culturally diverse, develop inclusive programming, and be supportive of varied, non-European focused approaches to acquiring knowledge and ultimately a degree. It would be beneficial for career counselors to create a climate of cultural understanding in order to deliver career fairs, job shadowing, and internships that meet RM student needs and values while connecting them to the greater community (Olguin et al., 2008). Credle and Dean (1991) investigated the connection between additional career assistance and increased retention of African American students. They recommend that predominantly white institutions should give extra attention to exploring majors, defining career goals and connecting African American students to career opportunities early on in their

education. In addition, advisors should promote contacts and mentorship with and among African American professionals and students.

RM students often lack campus employment contacts and choose less prestigious off campus jobs during the summer, a time when many students work full-time and save money to supplement school and housing expenses (Fischer, 2010). Fischer (2010) claims that using institutional networks to help students obtain more desirable, prestigious and better paying summer jobs can have an effect on student retention and employment opportunities after graduation. Also, a lack of well-paying summer employment or internship necessitates having to earn more during the school year, prioritizing the necessary job over their studies.

One way that career centers can assist RM's in persisting to graduation is acting as an institutional networker, connecting students to on-campus jobs and professional mentors (Credle & Dean, 1991). When compared to their peers, African American first-generation college students (FGCS) were less aware of career options post-college, but those who made professional connections with college professors and campus staff "increased their knowledge of and perceived options for career opportunities" (Tate, Caperton, Kaiser, Pruitt, White & Hall, 2015, p. 296).

Fischer (2010) looked at how institutional networks help students to obtain better summer jobs, rather than relying on traditional means such as posting resumes to websites or searching job boards. The study found that when using school-based and professional networks, African American and Latinx students were equally as likely as other students to get better quality summer jobs and internships, which could lead to

better employment post-college. Tate et al. (2015) found that building a professional network is important in fostering career development and creating more meaningful career-related opportunities for students. They discovered that there exists an assumption among advisors that all students have access to professional networks through family or friends to help them secure jobs and internships in their chosen field of study. This simply wasn't the case for racially minoritized students who were the first in their families to come to college. Tate et al. (2015) concluded that the lack of a professional network did, conversely, instill a self-reported greater sense of self-reliance and responsibility in comparison to non-FGCS. Although self-reliance and responsibility can be considered positive traits, creating professional networks has been shown to increase post-college employment opportunities (Fischer, 2010). It is evident that if career advisors assist racially minoritized students in developing professional networks with staff and faculty through on-campus jobs, they can help students make a stronger connection to their field of study, be prepared for a career after college and have connections to meaningful jobs and summer internship opportunities, while earning money and a degree.

Targeted outreach to on-campus cultural centers/multicultural centers is a beneficial approach to providing career advising to racially minoritized students. Mills-Nova (1999) suggest that "a peer student of color support program be created by training and supervising a cadre of upper division or graduate students of color to increase culturally sensitive services" (p. 94). A program such as this would also create peer leadership positions for the students selected to work the support program. Patton

(2010) recommends that on-campus cultural centers recognize that some students of color might be reluctant to use traditional campus services; the cultural center could provide qualified assistance with resume building, time management, and choice of major in a format that feels safe to the student. The research did not specify if peer mentors or professional staff should be used for such programming, but it could be assumed that a combination of both could be beneficial.

Patton (2010) also recommends that cultural centers assist in the career development of students of color by providing professional advising and connecting students to internships, fellowships, and research opportunities that would be relevant to their area of study. According to Talbert (2012), career centers provide more than institutional support systems. They also promote internships and service learning experiences that further community and academic partnerships. As reported by DePaul University Diversity and Inclusion (2012-14), “Fewer minorities pursue graduate programs or doctoral programs; and students of color are less likely to participate in internships that lead to job offers and better employment” (p.1). The report also suggests that there exists a perception that highly coveted internships are often unpaid or do not pay well and they are more difficult to obtain. In addition, students who are already obligated to work for supportive income are less likely to agree to extra hours of unpaid work. It is essential that career advisors, in conjunction with cultural centers, promote the benefits and positive realities of internships to racially minoritized students in an effort to increase understanding that could lead to better professional references and better access to a rewarding career post-college.

Though an internet search of college career center webpages show that all career centers assist in the part-time job search as well as internships, resume building, and career exploration, none of the scholarly literature found on career advising models mentioned the potential benefit of an on-campus job.

Summary and Conclusion

RM students have a greater rate of withdrawal from college than traditional students due to family obligations, need for full-time employment and financial stress (Zamani, 2000). Furthermore, they often do not have a clearly defined career goal while in college or a professional network in place for support (Nutt, 2014).

The literature suggests that when RM students create positive social groups that are experiencing similar challenges in navigating academia, it can help with retention (Kurantowicz & Nizinska, 2013; Leonard, 2008). OCPTJs can develop career skills, create a sense of community or family, provide some financial stability, and offer professional mentorship that can contribute to a commitment to degree completion (Leonard, 2008).

Some evidence in the literature shows a positive relationship between retention of racially minoritized students and on-campus jobs (Polson & Weisburst, 2014; Stern, 2014), but the studies tend to have small sample populations, and hand-pick students who are more likely to succeed, thus creating a greater level of bias. As for the negative effects of jobs while in college for racially minoritized students, the literature is equally lacking, focused primarily on off-campus employment and the challenges that comes

with it such as schedule conflicts, commuting, and a lack of academic support. This was the biggest gap in literature that was found. None of the studies address a correlation between OCPTJs and retention of racially minoritized students at a four-year university.

It is clear that academic advising takes a key role in the retention efforts of racially minoritized students in college. However, it is prudent for academic advisors to take a more holistic approach to RM student success through mentorships and strategies to motivate and engage students, rather than a primary focus on scheduling and grades (Cox, 2013; Credle & Dean, 1991; Lotkowski et al., 2004; Talbert, 2012). Academic advisors must utilize a variety of strategies to help students recognize their own challenges and take ownership of their actions, helping to balance work, family obligations, and academics.

Similar to academic advising, career advisors must take a key role in the retention efforts of RM students. The literature suggests that career advisors need to create a culturally aware approach to their services and recognize the need to provide racially minoritized students with career exploration and goals, as well as career mentorships early on in their academic career (Credle & Dean, 1991; Olguin et al., 2008; Zamani, 2000). Professional networks and access to career related job opportunities are essential to career development for racially minoritized students. One way career advisors can achieve this is by partnering with on-campus cultural centers (Patton, 2010).

The literature suggests that there is a connection between the retention of RM students and receiving well-rounded advising, establishing professional networks, and developing relationships with staff and faculty (Cox, 2013; Credle & Dean, 1991;

Fischer, 2010; Talbert, 2012; Tate et al., 2015). There also exists a connection between retention of racially minoritized students and holding on-campus jobs (Credle & Dean, 1991; Polson & Weisburst, 2014; Stern, 2014), but very little was found in the literature regarding how deliberate advising or programming might encourage racially minoritized students at a four-year university to pursue on-campus positions. Furthermore, there was no mention of training programs for staff or faculty to gain the knowledge needed to provide a professionally enriching and culturally aware support system for racially minoritized students through the on-campus job environment. OCPTJs may potentially be an underutilized means for increasing retention of racially minoritized students. A thorough investigation of quantitative data showing retention numbers of RM students with on-campus jobs versus those with off-campus jobs is necessary, as well as qualitative data investigating the perceptions held by both students and advisors regarding the relationship between retention and the OCPTJ for racially minoritized students.

METHODOLOGY

Introduction

For the purposes of this study, the term *racially minoritized* was chosen instead of underrepresented minority (URM), a term typically used in academia, to clearly identify the population of students being researched. “URM promotes color-blindness; it contravenes the principle of critical race consciousness that is essential to achieving equity in higher education” (Bensimon, 2016). It’s important that scholars put aside convention and adopt language that is more befitting of the populations being researched.

This research investigated the difference between on-campus and off-campus jobs in the development of student sense of community, self-reliance, and sense of self, all characteristics that have been suggested through the review of literature to increase student retention. In particular, the research will attempt to determine if there is a difference between the on- and off-campus job perceptions for racially minoritized students versus white identifying students, and to determine if there is a correlation between persistence to graduation and on-campus employment for racially minoritized students at a four year university.

Additionally, an investigation into how academic advisors are currently advising students who are working while attempting to persist to degree was conducted in order to find common themes among the advisors observations and inform future best practices for advising staff.

Both a quantitative survey of students and qualitative interviews of advisors were used to collect relevant data for this investigation.

The research was conducted at a state university in northern California. The university is a small campus with a student population that hovers between 7,500 and 8,000 students. It is federally recognized as a *Hispanic Serving Institution*, and approximately fifty-one percent of students are considered first-generation, or the first in their families to attend college. The nearest metropolitan city is San Francisco, 275 miles to the south. The university is in a small, rural, liberal town of approximately 18,000 people, situated between the Redwood forests and the Pacific Ocean.

The Survey

In order to design the survey, relevant research literature and survey instruments used by other institutions were reviewed to identify significant survey items. The databases used for this research included Academic Search Premier and OmniFile Full Text Mega.

Once the survey was designed, it was reviewed by the advisor to the research, as well as the approving body for the campus Institutional Review Board who checks that surveys are in compliance with Federal regulations, and with approval, the survey was disseminated to the sample population.

The survey was created using *Survey Monkey* software and was comprised of twelve questions in total. Three of the twelve questions were designed as a four point

Likert scale scoring multiple items all exploring a common theme. Likert scales were used to collect data on perceptions held about their jobs by student workers that may contribute to their sense of community, self-reliance, and sense of self. The remaining nine of the twelve questions were multiple choice used to gather data on demographics, affiliation to other high-impact campus groups, employment status, and reasons for working while attending school.

Using random sampling, an official university email including a link to the survey was administered by the campus Center for Institutional Effectiveness to 2,000 full-time, undergraduate students via their campus e-mail addresses. According to the Office of Institutional Effectiveness at the university, as of the fall 2018 semester, there were 7774 full-time students in attendance, with thirty percent coming from Los Angeles, approximately 650 miles away. The campus is comprised of nineteen percent freshman, thirteen percent sophomores, twenty-five percent juniors, thirty-six percent senior status (over 90 credits earned), and graduate/credential students make up seven percent of the student population. Fifty-seven percent of campus identifies as female, and forty-three percent male. Seventy-four percent live off-campus, and forty-four percent are considered a RM student by the university. Forty-three percent of students identify as white, four percent African-American, one percent Native American, three percent Asian/Pacific Islander, and thirty-four percent are Hispanic/Latino.

The email was deployed during the first week of May, one week before scheduled final exams. The date of deployment was one of few available and secured through the campus Official Survey Calendar. A spring deployment was chosen so that students

surveyed would have a better chance of having completed at least a semester of school and part-time job, thus giving them enough time to have developed an understanding of their relationship, as a student, to their job whether it be on- or off-campus. Had the survey been deployed sooner in the spring semester, there would have been appropriate time for follow-up emails, potentially increasing the participation rate.

The Interview

A set of twelve open-ended, structured questions were developed to gain insight into how professional advisors counsel their students in regards to working while attending school. The questions were discussed and rehearsed with the advisor to the research before deploying the semi-structured interview. An online staff directory search of the University website identified approximately 25 professional academic advisors. An email invitation was sent to the identified advisors explaining the research and requesting participation in the interview. Four full-time professional student academic advisors from four separate departments at the university responded to the request and agreed to participate. Each were interviewed in their offices for approximately 20 minutes at a time convenient to their schedules. A cell phone voice recording application was used to record the interviews. After interviews were transcribed and coded using MaxQDA, they were analyzed for relationships, rankings, and significant statements.

Summary

Both the survey and the interview were successfully organized and completed. The results of each were saved to a USB flash drive and will be stored in a locked safe.

As suggested in an email to the researcher from the Institutional Review Board at the state university prior to deploying the email survey, “A senior is much more likely to retain and graduate than a freshman. Caution should be used when trying to correlate retention rates based on only one factor. First generation, low-income and gender are all factors in retention.” Multiple factors that could have an effect on retention were taken into consideration and addressed while developing the survey, including questions requesting class-standing, gender, and affiliation with other on-campus support programs. The survey was designed to investigate sense of community, sense of self, and self-reliance, all things that have been suggested in the literature to assist all students in the path to graduation.

The interview was used as a means to gather perceptions and data in regards to current advising practices for students who work while attending college.

RESULTS

Introduction

The results will attempt to give a relevant summary of the outcomes of both the student survey and the academic advising staff interview. In order to present the data collected through both the survey and the interview, tables will be used, highlighting average mean ratings and response rates.

Survey data will be broken into two categories, a review of the survey participant demographics and a review of the part-time job holders' workplace perceptions. The survey demographics section will review student class standing, participation in on-campus extracurricular activities, ethnicity, gender, employment status, and reasons for working while attending school. The survey questions regarding workplace perceptions have been broken into three categories of data: sense of community, self-reliance, and sense-of-self. Each category will be explored for patterns in the mean ratings as well as outliers, if any.

After the interview data was transcribed, it was assessed for any significant relationships between ten categories that appeared regularly throughout the four interviews: balancing work and school, being off-campus, racially minoritized students, money/financial aid, boss/mentor, loneliness/not fitting in, career exploration, family obligations, self-reliance, and community.

Survey Demographics

Using random sampling, a *SurveyMonkey* survey was deployed to 2,000 undergraduate students via campus e-mail addresses to gather qualitative data regarding sense of community, self-reliance, and sense of self for students who work part-time while attending school. 224 students responded to the survey; of those 224 respondents, 156 fully completed the survey. Due to the timing of the survey, there was no opportunity for follow-up requests. In comparison to the university's student demographics of fifty-eight percent female, women accounted for seventy-two percent of the survey respondents. Students who identified themselves as "not currently working" answered demographic information only; understandably they did not complete the portion of the survey pertaining to job perceptions, leading to the final survey population of 156 participants or 8% and therefore must be considered a non-representative convenience sample. However, for the purposes of this pilot study the data provided important insights and a foundation for further research.

Students were asked their class standing, in order to get an idea of how far along in their academic careers the respondents were.

Table 1: Class standing, and numbers and percentages of respondents.

<i>Answer Choices</i>	<i>Count (n=224)</i>	<i>Overall Percent</i>
Freshman	22	9.82%
Sophomore	34	15.18%
Junior	65	29.02%
Senior	103	45.98%

Of the 224 undergraduate students that responded, only nine percent were freshmen and fifteen percent sophomores, compared to the university demographic of eighteen percent freshmen and thirteen percent sophomores. The majority of survey respondents, approximately seventy-five percent, were juniors and seniors. Juniors made up twenty-nine percent of respondents compared to twenty-five percent of the university's student population and seniors submitted close to half the responses with forty-five percent compared to the university population of thirty-six percent. It is safe to assume that juniors and seniors have more experience with balancing a job and academics, and may be less likely to be influenced by their job than a freshman or sophomore might be.

Next, survey takers were asked if they participate in any extracurricular on-campus groups to get a sense of what other factors may be contributing to their retention. Respondents were asked to check all that apply, so some checked more than one.

Table 2. Student participation in extracurricular activities by class level, and numbers and percentages of overall respondents

<i>Answer Choices</i>	<i>Freshman (n=22)</i>	<i>Sophomore (n=34)</i>	<i>Junior (n=65)</i>	<i>Senior (n=103)</i>	<i>Count (n=224)</i>	<i>Overall Percent</i>
Retention Academic Mentoring Program	8	8	2	5	23	10.27%
Educational Opportunity Program	1	2	2	6	11	4.91%
Clubs	10	10	19	34	73	32.59%
I do not participate in any of these groups	7	16	36	52	111	49.55%
Other	7	2	14	21	44	19.64%

Ten percent of students identified as participating in the Retention through Academic Mentoring Program (RAMP), a program designed to give first generation students a trained academic peer mentor during their first year of school. Of those ten percent, only eight students were freshmen, the class level that RAMP serves. This result suggests that the survey question, *On-Campus Participation*, was not clear as to whether or not survey takers should indicate current participation, past participation, or both. Labeling the question as *Current and Past On-Campus Participation* could have clarified the intent of the question. Five percent were a part of the Educational Opportunity Program (EOP) that provides professional mentorship and advice throughout the student's college career. Surprisingly, one third of students, thirty-three percent surveyed claimed affiliation to an on-campus club. Half of respondents did not participate in any on-campus extracurricular groups, and twenty percent identified as being a part of other groups on campus. In this figure, "Other" refers to additional on-campus groups including Veteran Enrollment Transition Services, Athletics, Sorority/Fraternity, Cultural Centers, and any other on-campus organization that a student might affiliate with. Table 2

shows that over fifty percent of survey respondents associate with an extracurricular on-campus group.

Students were asked to self-identify their ethnic identity in order to get an idea of the difference in ratings of job perceptions for racially minoritized students versus white identifying students. Respondents were asked to check all that apply. The figure below shows the ethnic breakdown of survey participants:

Table 3. Ethnic self-identification (n=224), and percentages of respondents.

<i>Answer Choices</i>	<i>Percent</i>
African American	7.66
American Indian	4.95
Asian American	6.76
Hispanic/Latino	31.98
Pacific Islander	1.80
White	63.96

African-American students accounted for seven percent of survey respondents. Just under five percent of students were American-Indian. Six percent identified as Asian-American and one percent were Pacific Islander. This was a much higher percentage than the university's overall demographic for American-Indian and Asian American. Thirty-two percent of students surveyed identified as Hispanic/Latino. Students who identified as white made up sixty-three percent of students who responded.

Students were asked about their current employment status, including whether they worked on- or off-campus in order to get a better picture of how many students actually work while attending school.

Table 4. Employment status (n=224), and percentages of respondents.

<i>Answer Choices</i>	<i>Percent</i>
I work OFF-campus	36.61
I work ON-campus	28.13
I work BOTH on- and off-campus	8.04
I am NOT currently working	27.23

This data shows that over seventy percent of survey takers are currently working, eight percent are working both an on- and off-campus job. Students who indicated that they were not currently working were asked to discontinue with the remainder of the survey.

Students were next asked to give their reasons for working while attending college. This question was only asked of those participants who identified as currently working a job either on- or off-campus, bringing the number of respondents down to one-hundred and fifty-six.

Table 5. Reasons for working while attending college (n=156), and percentages of respondents.

<i>Answer Choices</i>	<i>Percent</i>
To pay for college.	53.21
To pay for living expenses.	91.67
To help support my family.	21.15
To gain career related experience.	46.79
To earn money for extracurricular activities.	48.08

It is important to note that survey takers were instructed to answer to all that apply and many respondents selected more than one answer as to why they are working while attending college.

On- And Off-Campus Workplace Perceptions

Student respondents were asked to complete three Likert style scales that recorded their perceptions on certain subjects in regards to three categories: *Sense of Community*, *Self-Reliance*, and *Sense of Self*. For *Sense of Community* and *Self-Reliance* respondents selected from a scale of one to four with one being *Disagree*, two being *Tend to Disagree*, three being *Tend to Agree* and four being *Agree*. For *Sense of Community*, respondents selected from a scale of one to four with one being *Never*, two being *Rarely*, three being *Sometimes*, and four being *All The Time*. The data from the responses fell into four groups: white identifying off-campus job holder, racially minoritized off-campus job holders, white identifying on-campus job holders, and racially minoritized on-campus job holders. The average mean was then found for each category and for each group.

Table 6. On- and off-campus job holders' sense of community: Mean rating.

Sense of Community Mean Rating (n=156)	White Identifying OFF-Campus Job Holder	Racially Minoritized OFF-Campus Job Holder	White Identifying ON-Campus Job Holder	Racially Minoritized ON-Campus Job Holder
<i>My job helps me connect with people I share common interests.</i>	2.72	2.59	2.84	3.21
<i>Sometimes my job is only thing that keeps me here.</i>	1.94	1.85	1.39	2.00
<i>My coworkers support my academic goals.</i>	3.32	3.21	3.59	3.57
<i>My boss is flexible when I need more time to study.</i>	3.06	3.04	3.45	3.54
<i>I like the community I have at work.</i>	3.26	3.15	3.42	3.56
<i>I feel a part of something when I am at work.</i>	3.10	3.04	3.23	3.42
<i>My job is preparing me for a career after college.</i>	2.34	2.04	3.19	2.94
<i>I choose to spend time with coworkers outside of work.</i>	2.48	2.52	2.23	2.58
<i>I take pride in my workplace.</i>	3.19	3.11	3.44	3.39
Overall Mean Rating	2.82	2.73	2.97	3.13

On a scale of one to four, with one being disagree, two-tend to disagree, three-tend to agree, and four being agree, students were asked to rate their perceptions of their sense

of community at their job. Sense of community was lowest among racially minoritized off-campus job holders at 2.73. Next lowest was white identifying off-campus job holders with 2.82. Racially minoritized on-campus job holders scored highest for sense of community with 3.13 and white identifying on-campus job holders didn't follow too far behind at 2.97. In all but one category racially minoritized off-campus job holders had the lowest "sense of community" ratings; they were more likely than white-identifying off-campus job holders to spend time with their coworkers outside of work. Overall, on-campus job holders scored higher for "sense of community" than off-campus job holders. A one-way ANOVA was calculated on participants' ratings of Sense of Community. The analysis was not significant, $F(3, 32) = 0.87, p = .466$.

Table 7. On- and off-campus job holders' self-reliance: Mean rating.

Self-Reliance Mean Rating (n=156)	White Identifying OFF-Campus Job Holder	Racially Minoritized OFF-Campus Job Holder	White Identifying ON-Campus Job Holder	Racially Minoritized ON-Campus Job Holder
<i>My job allows me to support myself.</i>	2.74	2.89	2.74	3.08
<i>I can balance my employment and academic responsibilities.</i>	2.88	2.85	3.45	3.43
<i>I feel confident approaching my coworkers with questions.</i>	3.38	3.52	3.68	3.67
<i>I am successful at taking care of myself.</i>	3.50	3.19	3.42	3.42
<i>If need be, I am able to help my family financially.</i>	2.10	2.00	1.97	2.02
<i>I rarely have to rely on others.</i>	2.68	2.85	2.62	2.86
Overall Mean Rating	2.88	2.88	2.98	3.08

On a scale of one to four, with one being disagree, two-tend to disagree, three-tend to agree, and four being agree, students were asked to rate their perceptions of their sense of self-reliance. Both groups of off-campus job holders had the lowest score at 2.88, and held a higher overall score than on-campus job holders for being able to help family financially perhaps due to availability of higher wages off campus.

Racially minoritized on-campus job holders again had the highest overall score for feelings of self-reliance with 3.08. White identifying students were just slightly behind with 2.98. It is worth noting that white identifying off-campus job holders had the overall

highest score for “I am successful at taking care of myself” with 3.50. A one-way ANOVA was calculated on participants' ratings of Self-Reliance. The analysis was not significant, $F(3, 20) = 0.17, p = .919$.

Table 8. On- and off-campus job holders' sense of self; how work makes job holder feel: Mean rating.

Sense of Self Mean Rating (n=156)	White Identifying OFF-Campus Job Holder	Racially Minoritized OFF-Campus Job Holder	White Identifying ON-Campus Job Holder	Racially Minoritized ON-Campus Job Holder
When I go to work I usually feel:				
<i>A member of a community</i>	3.22	2.96	3.23	3.42
<i>Supported</i>	3.24	3.22	3.32	3.63
<i>Challenged</i>	2.88	3.11	3.10	3.04
<i>Valued</i>	3.30	3.15	3.36	3.48
<i>Happy</i>	3.06	2.85	3.13	3.33
<i>Inspired</i>	2.72	2.93	2.87	3.04
<i>Listened to</i>	3.04	3.00	3.19	3.42
Overall Mean Rating	3.07	3.03	3.17	3.34

On a scale of one to four, with one being “never”, two “rarely”, three “sometimes”, and four “all the time”, students were asked to rate their perceptions of their sense of self when they go to work. When it came to having a sense of self, racially minoritized on-campus job holders had the highest score of 3.34. White identifying on- and off-campus job holders had the next highest scores with 3.17 and 3.07 respectively. Again, racially minoritized off-campus job holders had the lowest score at 3.03. A one-way ANOVA

was calculated on participants' ratings of Sense of Self. The analysis was found to be significant, $F(3, 24) = 3.86, p = .022$.

Interview Results about Academic Advising, Jobs and Academics

Four professional academic advisors at the university were asked a series of interview questions investigating their approach to advising students regarding jobs and academics. All four are male, around 30 years of age, two identifying as white, one Native American and one Asian identifying. In comparison, two thirds of professional advisors on campus are women, and just under half identify as racially minoritized.

Using a semi-structured interview format, participants in the interview were asked open-ended questions in regards to how they would advise a student who is struggling to balance work and school, struggling with feelings of not belonging in college, and in what way having an on-campus job might assist a student in persisting to graduation.

After the interviews were transcribed, codes were selected based on the ten most common pattern of topics, or key words, that emerged throughout the four interviews. The top ten most common themes to emerge from the coding were *balancing work and school, being off-campus, racially minoritized students (RMS), money/financial aid, boss/mentor, loneliness/not fitting in, career exploration, family obligations, self-reliance, and community*.

Significant statements were identified throughout the coding process. When discussing the role of the on-campus job and building a sense of community in the lives

of students, one advisor (subject 3) stated the following, “[Having an on-campus job] definitely helps them feel like they belong and... feeling like they’re contributing... can definitely give them a sense of not just belonging but almost ownership of the institution, like they’re helping to make it better. A lot of students who work in one position on campus end up working in many other positions on campus too. So there’s a lot of community building that happens.”

When asked about the challenges that a student might face if they have an off-campus job, an advisor (subject 1) responded, “When I see that they have jobs on campus, they are more connected. But when I meet with students who live off-campus, or who have jobs off campus, they do seem more disconnected or they even say “I want to get connected more or it’s harder to get connected because I have to commute or I work at McDonalds, or I work at the Walmart in Eureka and I have to travel ... So, I definitely think it would have a positive impact in getting connected on campus.” This quote was double-coded for both *being off-campus* and *community*.

Career exploration was a common theme throughout the interviews. “I think that [an on-campus job is] helpful, [the student] will spend more time on campus studying and meeting with students, building that network, and hopefully their job is relevant, and it's building more of their skills” and “I think there's, at least in my experience being a supervisor and advising students in part time jobs, there's more opportunities with on-campus jobs to develop professionally”, both quotes from the interviewee (subject 2) touched upon the idea that an on-campus job may provide more opportunities for career exploration.

DISCUSSION

Gaps in the Literature

The review of the literature suggests that off-campus positions may cause greater challenges and even a potentially hostile experience for the student. Both Robotham (2009) and Perma (2015) felt that holding an off-campus job creates additional conflict for the student, thus putting them in academic peril leading to a greater level of attrition, however neither of their studies looked at the perceptions of on-campus job holders. According to the data presented in the results, working an on-campus job may actually reduce the risks of academic peril associated with working off-campus, giving the on-campus worker greater feelings of community, self-reliance, and sense of self, all things that may lead to greater levels of retention.

According to Stern and Brigg (2001), high school students who worked less than twenty hours per week, performed better academically than students who did not work and students who worked more than twenty hours per week. Although high school populations are much different in that they do not have the same responsibilities as college students, i.e., typically don't have to pay rent or bills, and college students are more likely to feel like an outsider in the college town they have moved to, there may be a lot to be said about the ability of a working student to balance the responsibilities. Although the Stern and Brigg study did not address on-campus versus off-campus jobs due to the population, it would be worthwhile to compare GPA's of on- and off-campus

job holders, as well as job holders who are working more than twenty hours per week. The California State University system caps the number of hours a full time student is allowed to work in a student assistant or Federal Work Study position to twenty hours per week, causing many students to supplement their incomes by holding both an on- and off-campus job.

There was very little evidence in the review of the literature to suggest that deliberate advising or programming to specifically seek on-campus employment might help RM students with their college career, while the data collected in this study all suggests that advising students to seek on-campus employment may be of great benefit to the job-seeking RM student.

Survey Demographic Results

The review of the literature showed some evidence of a positive relationship between retention of racially minoritized students and on-campus jobs (Polson & Weisburst, 2014; Stern, 2014), but the studies were small and the populations hand-picked for their likeliness to succeed. The data in this study removed that level of bias by both increasing the sample population (n=224) and ensuring that the data was gained through a random selection, and still produced some evidence of on-campus jobs having a greater positive impact on students.

The ethnic makeup of the respondents (Table 3) is similar to that of the student body at the university where the research was conducted. Although the university

recognizes Asian-American students as non-RM students, for the purpose of this study, they were included with students who are considered racially minoritized. It can be expected that in a rural, predominantly white town like the one where this research was conducted, Asian-American students could face the same challenges and feelings of marginalization that any other student of color would when working employment off-campus. It is also worth noting that RM students may also face feelings of marginalization on campus, as it can be safely assumed that no predominantly white space is truly immune from racial bias.

Reported class standing was similar to that of the university, with the exception of freshmen who had a 9.82 percent participation rate in the survey, but make up 18.78 percent of the university student body (Table 1). Perhaps freshmen were less likely to participate because they do not yet understand the importance of surveys to student research therefore receiving no intrinsic benefit from participating, or they are still learning the importance of using their campus email. It is also worth noting that the majority of survey respondents, almost seventy-five percent, identified as upperclassmen. This might lend to some bias in the survey results since these students may have already been “retained” through a combination of access to support services, academic advising, family and community support, and other outlying factors.

In regards to other factors that may contribute to the success of students, just over fifty percent of surveyed students were participating in one or more on-campus group such as EOP, Clubs, and Athletics (Table 2). This could heavily impact the retention of

students as well as the on-campus part-time job, so it is worth taking this into account when discussing the results of this study.

Forty-four percent of students surveyed hold an off-campus job; eight percent of those students also work on-campus (Table 4). Considering that the title of the survey suggested that it would ask questions in regards to perceptions of jobs while attending college, some students who do not currently work may have opted out of the survey before even beginning, assuming that their input would not be relevant. This could have skewed the results for numbers of students currently working. If this data is accurate, it would be in the best interest of the university to recognize that almost seventy-five percent of students are working, and that this is a potential population that could be given more directed, relevant assistance in this regard.

Lastly, the reasons for working that students selected (Table 5) may have not been clear in some places. The answer choices of *To Pay for College*, *To Pay for Living Expenses*, and *To Earn Money for Extracurricular Expenses* should have been more specific. Clearly defining *To Pay for College* as tuition, books, and fees, *To Pay for Living Expenses* as rent, bills, groceries, and *To Earn Money for Extracurricular Expenses* as travel, restaurants, and entertainment could have decreased any level of confusion giving more precise data. Despite the somewhat vague answer choices, it is clear that students are not working solely to enjoy extracurricular activities; the majority of students surveyed needed to work to pay for college and living expenses. Surprisingly, over twenty percent of students indicated that they are working *To Help Support My Family*. Survey takers may have interpreted this as taking responsibility for paying their

own college or living expenses, or directly helping family by sending money home.

Regardless, this is indicative of the additional financial burdens experienced by college students today.

Survey Table Results

The table results showed that when RM students were off-campus job holders they scored the lowest for *Sense of Community*, *Sense of Self*, and *Self Reliance*, but when on-campus, they scored the highest. White identifying students also scored better when working on-campus jobs versus off-campus. It can be assumed from these results that while RM students experience the greatest benefit overall, all students benefit from working on campus.

In regards to *Sense of Community* (Table 6), the results were as expected, demonstrating that RM students felt the most sense of community when working an on-campus job and experienced the least sense of community when working off-campus, in comparison to white identifying students. A part of this sense of community could very well come from the fact that an on-campus supervisors may be more likely to show interest in and be supportive of the students' academic goals. The only outlier in this category was when it came to spending time with coworkers outside of the job. Students of color were more likely to spend time with their coworkers outside of work regardless of whether or not they worked on- or off-campus. This "outlier" may be suggestive of students of color need to create strong community, or it could suggest that students of color were more likely to seek out or create connections with others.

The *Self-Reliance* mean rating (Table 7) showed the same pattern of RM on-campus job holders scoring the highest for their sense of self-reliance, and scoring lowest if they held an off-campus position, when looking at the overall mean rating. But when

digging deeper into the individual categories it is clear that white identifying on-campus job holders sometimes scored higher or the same as racially minoritized on-campus job holders, and oftentimes scored the lowest for off-campus job holding and self-reliance.

When it came to “rarely rely on others” students of color both on- and off-campus had the highest scores, meaning they relied the least on others, or had fewer resources to draw on. The data here may suggest that RM students overall tend to be more self-reliant, regardless of job. It may be worth investigating the notion of self-reliance further to ask the deeper question of whether self-reliance is indeed a positive trait, or can self-reliance hinder a student’s likelihood of reaching out for help, academically or otherwise.

The data for on- and off-campus job holders *Sense of Self* (Table 8) followed the same pattern of RM students scoring highest overall when on-campus and lowest overall when off-campus. When it came to feeling “challenged” racially minoritized off-campus workers had the overall highest score in comparison to the other groups. This noteworthy result may be indicative of “challenged” being a negative characteristic. If a student is experiencing forms of racism, is having trouble finding reliable transportation, or is struggling to manage the time commitments of an off-campus position, they may have indicated feeling challenged by their job. In this case “challenged” was intended by the researcher to be a positive characteristic of a job that is difficult and interesting enough to keep a person engaged.

Though this study provides a clear picture of the difference between perceptions of on- and off-campus job holders in regards to minoritized status, a larger population should be sampled, including both on-and off-campus job holders, and students who

don't work, and a study of quantitative data must be conducted, to gain more conclusive results. It would also be worth investigating the types of jobs that RM students have in comparison to white identifying students. If RM students are typically being funneled into labor jobs instead of leadership positions the on-campus job may not produce the optimal benefits to the RM student worker. Fischer (2010) suggests that RM students often lack campus employment contacts and end up in less prestigious summer jobs; this could also be the case for finding employment in on-campus positions.

Interview Discussion

It is worth noting that all four advisors mentioned that they began their professional careers at the university as student assistants, leading all of them to feel strongly in favor of the connection between having an on-campus job and student retention. The results are also limited in that only four advisors were interviewed from a campus of twenty-six professional advisors, and approximately 578 faculty advisors. These four advisors are all professional advisors, meaning that they are hired to advise student's full time, whereas the majority of students at the university meet with a faculty member who advise only as a small part of their job and may not have the time to advise students beyond their major specific academic planning needs.

It would be worthwhile to conduct interviews on advisors who had no previous affiliation with the university since being an alum and former student assistant may create a strong bias among those interviewed, as well as interview faculty advisors who, due to

their teaching load, may not have the time or resources to dedicate to a more holistic advising approach.

In the review of the literature, Lotkowski et al. (2004), showed that academic advising can no longer focus solely on helping students register for classes. The interview of the four academic advisors demonstrated that advisors are indeed utilizing a number of strategies to help advise students. It might be worthwhile to look at both on- and off-campus job satisfaction for those students who have professional advisors and those who have faculty advisors to see if there is a pattern, and to investigate if there is a difference in how faculty advisors would advise a student regarding their employment status.

According to the advisors interviewed, being off-campus provided students with additional challenges; students often had trouble with time-management, scheduling, and transportation getting to and from work and school. It has been suggested not only through the review of the literature, but also through the interview data that off-campus positions may cause greater challenges and even a potentially hostile experience for the student, whereas the on-campus job might provide the student with additional support, being seen as a student first and worker second.

The literature also suggests that creating positive professional networks has been shown to increase the likelihood of a good post-college employment opportunity (Fischer, 2010). As was addressed in the interview transcripts, when students work on-campus they are more likely to connect with like-minded students, and work in a number of on-campus positions throughout their college career. These on-campus positions connect students to scholarly-minded professional contacts who may be more familiar

with on- and off-campus organizations who provide internships, summer and seasonal work, and full-time entry level jobs in the students chosen career path.

CONCLUSION

The data suggests that on-campus jobs can provide students with a sense of community, a stronger sense of self, and greater feelings of self-reliance, in particular for racially minoritized students. These are all indicators that on-campus jobs may indeed positively affect the retention of minoritized students. On-campus part-time jobs may actually be an underutilized means of increasing retention of racially minoritized students. This is worth examining further in a thorough investigation of quantitative data. Although both the survey and the interview were successfully organized and completed, it is important to recognize the limitations that both posed.

Regarding the deployment of the online survey to students, an assumption was made that most students secured work at the beginning of the school year, therefore having almost a year of work and school experience behind them; though some departments hire late in the spring semester for summer workers which could have affected the results. If students were newly hired they may not have had enough time on the job to give accurate feedback on the survey. It is also safe to assume that students might have been less likely to take the time to participate in a survey that offered no extrinsic incentive at a time when most students are focused on studying for finals and celebrating the end of the school year. Additionally, due to deployment of the survey in the final week of the school year, the institutional process prohibited any follow-up email to encourage additional survey participation.

All advisors interviewed worked under the division of Student Retention possibly introducing some bias, as well as a limited viewpoint, and all volunteered to participate in the interview. A survey of all staff and faculty should be disseminated to truly flesh out how and if advisors assist students in balancing their academics and employment needs.

More data needs to be collected from a wider range of students, over a greater period of time, to truly gain an understanding of the role of the on-campus job in retaining RM students. It would be worthwhile to collect student data from a campus database like Peoplesoft over a four year period to track grades and persistence to degree for working and non-working racially minoritized students throughout their college career.

Making a comparison between a student's semester grade point average, their on- or off-campus employment history, and their ethnicity may give quantitative data that can more fully demonstrate a correlation to working on-campus jobs and retention for racially minoritized students. Moreover, this type of data may be what is needed to provide evidence for funding an on-campus program that could support racially minoritized students in securing stable on-campus employment at the beginning of their college career.

Patton (2010) suggested that campuses recognize that some students of color may be reluctant to use traditional campus services and that a combination of academic and career advisor be available to students within the cultural center setting. Ideally, a program might be developed that could match newly admitted, employment seeking RM students with a career related on-campus job opportunity, not only helping them to earn

money, but also providing early access to a community of like-minded students, and help build skills for a career after college, while in an academically supportive environment.

REFERENCES

- “A Study on the Effects of Student Employment on Retention - StudEmpRetentionRprt.pdf.” Accessed September 28, 2015.
<https://uc.iupui.edu/Portals/155/uploadedFiles/Deans/StudEmpRetentionRprt.pdf>.
- Bensimon, E. M. (2016). *The misbegotten URM as a data point*. Los Angeles, CA: Center for Urban Education, Rossier School of Education, University of Southern California.
- Cox, J.A. (2013, December), Teaching coping skills to first year college students on academic probation. *Academic Advising Today*, 36(4).
<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Teaching-Coping-Skills-to-First-Year-College-Students-on-Academic-Probation.aspx>
- Credle, Joann O., and Gary J. Dean. “A Comprehensive Model for Enhancing Black Student Retention in Higher Education.” *Journal of Multicultural Counseling & Development* 19, no. 4 (October 1991): 158–65.
- “DePaul Achieves Increase in Students of Color Graduation Rates, Career Prospects and Pursuit of Ph.Ds | 2012-13 | Vision 2018 News | Strategic Directions | DePaul

University.” Accessed October 26, 2015.

<http://offices.depaul.edu/president/strategic-directions/vision-2018-news/2012-13/Pages/students-of-color.aspx>.

“ED473676.pdf.” Accessed December 9, 2015.

<http://files.eric.ed.gov/fulltext/ED473676.pdf>.

Fischer, Mary J. “Can Institutional Networks Mitigate Labor Market Disadvantages? Evidence from College Summer Job Searches.” *Social Science Quarterly* (Wiley-Blackwell) 91, no. 5 (December 15, 2010): 1264–87. doi:10.1111/j.1540-6237.2010.00731.x.

Holmes, Valerie. “Working to Live: Why University Students Balance Full-Time Study and Employment.” *Education & Training* 50, no. 4 (2008): 305–14. doi:<http://dx.doi.org/10.1108/00400910810880542>.

Kurantowicz, Ewa, and Adrianna Nizinska. “How Students ‘Stay the Course’: Retention Practices in Higher Education.” *Studies in the Education of Adults* 45, no. 2 (October 2013): 135–47.

Mills-Novoa, Avelino. “Potential Roles a College Counselor Can Play in Promoting the Academic Success of Students of Color.” *Journal of College Counseling* 2, no. 1 (Spring 1999): 92.

- Nonis, Sarath A., and Gail I. Hudson. "Academic Performance of College Students: Influence of Time Spent Studying and Working." *Journal of Education for Business* 81, no. 3 (February 2006): 151–59.
- Nutt, Charlie L. (2003). Academic advising and student retention and persistence from the *NACADA Clearinghouse of Academic Advising Resources Web site*
<http://www.nacada.ksu.edu/tabid/3318/articleType/ArticleView/articleId/636/article.aspx>
- Olguin, D., Kiem, J., Arzate, J.M., & Torres, C. (2008). Multicultural career development considerations for students in 8th to 12th grades. In G.R.Walz, J.C.Bleuer, & R.K.Yep (Eds.), *Compelling counseling interventions: Celebrating VISTAS' fifth anniversary* (pp. 103-114). Ann Arbor, MI: Counseling Outfitters.
- Patton, L.D. (2010). *Culture Centers In Higher Education Perspectives on Identity: Theory and Practice*. Sterling, VA.:Stylus Publishing, LLC.
- Robotham, David. "Combining Study and Employment: A Step Too Far?" *Education & Training* 51, no. 4 (2009): 322-32.

Smith, Barbara Leigh, Jean MacGregor, Olympia. Washington State Board for Community Coll. Education, and Washington Center for Improving the Quality of Undergraduate Education. "Gleanings: The Minority Student Success Project," January 1, 1991.

Stern, Gary M. "Part-Time Job Program for Latinos Boosts College Success." *Education Digest* 79, no. 9 (May 2014): 55–58.

Swanson, Vivien, Adelina Broadbridge, and Athanasios Karatzias. "Earning and Learning: Role Congruence, State/trait Factors and Adjustment to University Life." *British Journal of Educational Psychology* 76, no. 4 (December 2006): 895–914. doi:10.1348/000709905X65009.

"Stern & Briggs_Does Paid Employment Help.pdf." Accessed November 25, 2015.

http://www.colorado.edu/education/sites/default/files/attached-files/Stern%20%26%20Briggs_Does%20Paid%20Employment%20Help.pdf.

Talbert, Patricia Y.1 pytalbert@email.phoenix.edu. "Strategies to Increase Enrollment, Retention, and Graduation Rates." *Journal of Developmental Education* 36, no. 1 (Fall 2012): 22–36.

Tate, Kevin A., William Caperton, Dakota Kaiser, Nathan T. Pruitt, Heather White, and Eric Hall. "An Exploration of First-Generation College Students' Career Development Beliefs and Experiences." *Journal of Career Development* 42, no. 4 (August 1, 2015): 294–310. doi:10.1177/0894845314565025.

"The Role of Academic and Non-Academic Factors in Improving College Retention - College_retention.pdf." Accessed November 25, 2015.

https://www.act.org/research/policymakers/pdf/college_retention.pdf.

"Understanding the Working College Student | AAUP." Accessed November 12, 2015.

<http://www.aaup.org/article/understanding-working-college-student#.VkPyQ79bi1R>.

"WDQI_Workstudy_PolsonWeisburst.pdf." Accessed November 25, 2015.

http://raymarshallcenter.org/files/2011/08/WDQI_Workstudy_PolsonWeisburst.pdf.

Zamani, Eboni M. "Sources and Information Regarding Effective Retention Strategies for Students of Color." *New Directions for Community Colleges* 2000, no. 112 (Winter 2000): 95.

APPENDIX

Academic Advisor Interview Questions

1. How did you become an academic advisor?
2. Could you describe the population you work with and in what way you advise them?
3. Do you advise underrepresented minority students and if so, in what ways does it differ from advising other students in your caseload?
4. What role do you think having an on-campus job might play in the lives of underrepresented minority students you advise?
5. How would you advise a student who is struggling to balance part-time work with full time school?
6. Under what circumstances, if any, would you recommend a student not work while attending college full time? Why?
7. Under what circumstances, if any, would you recommend a student take time off from college to work?
8. How would you advise a student who is struggling with feelings of not belonging in college?
9. In what ways do you think having an on-campus job could provide an underrepresented minority student with feelings of belonging?
10. How would you define self-reliance? In what ways can self-reliance help or hinder a student's progress towards degree?
11. What types of activities would you suggest a student pursue in order to build a sense of self-reliance? Why?
12. In what ways does self-reliance affect a student's academic and career pursuits?