

## **Undergraduate Student Work Life at the University of Washington**

Cathy Beyer, Angela Davis-Unger, Julie Elworth, Nana Lowell, and Debbie McGhee<sup>1</sup>  
Office of Educational Assessment

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<sup>1</sup> Author names are listed alphabetically.

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## INTRODUCTION

The University of Washington (UW) deeply values the diverse experiences and perspectives that students from all economic backgrounds bring to its student body and classrooms. In fall 2007, the UW introduced the Husky Promise program and guaranteed that eligible Pell Grant/Washington State Need Grant students would receive at least enough funding through grants and scholarships to cover their tuition and fees. Since this program began, the number of students who qualify for need-based grants has increased, while the capacity of allocated state funding to meet state eligibility for such funding has not, placing increasing demands on the UW's institutional resources to fund the Husky Promise.

As a result of these challenges, the UW's President and Vice Provost asked the university's Enrollment Management Advisory Council (EMAC) to investigate the effects of need-based funding on UW students and academic programs and to recommend ways to address those effects. Part of that investigation focused on the role of work in UW students' lives, and the EMAC asked the Office of Educational Assessment (OEA) to undertake a brief study to help members better understand the role of work with a focus on the Work Study program.

We began by producing a preliminary report<sup>2</sup>, sent to EMAC in January 2015, describing what we know from the academic literature and from OEA's previous research on students' work lives. We followed this with the addition of work-related questions to a broad-based survey of undergraduates, and carried out a more directed survey and focus groups of currently enrolled Work Study students. This report describes the three methods used in this second phase of the OEA investigation of students' work lives, followed by a summary of what we found. A concluding section synthesizes those findings and presents recommendations.

## METHODS

We used three methods to gather information about UW students' work lives. First, we added general questions about work to the 2015 Student Experience at the Research University (SERU) Survey — a survey of all UW Seattle undergraduates conducted each spring — and augmented the resulting dataset with demographic variables drawn from the UW Student Database (UWSDB). Second, in order to focus on the Work Study experience, we conducted a survey of Work Study-eligible students at UW Bothell, UW Seattle, and UW Tacoma. Finally, to clarify and deepen our understanding of the survey results, we conducted two focus groups with students eligible for Work Study from the three UW campuses.

### **The Student Experience at the Research University (SERU) Survey**

The SERU was originally developed at the University of California and participation is now open to the 62 member institutions of the Association of American Universities (AAU). The questionnaire is tailored to the experiences of students at research universities, addressing student academic engagement, time allocation, academic and personal development, institutional climate for diversity, plans and aspirations, overall satisfaction, and evaluation of students' academic majors. Students are also asked to provide background and demographic

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<sup>2</sup> Lowell, N., C. Beyer, and J. Elworth. (2015). What We Know about the Place of Work in the Academic Life of UW Undergraduates. OEA Report 15-05. <http://uw.edu/assessment/files/2015/01/OEAReport1505.pdf>.

information (such as sex, ethnicity, disability status, and parental education). The University of Washington's Seattle campus first administered the SERU in spring 2014.<sup>3</sup>

For the 2015 administration, questions relating to student work life (see Appendix A) were included in a "wildcard" section added to the UW questionnaire. These items asked whether students were currently working for pay, the number of jobs they held, why they were working, how they felt about their jobs, and if they were working as much as they wanted. Demographic information captured during the survey was augmented with variables (ethnicity, overall UW GPA, and entering SAT scores) drawn from the UW SDB. Invitations to participate in the survey were sent to all UWS undergraduate students (N = 27,952) during spring quarter 2015, and questionnaires were completed by 6,541 (23%) students.<sup>4</sup>

### **Student Work Life Survey (SWLS)**

OEA designed the Student Work Life Survey to answer questions about the work experiences of students eligible for Work Study at the UW. Survey questions were developed through a collaborative effort among OEA, the Vice Provost's Office, the Office of Student Financial Aid (OSFA), and an outside consultant to the Vice Provost. The student Work Life survey was designed to better understand the working lives of students eligible for Work Study at the UW. Topics covered included students' knowledge about Work Study; average hours worked in spring 2015 in Work Study and non-Work Study jobs; reasons for, and benefits of working; and feelings about work. Students were also asked about their level of satisfaction with different parts of the Work Study program and students who did not hold a Work Study job spring 2015 were asked to indicate why not. In addition, we asked Work Study-eligible students the same "wildcard" questions we had asked all UW Seattle undergraduates on the SERU about their reasons for working. The Student Work Life Survey can be found in Appendix B.

In early April 2015, OFSA supplied OEA with a list of 3,275 students who were eligible for Work Study positions in August of 2014 at the three UW campuses.<sup>5</sup> Invitations to complete the survey were sent to all students in this group.

The survey was administered online between May 12 and June 6, and two email reminders were sent to students who had not completed the survey at the time of the reminder email. Some students requested that they no longer receive emails about the survey, and their information was removed from the list for subsequent reminder emails. In an effort to maximize response rate, four survey respondents were randomly selected for a \$250 gift card to the University Book Store.

The response rate across all campuses was 24%. As Table 1.1 shows, UW Tacoma had a slightly lower response rate than did the Seattle and Bothell campuses.

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<sup>3</sup> See <http://www.washington.edu/oea/services/research/assessment/seru.html> for additional information regarding SERU administration and results.

<sup>4</sup> The 23% SERU response rate is very low. With low response rates there is risk of response bias, that is, student response may be related in some way to the topic of interest. For example, working students may have had less time and inclination to respond to the survey than students who were not working, and our reporting of results would be biased by the lack of their input. This same concern applies to the low rate of response to the Student Work Life Survey.

<sup>5</sup> Students identified as Work Study-eligible include those who had been eligible any time in the previous year. Some of these students may have lost eligibility by August of 2014 for reasons such as finding another job or obtaining new sources of school funding.

Table 1.1. Number of responses to Student Work Life Survey

Campus	N	Completed Questionnaires	Incomplete Questionnaires	Total	
				n	%
Seattle	2,289	506	61	567	24.8
Bothell	417	92	12	104	24.9
Tacoma	569	112	12	124	21.8
Total	3,275	710	85	795	100.0

Incomplete questionnaires were those for which respondents did not select the “Submit” button.

## Focus Groups of Work Study-eligible Students

In order to deepen our understanding of Work Study students’ experience, we conducted two focus groups with students—one with students who reported on the Student Work Life Survey that they held a Work Study job in Spring quarter 2015 and one with students who reported that they did not have a Work Study job at that time. For each group, eight students were randomly chosen to participate, and five took part in each for a total of 10 participants. We attempted to achieve proportional representation of all three UW campuses in the groups; however, a lack of volunteers from some campuses combined with “no-shows” to the focus group resulted in two of the ten focus group participants coming from the Bothell and Tacoma campuses and the other eight coming from the Seattle campus. Those students who participated received a \$25 gift card for their participation.

The 75-minute focus groups were each conducted by two research staff members at the Office of Educational Assessment main office. One researcher facilitated the discussion, while the other took notes to document participant comments. Each focus group discussion was also tape-recorded to ensure completeness and accuracy. Comments were analyzed for recurring themes using a constant comparison method, in which themes emerged inductively from students’ comments, rather than being imposed by the researcher. Representative quotations were transcribed from the tape recordings to further illustrate findings. A list of all focus-group questions is included in Appendix C.

The focus group comprised of students currently employed in Work Study jobs included four students from UW Seattle and one from UW Bothell. It included three rising seniors, one rising sophomore, and one rising junior. All five participants were female. The focus group of students eligible for, but not employed at Work Study jobs included four students from UW Seattle and one from UW Tacoma and was comprised of one student who had three credits remaining to graduate, one rising senior, two rising juniors, and one rising sophomore. Four students were female and one student was male.

## RESULTS

This section provides the results of each of the three methods of inquiry and includes summaries at the end of each of the three sections.

### SERU Survey

The 2015 SERU included several items related to income and work. The base questionnaire asked participants to describe their social class when growing up and to report how many hours during the week, on average, they worked for pay both on- and off-campus. These latter two items were duplicated in the UW wildcard module where students were asked to type in how many hours per week they had worked for pay, on- and off-campus, during Winter 2015, Autumn 2014, and Summer 2014 (six items). From each pair of on- and off-campus items we computed the total number of hours per week worked during each quarter. Quarterly totals that exceeded 80 hours per week were recoded to missing (n = 45 cases, range: 90-480 hours). Using the quarterly totals, we computed for each respondent: a) the average number of hours worked across all four quarters and b) the average number of hours worked during the regular school year (i.e., autumn through spring).

The remaining wildcard items asked about the: a) number of current paying jobs, b) reasons for working, c) opinions about the relevance of one's current job to academic work, d) general attitudes about current job, and e) satisfaction with the number of hours of work.

In this section, we present the overall results for the entire respondent sample, followed by analyses of the relationships between responses to the SERU items and selected demographic variables (SES and ethnicity). In addition, we describe the relationships between work hours and UW GPA and work hours and overall satisfaction. Finally, we briefly summarize key findings from the SERU.

### Overall results

During any given quarter, approximately 50% of the respondents worked for pay (Table 2.1). Slightly more than half (55%) of respondents worked at least one quarter during the regular school year (autumn through spring); this figure increased to 62% when summer was included. The likelihood of having worked during the school year increased with class level: 32% of first-year students had worked, 44% of sophomores, 58% of juniors, and 65% of seniors.

Table 2.1. Number and percentage of respondents who worked by quarter

Quarter	No		Yes	
	n	%	n	%
Summer 2014	2633	50	2607	50
Autumn 2014	2800	53	2474	47
Winter 2015	2687	51	2607	49
Spring 2015	2851	46	3344	54
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Worked at least one quarter: AU-SP	2976	46	3565	55
Worked at least one quarter: SU-SP	2518	39	4023	62

During the regular school year, students worked an average of 16.9 hours per week (Table 2.2). Not surprisingly, they worked more hours during the summer — 30.1 hours on average. There was a linear relationship between class level and the number of hours worked during the school year, with first-year students averaging 15.2 hours, sophomores 14.2 hours, juniors 17.8 hours, and seniors 17.6 hours.

Among juniors and seniors, first-time first-year (FTFY) entrants were just as likely as transfer entrants to have worked during the school year (62% vs. 61%). However, transfer students worked more hours per week than FTFY entrants (Ms = 20.8 and 16.2, respectively).

Table 2.2. Distribution of number of weekly hours worked by quarter, all respondents

Quarter	Percentages						All respondents			Workers only		
	0 hrs	1-10 hrs	11-20 hrs	21-30 hrs	31-40 hrs	41+ hrs	Mn	SD	n	Mn	SD	n
Summer 2014	50	6	11	9	19	6	15.0	18.0	5240	30.1	14.0	2607
Autumn 2014	53	14	21	7	4	1	8.3	11.5	5275	17.7	10.9	2475
Winter 2015	51	16	22	7	3	1	8.2	11.0	5295	16.8	10.2	2608
Spring 2015	46	17	24	8	4	1	9.2	11.4	6196	17.1	10.4	3345
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Average hrs worked per week AU-SP										16.9	10.2	3565
Average hrs worked per week SU-SP										20.5	11.6	4023

Respondents varied in how satisfied they were with the amount they were working. Although 54% said they were working as much as they wanted, approximately one-fifth (18%) wanted to work fewer hours, and another quarter (27%) wanted to work more hours. Table 2.3 shows the average number of hours worked during spring quarter by desired amount of work. On average, respondents would prefer to work 16 hours per week. Those who wanted to work less logged an average of 23 hours per week.

Table 2.3. Hours worked per week (SP 2015) by desired amount of work

	Mn	SD	n	%
I am working as much as I want	15.9	9.3	1566	54%
I would like to work fewer hours	23.4	12.1	534	18%
I would like to work more hours	14.7	9.0	790	27%

Regarding their reasons for working, respondents rated whether each of ten items, shown in Table 2.4 and Figure 2.1, was not a reason, a partial reason, or a major reason for working. The most endorsed reasons for working were: food (84%), entertainment and clothing (80%), and general work experience (80%). More than three-quarters said money for books and supplies was a partial (41%) or major (36%) reason for working, but only half said tuition was a partial (27%) or major (21%) reason for working. The least endorsed reasons were: being the sole support of one's family (9%) and contributing to family finances (27%).

Table 2.4. Reasons for working among SERU respondents (percentages)

	Not a reason	A partial reason	A major reason	n
To pay for food.	16	40	44	2873
I want to get general work experience to improve my resume.	20	39	41	2873
I need extra money for entertainment and clothing.	21	55	25	2877
To pay for books and supplies required for my classes.	23	41	36	2874
To pay housing costs.	36	31	33	2876
I want to gain experience in the career I hope to enter.	50	24	26	2872
To pay tuition.	53	27	21	2864
I hope my job will help me better understand my academic classes.	64	22	14	2862
Family depends on me to contribute to the family's finances.	73	18	10	2861
I am the sole support of my family.	91	5	4	2838

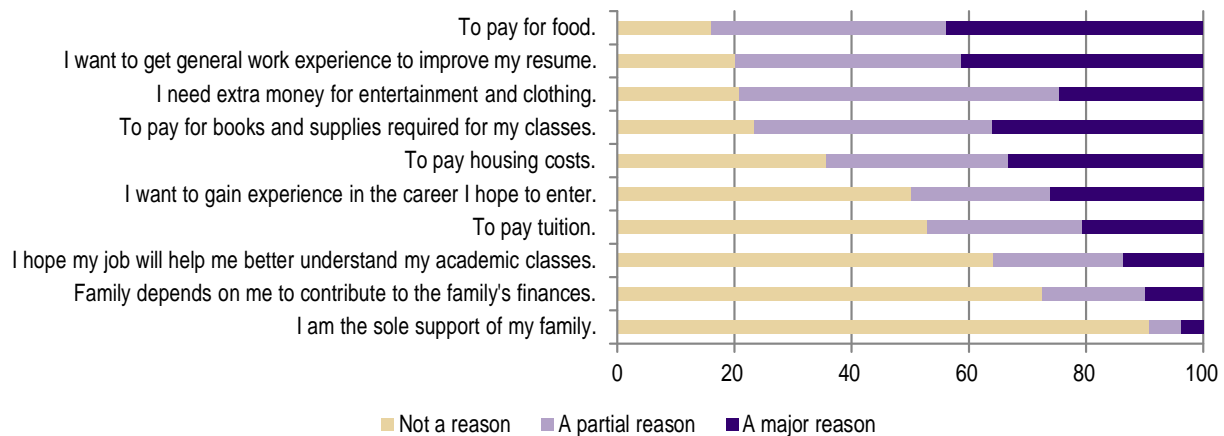


Figure 2.1. Reasons for working (Spring 2015)

Four items queried for students' general opinions about their jobs. As Table 2.5 shows, the vast majority (84%) of students agreed that their jobs forced them to manage their time better. About 69% of the respondents said that their jobs were a source of pride for them, and two thirds indicated that their work was “mostly about the money.” About half (49%) of the respondents said that their co-workers were the people with whom they socialized.

Table 2.5. General opinions about current job among SERU respondents

	Percentages				Total		
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Mn	SD	n
Having a job is mostly about the money it brings in.	6	28	43	23	2.8	.85	2877
My job is a source of pride for me.	7	24	54	15	2.8	.79	2872
The people I work with are also the people with whom I socialize.	11	40	41	8	2.5	.79	2876
Having a job forces me to manage my time better in all areas of my life.	4	12	57	27	3.1	.73	2875



Participants were asked five questions about the relationship between their jobs and their academic work (Table 2.6). More than three-quarters of respondents (77%) agreed that their jobs helped them learn professional expectations such as punctuality and organization. In contrast, fewer than half (42%) agreed that there was a direct relationship between their jobs and their academic majors. Even so, more than half (52%) of the respondents agreed or strongly agreed that they were learning skills in their jobs that helped them do better in their classes, and about half (51%) agreed or strongly agreed that the jobs they had would help them get work after college that was related to their majors.

Table 2.6. Relevance of current job to academic work among SERU respondents

	Percentages				Total		
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Mn	SD	n
I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.	8	16	59	17	2.8	.80	2883
I am learning information that links to the information I am learning in my classes.	23	30	35	12	2.4	.97	2873
I am learning skills that help me do better in my classes.	18	30	40	12	2.4	.92	2867
There is a direct relationship between my job and my academic major.	31	27	28	14	2.2	1.04	2868
I believe that having this job will help me get a job after college that is related to my academic major.	24	25	35	16	2.4	1.02	2876

### Work and self-reported SES

Participants reported their socioeconomic status (SES) when growing up using the categories shown in Figure 2.2. SES appeared to play a role in students' work lives and in their sense of the value of that work. As the figure shows, 40% of the respondents considered themselves middle class; 27% considered themselves upper or professional middle; 20% identified as working class; 11% indicated that they were low-income or poor; and 2% identified themselves as wealthy.

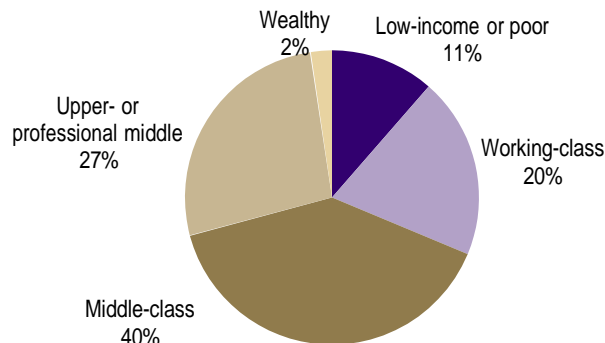


Figure 2.2. Participant self-reported social class (SES)

Students of all SES levels were equally likely to have worked during summer quarter (Table 2.7). However, there was a direct relationship between SES and the likelihood of working during regular school year (autumn through spring). Nearly two-thirds of low-income (64%) and working-class (63%) respondents worked at least one quarter during the academic year, whereas only 50% of wealthy students did.

Table 2.7. Percentage who worked by self-reported social class

	Low-income or poor	Working-class	Middle-class	Upper- or professional middle	Wealthy
Summer 2014	49	53	50	48	49
Autumn 2014	56	52	47	40	34
Winter 2015	56	53	50	44	34
Spring 2015	60	58	54	50	45
At least one quarter: AU-SP	64	63	57	53	50

Note. The association between SES and employment during the school year was statistically significant,  $\chi^2(4, N = 5655) = 37.1, p < .001$ .

Furthermore, there was a significant relationship between SES and number of hours worked per week. As Table 2.8 shows, on average, across the three quarters, wealthy and upper-middle students worked least ( $M_s = 15.9$  and  $15.0$  hours, respectively), and low-income students worked the most ( $M = 18.9$  hours).

Table 2.8. Weekly hours worked by quarter and social class (workers only)

		Low-income or poor	Working-class	Middle-class	Upper- or professional middle	Wealthy
Summer 2014	Mn	30.6	30.9	30.1	29.0	32.0
	SD	14.2	14.5	13.4	14.3	15.8
	n	289	556	1035	665	60
Autumn 2014	Mn	19.1	19.8	17.2	15.6	18.0
	SD	11.8	12.2	10.3	9.0	13.0
	n	335	556	976	564	42
Winter 2015	Mn	18.5	18.7	16.4	14.6	17.0
	SD	11.2	11.1	10.0	8.5	11.0
	n	335	570	1036	623	42
Spring 2015	Mn	18.9	19.0	16.6	15.1	15.2
	SD	10.8	11.4	10.2	9.1	10.5
	n	387	653	1192	750	62
Average over AU-SP	Mn	18.9	18.7	16.3	15.0	15.9
	SD	10.9	11	9.9	8.77	11.6
	n	409	705	1277	804	69

Note. Average hours worked each quarter during the school year (AU-SP) varied by SES,  $F(4,3259) = 18.2, p < .001$ .

Two significant differences emerged in the set of items having to do with students' general opinions about their jobs (Table 2.9). First, students of low-income and working class backgrounds were more likely than their peers to agree that having a job was mostly about the money it brings. By contrast, wealthy students were more likely than their peers to agree that their jobs were a source of pride (Figure 2.3).

Table 2.9. General opinions about current job by social class

		Low-income or poor	Working-class	Middle-class	Upper- or profess. middle	Wealthy
Having a job is mostly about the money it brings in. (a)	Mn	2.9	3.0	2.8	2.6	2.6
	SD	0.9	0.8	0.8	0.8	1.0
	n	363	620	1133	702	57
My job is a source of pride for me. (b)	Mn	2.7	2.7	2.8	2.8	3.0
	SD	0.8	0.8	0.8	0.8	0.8
	n	363	620	1128	702	57
The people I work with are also the people with whom I socialize.	Mn	2.4	2.4	2.5	2.4	2.4
	SD	0.8	0.8	0.8	0.8	0.8
	n	364	621	1129	703	57
Having a job forces me to manage my time better in all areas of my life.	Mn	3.1	3.1	3.1	3.1	3.1
	SD	0.8	0.7	0.7	0.7	0.7
	n	363	621	1130	702	57

(a)  $F(4,2852) = 13.1, p < .001$ ; (b)  $F(4,2852) = 3.79, p = .004$

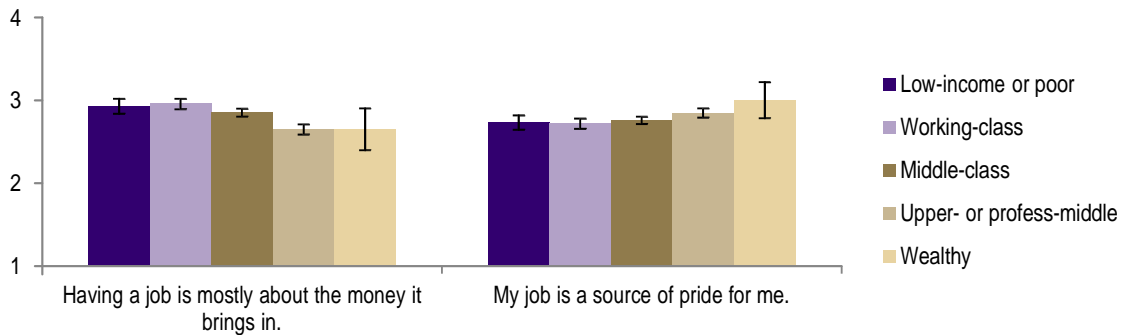


Figure 2.3. General opinions about current job by social class

Students of various SES levels held similar views about the relationship between their jobs and academics with two exceptions, shown in Figure 2.4 and Table 2.10. First, compared to their peers, wealthy students were more likely to agree ( $M = 2.5$ ) that there was a direct relationship between their jobs and their academic majors. Second, low-income students ( $M = 2.4$ ) were the least likely to agree that their current jobs would help them secure a job related to their majors after graduation, whereas wealthy students ( $M = 2.6$ ) were the most likely to agree with that statement.

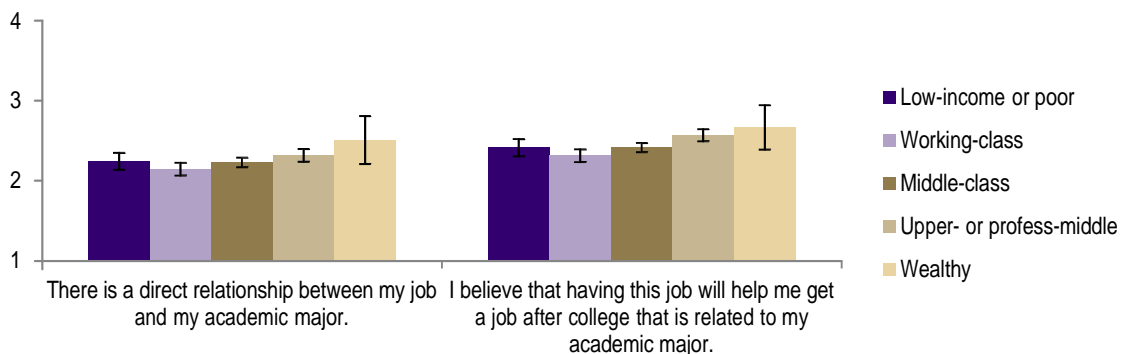


Figure 2.4. Relevance of current job to academic work by social class

Table 2.10. Relevance of current job to academic work by social class

		Low-income or poor	Working-class	Middle-class	Upper- or profess- middle	Wealthy
I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.	Mn	2.9	2.8	2.8	2.9	2.9
	SD	0.8	0.8	.8	0.8	0.8
	n	364	622	1133	705	57
I am learning information that links to the information I am learning in my classes.	Mn	2.4	2.4	2.3	2.4	2.5
	SD	1.0	1.0	1.0	1.0	1.0
	n	362	623	1126	703	57
I am learning skills that help me do better in my classes.	Mn	2.5	2.5	2.4	2.5	2.6
	SD	0.9	0.9	0.9	0.9	0.9
	n	362	621	1127	699	56
There is a direct relationship between my job and my academic major. (a)	Mn	2.2	2.2	2.2	2.3	2.5
	SD	1.0	1.0	1.0	1.1	1.1
	n	362	621	1127	701	55
I believe that having this job will help me get a job after college that is related to my academic major. (b)	Mn	2.4	2.3	2.4	2.6	2.6
	SD	1.0	1.0	1.0	1.0	1.0
	n	363	622	1128	704	57

(a)  $F(4,2838) = 3.45, p = .008$ ; (b)  $F(4,2838) = 6.16, p < .001$

### Work and ethnicity

Participant ethnicity was obtained from the UW Student Database and is shown in Figure 2.5. As the figure shows, 43% of the respondents were White Americans; 31% were Asian Americans; 13% were international students; 7% were Hispanic Americans, 3% were African Americans; and 1% each were Pacific Islanders, Native Americans, and “other.”

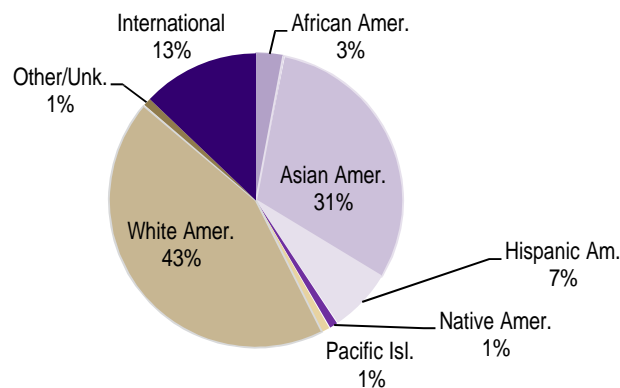


Figure 2.5. Participant ethnicity

International students were the least likely to have worked, as shown in Table 2.11. Among domestic students, Asian American students were the least likely to work either during summer quarter or during the regular school year (autumn through spring). For example, whereas only 45% of Asian American respondents indicated they had worked during summer quarter, 54-60% of the other respondent groups said the same. Similarly, only 55% of Asian American students worked at least one quarter during the academic year versus 60-62% of all other groups.

Table 2.11. Percentage who worked by ethnicity

	African Amer.	Asian Amer.	Hispanic Am.	Native Amer.	Pacific Isl.	White Amer.	Other/ Unk.	Inter-national
Summer 2014 (a)	58	45	54	44	44	60	57	15
Autumn 2014	56	46	54	42	49	52	53	18
Winter 2015	54	48	56	43	56	55	51	22
Spring 2015	62	53	60	56	62	60	58	28
At least one quarter: AU-SP (b)	60	55	61	57	62	61	53	27

(a)  $X^2(6, N = 4717) = 87.2, p < .001$ ; (b)  $X^2(6, N = 5691) = 17.4, p < .001$

Furthermore, as Table 2.12 shows, there was a significant relationship between ethnicity and number of hours worked per week during the regular school year. On average, across the three quarters, Asian American and White American students worked the fewest hours ( $M_s = 15.8$  and  $17.4$  hours respectively), and African American students worked the most ( $M = 21.7$ ).

Table 2.12. Weekly hours worked by quarter and ethnicity (workers only)

		African Amer.	Asian Amer.	Hispanic Am.	Native Amer.	Pacific Isl.	White Amer.	Other/ Unk.	Inter-national
Summer 2014	Mn	32.8	27.1	34.4	29.5	27.3	31.4	29.4	24.8
	SD	12.8	14.0	13.7	12.4	12.5	13.6	12.8	18.5
	n	69	753	190	26	20	1440	32	77
Autumn 2014	Mn	23.0	16.1	19.5	19.5	19.3	18.4	16.5	13.1
	SD	13.5	9.9	10.6	10.7	9.2	11.2	8.6	10.7
	n	65	776	193	25	22	1268	31	95
Winter 2015	Mn	21.5	15.6	19.0	18.6	18.0	17.2	18.3	11.5
	SD	12.3	9.4	10.6	10.5	9.3	10.3	13.2	9.2
	n	66	799	202	26	25	1343	30	117
Spring 2015	Mn	21.4	16.0	18.8	17.9	21.0	17.5	17.4	13.8
	SD	12.6	9.9	10.4	9.6	10.3	10.2	7.9	12.8
	n	97	1029	259	41	31	1637	42	209
Average over AU-SP (a)	Mn	21.7	15.8	18.5	17.8	20.2	17.4	17.5	13.6
	SD	13.4	9.5	9.7	9.4	9.9	10.1	8.9	12.4
	n	102	1108	275	43	32	1732	44	229

(a)  $F(6,3039) = 8.67, p < .001$

The groups were statistically homogenous in their opinions about their jobs (Table 2.13). The only statistically significant effect was on the item "having a job is mostly about the money it brings." Pacific Islander students gave lower ratings than their peers did while the strongest endorsement came from Native American students.

Table 2.13. General opinions about current job by ethnicity

		African Amer.	Asian Amer.	Hispanic Am.	Native Amer.	Pacific Isl.	White Amer.	Other/ Unk.	Inter-national
Having a job is mostly about the money it brings in. (a)	Mn	3.0	2.8	2.8	3.1	2.5	2.9	2.9	2.7
	SD	0.8	0.8	0.88	0.9	0.8	0.9	1.0	0.8
	n	72	897	218	32	28	1451	35	144
-----									
My job is a source of pride for me.	Mn	2.8	2.7	2.8	2.8	2.9	2.8	2.6	2.8
	SD	0.9	0.8	0.9	1.0	0.8	0.8	0.8	0.7
	n	71	897	218	32	28	1448	35	143
-----									
The people I work with are also the people with whom I socialize.	Mn	2.6	2.5	2.5	2.2	2.4	2.4	2.5	2.6
	SD	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.7
	n	72	896	218	32	28	1451	35	144
-----									
Having a job forces me to manage my time better in all areas of my life.	Mn	3.2	3.1	3.2	3.2	3.4	3.0	3.2	3.0
	SD	0.7	0.69	0.8	0.7	0.6	0.8	0.6	0.7
	n	71	898	218	32	28	1450	35	143

(a) Pacific Islander respondents rated this item lower than all other groups,  $F(7,2833) = 5.22, p < .001$ .

To explore the relationship between ethnicity and respondents' beliefs about the relevance of their jobs to their academic work, we conducted a two-way MANOVA with SES as the second independent variable (i.e., to control for SES). Due to sample size limitations, we collapsed SES into three groups (i.e., low income or working class vs. middle class vs. upper-middle or wealthy). As Figure 2.6 and Table 2.14 show, statistically significant ethnic group differences emerged on all five items.

Overall, Native American respondents saw the least relevance of their jobs to their academic work; they gave the lowest ratings on four of the five items. The specific group differences for each item may be summarized as follows:

- Learning professional expectations: African American, Hispanic, and Pacific Islander respondents gave higher ratings than all other students.
- Learning class-relevant information: African American, Pacific Islander, and International respondents gave higher ratings than all other students while Native American students gave the lowest rating.
- Learning class-relevant skills: Native American and White students gave lower ratings than all other students.
- Direct relationship between job and major: Native American students rated this lower than all other students did, while International students rated this more highly than other students did.
- Current job will help to obtain major-related job after college: Native American students rated this item lower than all other students did.

Table 2.14. Relevance of current job to academic work by ethnicity

		African Amer.	Asian Amer.	Hispanic Am.	Native Amer.	Pacific Isl.	White Amer.	Other/Unk.	Inter-national
I am learning professional expectations, such as punctuality and organization, that help me in my academic classes. (a)	Mn	3.0	2.9	3.1	2.8	3.3	2.8	2.8	2.7
	SD	0.8	0.8	0.8	0.9	0.9	0.8	0.9	0.8
	n	73	900	219	32	28	1452	35	144
I am learning information that links to the information I am learning in my classes. (b)	Mn	2.5	2.4	2.4	2.0	2.6	2.3	2.4	2.7
	SD	1.0	0.9	1.0	1.0	1.1	1.0	1.07	0.8
	n	72	897	218	32	28	1448	35	143
I am learning skills that help me do better in my classes. (c)	Mn	2.6	2.5	2.6	2.2	2.9	2.4	2.6	2.6
	SD	1.0	0.9	1.0	1.0	1.0	0.9	1.01	0.8
	n	73	895	219	32	28	1442	35	143
There is a direct relationship between my job and my academic major. (d)	Mn	2.3	2.3	2.3	1.9	2.4	2.2	2.4	2.6
	SD	1.0	1.0	1.01	1.0	1.1	1.1	1.1	0.9
	n	73	896	220	32	28	1442	34	143
I believe that having this job will help me get a job after college that is related to my academic major. (e)	Mn	2.5	2.5	2.4	2.0	2.8	2.4	2.6	2.6
	SD	1.1	1.0	1.0	1.0	1.0	1.0	1.1	0.9
	n	73	896	220	32	28	1448	35	144

(a)  $F(7,2819) = 4.43, p < .001$ ; (b)  $F(7,2819) = 5.80, p < .001$ ; (c)  $F(7,2819) = 3.91, p < .001$ ; (d)  $F(7,2819) = 3.93, p < .001$ ; (e)  $F(7,2819) = 2.52, p < .001$

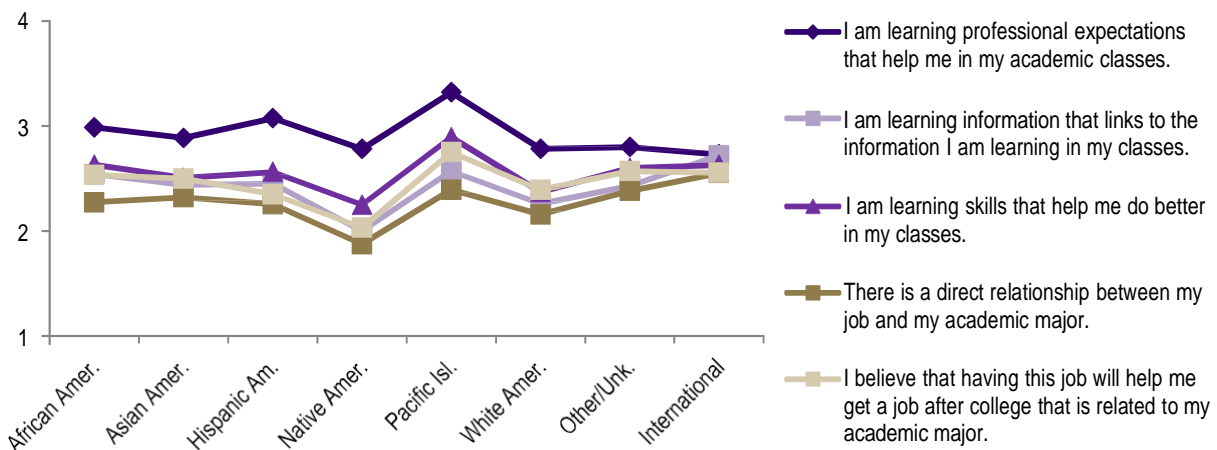


Figure 2.6. Relevance of job to academic work by ethnicity

## Work and UW GPA

In order to investigate the relationship between work and UW GPA, we collapsed the average number of hours worked per week over autumn through spring into five categories. In addition, due to small cell sizes, self-reported social class was recoded into three categories (low income or working class vs. middle class vs. upper-middle or wealthy).

As Figure 2.7 and Table 2.15 show, this analysis revealed a significant relationship between SES and cumulative UW GPA. On average, low or working class respondents earned lower GPAs ( $M = 3.22$ ) than did middle class respondents ( $M = 3.35$ ) who, in turn, earned lower grades than upper-middle or wealthy respondents ( $M = 3.40$ ).

There was a small, but statistically significant, negative relationship between cumulative UW GPA and average number of hours worked during the school year ( $r = -.16, p < .001$ ). That is, there was a slight tendency for students who worked more to have lower GPAs. Across all levels of SES, the highest grades were earned by those who worked 20 hours or fewer ( $M = 3.36$ ); the lowest grades were earned by those who worked more than 40 hours ( $M = 3.03$ ).

It is important to note that the negative relationship between hours worked and UW GPA was observed across all levels of total SAT score.

Table 2.15. Cumulative UW GPA by SES(a) and average hours(b) worked per week during the regular school year

Average hours worked per week	Low or Working			Middle			Upper-middle or Wealthy			Total		
	Mn	SD	N	Mn	SD	n	Mn	SD	n	Mn	SD	n
1-10 hrs	3.31	0.44	284	3.37	0.41	411	3.46	0.39	298	3.38	0.42	993
11-20 hrs	3.25	0.46	452	3.38	0.42	566	3.41	0.40	421	3.34	0.43	1439
21-30 hrs	3.13	0.51	190	3.28	0.46	183	3.32	0.38	104	3.23	0.47	477
31-40 hrs	3.08	0.54	109	3.29	0.61	73	3.24	0.53	30	3.18	0.57	212
41+ hrs	3.03	0.81	39	3.07	0.56	22	2.94	0.61	11	3.03	0.71	72
Total	3.22	0.50	1074	3.35	0.44	1255	3.40	0.41	864	3.32	0.46	3193

Note. The three SES groups had significantly different mean UW GPAs,  $F(2,3178) = 9.15, p < .001$ . Respondents who worked an average of 20 or fewer hours per week each quarter had higher UW GPAs,  $F(4,3178) = 17.8, p < .001$ .

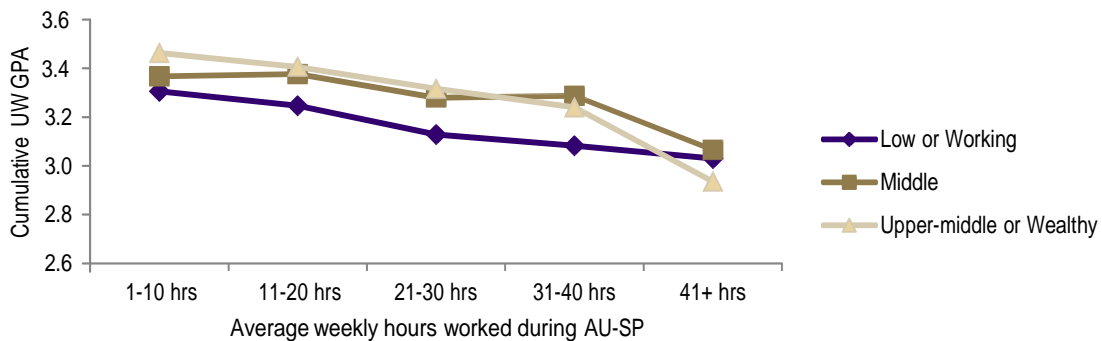


Figure 2.7. Cumulative UW GPA by SES and average hours worked per week during the regular school year

### Work and overall satisfaction with UW

The SERU included six items related to overall satisfaction with the UW experience. Participants were asked to indicate their level of satisfaction or agreement (on a scale of 1-5) on the following items:

- My UW grade point average
- Overall social experience
- Overall academic experience
- Value of your education for the price you are paying
- I feel that I belong at the UW
- Knowing what I know now, I would still choose to enroll at the UW



Somewhat surprisingly, there was no relationship between amount of work and satisfaction with the UW experience. That is, across all six items, students who worked few hours reported the same level of satisfaction as students who worked many hours. For example, the means for 'satisfaction with UW grade point average' were 3.89 among students who typically worked ten or fewer hours per week during the school year and 3.85 among those who typically worked more than 40 hours.

### **Summary of SERU results**

Based on the SERU results, during any given quarter in the regular school year about half of the student population was working for pay, and these students worked approximately 17 hours per week. The sweet spot for weekly work seems to be about 15-16 hours. Students who said they were working as much as they wanted averaged 16 hours per week; furthermore, there was a precipitous drop in cumulative GPA when work exceeded 20 hours per week. This result on student success and work hours is consistent with national research on student work life.<sup>6</sup>

UW students typically worked to cover living expenses and books, rather than to support a family or because of specific links between their jobs and their coursework or long-term career goals.

Overall, in terms of the relationship between their jobs and their learning, students noted that they were learning professional skills from their jobs, such as punctuality; that they were learning skills that helped them do better in their classes; and that having a job helped them with time management.

There were differences in students' responses to the SERU questions on work life based on SES and ethnicity. Low-income students reported working more hours (18.9) than wealthy (15.9 hours) or upper middle income students (15.0 hours). Furthermore, on average, across the three academic quarters, Asian American and White American students worked the fewest hours (15.8 and 17.4 hours respectively), and African American students worked the most (21.7 hours).

These differences are important because, as stated previously, we found that students who earned the highest grades worked 20 hours per week or fewer.

In addition, wealthy students were more likely than low-income students to see a relationship between their jobs and their academic work and between their jobs and their future careers. Low-income and working class students were more likely than others to agree that having a job was mostly about the money it brings; wealthy students were more likely than their peers to agree that their jobs were a source of pride.

Finally, there was no relationship between the amount of work students did and their satisfaction with the UW experience. Students who worked many hours reported the same level of satisfaction as students who worked few hours.

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<sup>6</sup> Lowell, N., C. Beyer, and J. Elworth. (2015). What We Know about the Place of Work in the Academic Life of UW Undergraduates. OEA Report 15-04. <http://www.washington.edu/oea/pdfs/reports/OEAReport1504.pdf>.

## Student Work Life Survey (SWLS)

This section of the report presents the results of the Student Work Life Survey (SWLS) and includes a summary of key findings. We provide comparative data from the SERU survey where it is available in order to identify differences between responses of the Work Study-eligible students and the general student population. Half (50%) of the SWLS respondents had also completed the SERU; their responses were removed from the SERU data prior to undertaking the comparative analyses reported below.

### Knowledge of Work Study program

Most (88%) survey respondents indicated that they knew what the Work Study program was (see Table 3.1). Of the 13% who reported either that they did not know or were not sure, the vast majority (43 of 49) did not hold Work Study jobs in the spring and may have simply forgotten about the Work Study program.

Close to 77% of the respondents said that they had received notice from the UW that they were eligible for Work Study, but about 23% percent reported that they had not received notification or were not sure if they had. Almost half of that group reported that they had held Work Study jobs in spring 2015, so they must have known of their Work Study eligibility at some point.

Table 3.1. Knowledge of Work Study program (percentages)

	Yes	No	Not sure	n
Would you say that you know what the Work Study program is?	88	5	8	790
Did you receive notification from the UW that you were eligible for Work Study employment during the 2014-2015 school year?	77	15	8	792

Among those students who reported that they did receive notification of their Work Study eligibility, 56% reported that they subsequently either checked online for information or sought more information from an official at the “Work Study or Financial Aid Office” (see Table 3.2). More than 11% of the respondents reported that they did not do anything, and 7% reported that they did not know what to do after notification.

Table 3.2. Action after notification of eligibility

	%
I checked online for information.	30
I went to an official at Work Study or Financial Aid Office to get more information	27
I didn't really do anything.	11
I didn't really know what to do next.	7
I asked a friend or another student what I should do.	5
Other	8
n	608

Note. Percentages do not add up to 100% because students checked as many reasons as applied to them.

## Work status, reasons for working, and general opinions about current job

Nearly all (98%) of Work Study-eligible (WS-e) respondents indicated that they had held at least one paying job during the past year (Table 3.3) and the majority (64%) reported that they were currently employed (Table 3.4). The percentage of Work Study-eligible respondents currently working was higher than the among the general student population as reported on the SERU.

Table 3.3. Number of paying jobs students held by Work Study-eligible students in past year (n=723)

Number of jobs	%
0	2
1	51
2	31
3	16

Table 3.4. Percentage of students working for pay during spring 2015 (n=758)

	WS-e	SERU
Working	64	54
Not working	35	46

Of the Work Study-eligible students who were working for pay, one-fifth held both Work Study and non-Work Study jobs while the remaining employed students were evenly split between Work Study and non-Work Study positions (Table 3.5).

Table 3.5. Type of job held by Work Study-eligible students (n=490)

	%
Work Study only	39
Non-Work Study only	40
Both Work Study and non-Work Study	20

More than half (52%) of the Work Study-eligible students who were working in spring 2015 indicated they were working the number of hours they wanted to work each week, but close to a third (32%) would like to work more hours.

Table 3.6. Preference for number of hours of employment (n=504)

	%
I am working as many hours as I would like each week.	52
I would like to work fewer hours.	16
I would like to work more hours.	32

Somewhat less than half (44% ) of the students who wanted to work more reported that they were not able to do so because “I need time to study” and a similar number (43%) reported “Work Study limits the number of hours I can work,” as shown in Table 3.7.

Table 3.7. Reasons for not working more hours among Work Study-eligible students (n=159)

	%
I need time to study.	44
Work Study limits the number of hours I can work.	43
My employer will not give me more hours than I am currently working.	24
Other	13

Note. Percentages do not add up to 100% because students checked as many reasons as applied to them.

Of the 16% of students working spring 2015 who indicated they would like to work fewer hours, nearly all (98%) reported “I need time to study, so I would like to work fewer hours” (see Table 3.8). Approximately one-quarter of the students said they would like to spend more time with friends (27%) and/or with family (21%). Relatively few (16%) students thought they’d use the extra time to take more classes.

Table 3.8. Reasons for wanting to work fewer hours among Work Study-eligible students (n=81)

	%
I need the time to study, so I would like to work fewer hours.	98
I'd like more time to spend with my friends.	27
My family needs my time, so I would like to work fewer hours.	21
If I worked fewer hours, I'd take more classes.	16
Other	14

Note. Percentages do not add up to 100% because students checked as many reasons as applied to them.

As shown in Table 3.9, the reasons students most frequently identified as either a major or partial reason for working were: “To pay for food” (95%); “To pay for books and supplies required for my classes” (89%); “I want to get general work experience to improve my resume” (88%); and “To pay housing costs” (83%). About one-quarter (25%) reported that being the sole support of their families was either a partial or major reason for working.

Table 3.9. Reasons for working among Work Study-eligible students (percentages)

	Not a reason	A partial reason	A major reason	n
To pay for food	5	34	61	497
I want to get general work experience to improve my resume.	12	40	48	489
I need extra money for entertainment and clothing.	25	53	22	485
To pay for books and supplies required for my classes.	11	38	51	495
To pay housing costs	16	31	52	494
I want to gain experience in the career I hope to enter.	38	31	32	482
To pay tuition	53	27	20	477
I hope my job will help me better understand my academic classes.	53	29	18	478
My family depends on me to contribute to the family's finances.	49	28	23	484
I am the sole support of my family.	74	12	13	479

Note: Reasons for working have been listed in the same order as for SERU respondents, above, for the purpose of comparison.

Table 3.10 provides a comparison of the Work Study-eligible students' reasons for working with those of the SERU respondents. Note that Work Study-eligible students who completed the survey on the Seattle campus may have taken both the SERU and the Work Study survey, so responses to the two surveys may be somewhat more similar than if the two groups were entirely independent.

As the table shows, all items except payment of tuition and money for entertainment and clothing were stronger reasons for the Work Study-eligible group to work than for the SERU group. Differences between the two groups that were especially notable were the greater importance of the following for the Work Study-eligible (WS) respondents: working to pay for the basic necessities of food, course-required books and supplies, and housing (95% for WS-e vs. 84% for SERU, 89% vs. 77%, 83% vs. 64%, respectively), to contribute to the family's finances (50% vs. 28%), to be the sole support of the family (25% vs. 9%).

Work Study-eligible students also differed from the general student population in their expectation that their work would prepare them for a future career (63% WS-e vs. 50% SERU) and help them with their academic courses (47% vs. 36%). Clearly, there is more riding on a job for Work Study-eligible students than for the general population of SERU respondents.

Table 3.10. Reasons for working -- Work Study-eligible students vs. SERU respondents (percentages)

	Not a reason		A partial reason		A major reason		partial + major	
	WS-e	SERU	WS-e	SERU	WS-e	SERU	WS-e	SERU
To pay for food	5	16	34	40	61	44	95	84
I want to get general work experience to improve my resume.	12	20	40	39	48	41	88	80
I need extra money for entertainment and clothing.	25	21	53	55	22	25	75	80
To pay for books and supplies required for my classes.	11	23	38	41	51	36	89	77
To pay housing costs	16	36	31	31	52	33	83	64
I want to gain experience in the career I hope to enter.	38	50	31	24	32	26	63	50
To pay tuition	53	53	27	27	20	21	47	48
I hope my job will help me better understand my academic classes.	53	64	29	22	18	14	47	36
My family depends on me to contribute to the family's finances.	49	73	27	18	23	10	50	28
I am the sole support of my family.	75	91	12	5	13	4	25	9

Interestingly, as Table 3.11 shows, when employed Work Study-eligible students were asked about their feelings about working, 34% disagreed or strongly disagreed with the statement, "Having a job is mostly about the money it brings in." This suggests that while they needed the salary to support essentials, such as food, books, or housing, more than one third of the Work Study-eligible students felt the job was more than just the money they were earning. Furthermore, almost 82% of those students currently working in spring 2015 agreed or strongly agreed with the statement "My job is a source of pride for me," and close to 87% indicated that having a job forced them to be better time managers.

Table 3.11. General opinions about current job among employed Work Study-eligible students

	Percentages				Total		
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Mn	SD	n
Having a job is mostly about the money it brings in	5	29	45	21	2.8	0.8	502
My job is a source of pride for me.	2	16	59	23	3.0	0.7	500
The people I work with are also the people with whom I socialize.	11	36	42	11	2.5	0.8	499
Having a job forces me to manage my time better in all areas of my life.	3	9	47	40	3.3	0.7	501

The opinions of Work Study-eligible students about their jobs were very similar to those of the more general population of SERU respondents. As shown in Table 3.12, the strongest feeling reported by both groups was that having a job helped them manage their time. This result is consistent with national research on college students and work.<sup>7</sup>

Table 3.12. General opinions about current job -- Work Study-eligible students vs. SERU respondents (percentages)

	Percentages								Mn	
	Strongly disagree (1)		Disagree (2)		Agree (3)		Strongly agree (4)			
	WS-e	SERU	WS-e	SERU	WS-e	SERU	WS-e	SERU	WS-e	SERU
Having a job is mostly about the money it brings in	5	6	29	28	45	43	21	23	2.8	2.8
My job is a source of pride for me.	2	7	16	24	59	54	23	15	3.0	2.8
The people I work with are also the people with whom I socialize.	11	11	36	40	43	41	11	8	2.5	2.5
Having a job forces me to manage my time better in all areas of my life.	3	4	9	12	47	57	41	27	3.3	3.1

### Relevance of current job to academic work

As noted above, 490 Work Study eligible respondents reported they were working for pay in spring 2105, with approximately equal numbers working only at a Work Study job (39%) or only at a non-Work Study job (40%) and a lower number (20%) holding both types of jobs. We asked a series of questions specifically about Work Study and non-Work Study jobs to compare the relevance of each type of employment to students' academic work.

**Work Study jobs.** Among respondents who indicated they were working for pay in spring 2015, 59% reported holding one or more Work Study jobs (Table 3.13). Most of these students held only one Work Study position, but a small percentage held 2 or more.

<sup>7</sup> Lowell, N., C. Beyer, and J. Elworth. (2015). What We Know about the Place of Work in the Academic Life of UW Undergraduates. OEA Report 15-04. <http://www.washington.edu/oea/pdfs/reports/OEAReport1504.pdf>.

Table 3.13. Number of Work Study jobs held by Work Study-eligible students (n=496)

Work study jobs held	%
0	41
1	57
2	2
3 or more	0.4

As Table 3.14 shows, most Work Study positions were on-campus (76%), and Work Study job holders worked approximately 10 hours per week whether their job was on- or off-campus.

Table 3.14. Hours worked at Work Study jobs (on- and off-campus) by Work Study-eligible students

	Mn	SD	n
On-campus	10.9	4.43	228
Off-campus	9.9	5.19	72

Table 3.15 shows student responses to questions about the relationship between their Work Study jobs and their learning. More than 86% of students agreed or strongly agreed with the statement “I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.” About half (55%) of the Work Study job holders agreed or strongly agreed with the statement “I am learning skills that help me do better in my classes” and, similarly, half (50%) agreed or strongly agreed that “There is a direct relationship between my job and my academic major.”

Table 3.15. Relevance of current Work Study job to academic work among Work Study-eligible students

	Percentages				Total		
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Mn	SD	n
I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.	3	11	55	31	3.1	0.7	287
I am learning information that links to the information I am learning in my classes.	10	38	34	18	2.6	0.9	285
I am learning skills that help me do better in my classes.	7	38	40	15	2.6	0.8	286
There is a direct relationship between my job and my academic major.	14	36	32	18	2.5	0.9	286
I believe that having this job will help me get a job after college that is related to my academic major.	7	22	49	21	2.8	0.8	285

Slightly less than half of respondents reported that their Work Study jobs were “very satisfying and enriching” (Table 3.16). A similar number indicated that they felt there was some content or sense of purpose in their work, but it was not particularly rich or rewarding, and 11% indicated that their jobs held little or no personal meaning.

Table 3.16. Feelings about current Work Study job(s) (n=286)

	%
Little or no meaning for me personally -- "it's just a job"	11
Some content and sense of purpose but it is not particularly rich or rewarding.	44
Very satisfying and enriching.	46

**Non-Work Study jobs.** Among respondents who indicated they were working for pay in spring 2015, 61% reported holding one or more non-Work Study jobs (Table 3.17). A higher percentage of students held more than one job than was the case for students holding Work Study jobs.

Table 3.17. Number of non-Work Study jobs held by Work Study-eligible students (n=502)

Non-work study jobs held	%
0	39
1	50
2	10
3 or more	1

As Table 3.18 shows, the majority (69%) of non-Work Study positions were located off-campus and the average number of hours worked per week was higher for off-campus than for on-campus positions (18.4 hours vs. 14.2 hours). Regardless of job location, the average number of hours students worked at non-Work Study jobs exceeded the 10 hours average for Work Study jobs.

Table 3.18. Hours worked at non-Work Study jobs (on- and off-campus) by Work Study-eligible students

	Mn	SD	n
On-campus	14.2	7.98	95
Off-campus	18.4	11.58	210

Table 3.19 shows Work Study-eligible students' responses to a set of questions about the relationship between their non-Work Study jobs and their learning. As the table shows, more than 78% of students working at non-Work Study jobs reported that they agreed or strongly agreed with the statement "I am learning professional expectations, such as punctuality and organization that help me in my academic classes." However, 55% reported that they disagreed or strongly disagreed with the statement that "I am learning skills that help me do better in my classes." It appears that non-Work Study jobs helped students learn organizational skills but may not have learned skills closely related to their classwork.



Table 3.19. Relevance of current non-Work Study job to academic work among Work Study-eligible students

	Percentages				Total		
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Mn	SD	n
I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.	7	15	53	25	3.0	0.8	298
I am learning information that links to the information I am learning in my classes.	23	35	30	12	2.3	1.0	297
I am learning skills that help me do better in my classes.	16	39	32	12	2.4	0.9	297
There is a direct relationship between my job and my academic major.	32	27	23	18	2.3	1.1	298
I believe that having this job will help me get a job after college that is related to my academic major.	20	24	35	20	2.6	1.0	298

Students' overall feelings about non-Work Study positions were not as positive as about Work Study positions, as shown in Table 3.20. A smaller percentage of respondents felt their non-Work Study jobs were “very satisfying and enriching “ (30% vs. 46% for Work Study jobs) and a higher percentage felt non-Work Study jobs had “little or no meaning for me personally” (22% vs. 11% for Work Study jobs).

Table 3.20. Feelings about current non-Work Study job(s) (n=298)

	%
Little or no meaning for me personally -- “it’s just a job”	22
Some content and sense of purpose but it is not particularly rich or rewarding.	49
Very satisfying and enriching.	30

### Comparison of Work Study and non-Work Study job holders

We undertook several direct comparisons in order to further understand the differences of Work Study and non-Work Study employment among Work Study-eligible students. Students (20%) who held both types of jobs were not included in these analyses.

Work Study students worked significantly fewer hours than did non-Work Study students whether employed either on-campus (10.7 vs. 16.5) or off-campus (9.3 vs. 20.7), as shown in Table 3.21.

Table 3.21. Average number of hours per week worked on- and off-campus

	Work Study		Non-Work Study	
	n	%	n	%
Students Working On Campus (a)	157	10.7	55	16.5
Students Working Off Campus (b)	46	9.3	148	20.7

(a)  $t(64.1) = 4.87, p < .001$ ; (b)  $t(172.6) = 9.32, p < .001$

As Table 3.22 shows, most students (60%) in Work Study jobs were working as many hours as they would like each week and about one-third (35%) would have like to work more hours. Students in non-Work Study jobs were significantly less likely than students in Work Study jobs

to be working their preferred number of hours, and significantly more likely to want to work fewer hours.

Table 3.22. Feelings about number of hours worked (percentages) <sup>(a)</sup>

	Work Study	Non-Work Study
Yes, I'm working as many hours as I would like each week	60	44
No, I would like to work more hours	35	28
No, I would like to work fewer hours	5	28
n	190	198

(a)  $X^2(2) = 36.538, p < .001$

Students in Work Study jobs cited the limits that the Work Study program placed on the number of hours they could work as the reason they were not working more hours. However, students working non-Work Study jobs were twice as likely as those in Work Study positions to report the time needed to study as the reason they were not working more hours. Both of these differences were statistically significant, as shown in Table 3.23.

Table 3.23. Reasons for not working more hours (percentages)

	Work Study	Non-Work Study
My employer will not give me more hours than I am currently working.	23	33
Work Study limits the number of hours I can work. (a)	65	6
I need time to study. (b)	30	62
n	66	55

(a)  $X^2(1) = 45.37, p < .001$ ; (b)  $X^2(1) = 12.058, p = .001$ ;

As shown in Table 3.24, four of the ten reasons for students to work were significantly different for students in Work Study jobs and those in non-Work Study jobs. Those in Work Study positions were more likely than those in non-Work Study positions to report that they worked to pay for tuition (50% vs 39%), to pay for books, and supplies required for classes (94% vs 82%) and to get work experience to improve their resumes (93% vs 84%). Those in non-Work Study jobs were more likely to report that they worked because they were the sole support of their families (32% vs 18%).

Table 3.24. Reasons for working (percentages)

	Not a reason		A partial or major reason	
	WS	NWS	WS	NWS
To pay housing costs	19	16	81	84
To pay for food	4	6	96	94
My family depends on me to contribute to the family's finances.	55	46	45	54
I am the sole support of my family. (a)	82	68	18	32
I need extra money for entertainment and clothing.	24	27	76	73
To pay tuition (b)	50	61	50	39
To pay for books and supplies required for my classes. (c)	6	18	94	82
I want to get general work experience to improve my resume. (d)	7	16	93	84
I hope my job will help me better understand my academic classes.	51	58	49	42
I want to gain experience in the career I hope to enter.	36	44	64	56

(a)  $X^2(1) = 9.539, p < .005$ ; (b)  $X^2(1) = 5.301, p < .05$ ; (c)  $X^2(1) = 12.437, p = .001$ ; (d)  $X^2(1) = 7.295, p = .01$ .

In addition to comparing Work Study job holders' hours and reasons for working with those of students holding non-Work Study jobs, we compared the two groups' sense of the relationships between their jobs and their learning and the meaning those jobs had for the two groups of students.

Regarding the relationship between jobs and learning, Table 3.25 compares the average responses of students working Work Study jobs with those of students who held non-Work Study jobs. Possible responses for each item ranged from 1 for strongly disagree to 4 for strongly agree. For all five items, students in Work Study jobs had a higher average of agreeing with each item than did students in non-Work Study jobs.

For example, for the first item that asks about learning professional expectations that help with classes, the average level of agreement for students in Work Study jobs was 3.16 compared with 2.94 for students in non-Work Study jobs. When asked about the direct relationship between their jobs and majors, the mean for students in Work Study jobs was 2.52 compared with 2.20 for those in non-Work Study jobs. Overall, then, students working at Work Study jobs saw closer relationships between their work and their learning than did students working at non-Work Study jobs.

Table 3.25. Relationships between jobs and learning

	WS			NWS		
	Mn	SD	n	Mn	SD	n
I am learning professional expectations, such as punctuality and organization, that help me in my academic classes. (a)	3.16	0.67	190	2.94	0.83	196
I am learning information that links to the information I am learning in my classes. (b)	2.57	0.88	189	2.30	0.98	195
I am learning skills that help me do better in my classes. (c)	2.63	0.79	190	2.37	0.88	195
There is a direct relationship between my job and my academic major. (d)	2.52	0.92	190	2.20	1.11	196
I believe that having this job will help me get a job after college that is related to my academic major. (e)	2.84	0.82	189	2.54	1.05	196

(a)  $t(384) = -2.796, p < .01$ ; (b)  $t(382) = -2.827, p < .01$ ; (c)  $t(383) = -2.954, p < .01$ ; (d)  $t(375.7) = -3.055, p < .01$ ; (e)  $t(367.6) = -3.066, p < .01$ ;

Finally, we compared the responses of students working at Work Study jobs with those of students working at non-Work Study jobs regarding how rewarding they felt those jobs to be. Table 3.26 shows significant differences in how Work Study and non-Work Study job holders' feelings about their jobs. The most frequently given response for those holding Work Study jobs (47%), was that they found their jobs "very satisfying and enriching," whereas the most frequently given response for students in non-Work Study jobs (50%) was that they found "some content and sense of purpose" in those jobs but the jobs were not particularly rewarding. In contrast, about 43% of students in Work Study positions reported "some content and sense of purpose but it is not particularly rich or rewarding."

Table 3.26. How students felt about their jobs (percentages) (a)

	WS	NWS
Little or no meaning for me personally – "it's just a job"	10	20
Some content and sense of purpose but it is not particularly rich or rewarding	43	50
Very satisfying and enriching	47	30
n	189	197

(a)  $X^2(2) = 14.618, p = .001$

## Satisfaction with Work Study program, reasons for no Work Study, sense of belonging

All Work Study-eligible students were asked their levels of satisfaction with seven aspects of the Work Study program. Students who felt that a particular aspect was not relevant to them were asked to check “NA” for not applicable.

Table 3.27 shows the results of students’ responses to this question. As the table shows, between 73% and 91% of the respondents reported that they were either satisfied or very satisfied with each of the seven aspects of the Work Study program. Students were the most satisfied with the supervision they received at their Work Study jobs (91% satisfied or very satisfied); with the overall Work Study experience (88% satisfied or very satisfied); and with their ability to schedule Work Study hours around their coursework (88% satisfied or very satisfied).

Students were least satisfied with information available on the Work Study program (73% very satisfied or satisfied), and the process for applying for a Work Study job, and the pay rate of the work study job (both at 74% very satisfied or satisfied).

Table 3.27. Satisfaction with the Work Study program

	Percentages					Total		
	NA (0)	Very dis- satisfied (1)	Dis- satisfied (2)	Satisfied (3)	Very Satisfied (4)	Mn	SD	n
The information available on the Work Study Program.	13	8	20	63	10	2.8	0.7	720
The process of applying for a Work Study job.	22	7	20	61	13	2.8	0.7	718
The help I received in the Work Study office.	38	8	14	56	22	2.9	0.8	714
The pay rate of my Work Study job(s).	39	9	17	48	26	2.9	0.9	713
The supervision I receive at my Work Study job.	45	2	7	58	33	3.2	0.7	712
The overall Work Study experience.	41	3	9	57	31	3.2	0.7	715
The ability to schedule my Work Study hours around my course work.	40	4	9	36	52	3.4	0.8	712

NA (0) excluded from mean computation.

Although more than 3,000 students were identified as Work Study-eligible in August 2014, only about 900 participate in the Work Study program during any given year. To better understand why students may not participate in the Work Study program, we asked students who did not have a Work Study job in spring 2015 why they had not taken one. Table 3.28 groups reasons for not taking Work Study jobs into several categories. As shown in the table some of the most frequently cited reasons include “I don’t know how to find a Work Study job” (18%), “I was able to get enough grants or scholarships” (18%), “I am no longer eligible for Work Study” (17%) and “The hours for Work Study employment didn’t fit with my schedule” (15%).

Table 3.28. Reasons why students did not take Work Study jobs (n=205)

	%
Work Study eligibility	31
I am no longer eligible for Work Study.	17
I didn't know I was eligible for a Work Study job.	13
I have used up my Work Study allotment.	3
-----	
Process of getting Work Study job	35
I don't know how to find a Work Study job.	18
It was too complicated to get a Work Study job.	10
I applied for a Work Study job but didn't get it.	9
I didn't want to deal with the paperwork in order to have a Work Study job.	6
I couldn't get the help I needed to get a Work Study job.	4
-----	
Features of Work Study job	35
The hours for Work Study employment didn't fit with my schedule.	15
The available Work Study jobs didn't pay enough.	13
The available Work Study jobs weren't related to my major.	13
The available Work Study jobs weren't related to my career interests.	10
The available Work Study jobs didn't seem interesting.	9
The available Work Study jobs didn't give me enough hours.	7
-----	
Need (or lack of need) for Work Study job	33
I was able to get enough grants or scholarships.	18
I was able to get a better job that wasn't Work Study.	10
I was able to get enough loans.	9
I don't want to work while going to school at UW.	8
I have all the resources I need without Work Study.	5
My family was able to contribute enough to my education.	3
I was able to earn enough during the summer to cover my academic year expenses.	3
-----	
Other	9

Note: Percentages do not add up to 100% because students checked as many reasons as applied to them, and percentages in bold text are the percentages of respondents who select one or more of the items in that set of items. For example, 31% of respondents checked one or more of the three times under Work Study eligibility.

Because national research suggests that students who work on campus feel a greater sense of belonging to the university, we also asked Work Study-eligible students about their sense of belonging to the UW. As Table 3.29 shows, more than 87% of the Work Study-eligible respondents reported that they agreed or strongly agreed with the statement that they felt that they belonged to the UW, and 77% reported that they agreed or strongly agreed with the statement that they saw themselves as part of the campus community.

Table 3.29. Sense of belonging

	Percentages				Total		
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Mn	SD	n
I feel that I belong at the University of Washington.	4	9	52	35	3.2	0.7	713
I see myself as part of the campus community.	6	17	53	24	3.0	0.8	711

## Improving the Work Study experience

An open-ended question on the survey asked students “How could we improve your Work Study experience.” A total of 333 comments<sup>8</sup> were coded<sup>9</sup>, and 13% of those fell into two or more code categories. Six themes—or areas of improvement—emerged from the students’ comments.

The most frequently noted improvement, suggested by more than 41% of the students who answered this question, was the need for information or better communication from the Work Study program. The words of three of those students illustrate this category of response:

I didn't know how to apply or where to find the jobs.

Please give me more guidance on how to look and apply for jobs.

As a freshman, it would've been nice to receive some hints or pointers about where to look for a job, what paperwork had to be done, what the process is like, etc. I think there are gaps of information missing in the UW's Work Study website. It was all very intimidating.

Some students gave examples of the consequences for not getting information. For example some expressed concern about losing Work Study eligibility because they had not found a Work Study job in the allotted time. One student reported she was shocked to discover that she had lost eligibility because she had not found a Work Study position quickly enough. Students also expressed concern that job listings remained posted even though they had been filled. At least two students from the Tacoma branch wrote that they had received inconsistent information from the Seattle and Tacoma Work Study offices.

A second theme that emerged from students’ responses to the open-ended question about improving Work Study salaries. Of responding students, 18% wrote that Work Study salaries should be higher or that the ceiling on the number of hours one can work be raised. One student wrote:

Pay people a livable wage. Most work study jobs offer 10 dollars an hour which is insulting especially knowing that the pay is partially subsidized. It's insulting that such a monetarily powerful institution would take advantage of its students that come from a working class background.

Another student wrote:

You could improve my work study experience by paying me a livable wage. Its [sic] hard to focus on my studies when I'm hungry and worrying about how I'll pay for my next meal.

Several students requested a closer relationship between Work Study jobs and their majors, career interests, and/or academic studies. One student wrote:

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<sup>8</sup> The remaining 461 respondents either left the answer blank, recorded some versions of N/A, don't know, not sure, or indicated that they were ineligible to answer the question, for example they had not held a Work Study position.

<sup>9</sup> A coding system was developed based on an initial review of the answers. The second step was a reading and coding of all the answers. One new code was developed during this process and all previously coded items were read again for the addition of the new code. The coding system was designed to get an approximate measure of students’ observations.

Have better jobs where students can learn real skills (e.g. jobs that aren't just at Pagliacci's or other on-campus shops, where students aren't learning many skills that will boost their resume.)

Another student wrote:

Overall, students should be inclined to list their work study employment on their resumes post-graduation and feel that doing so will actually impress employers or at least greatly increase the students' chances of being hired.

In addition to these three themes, 31 respondents spoke about needed improvements to the Work Study website including online submission of hour sheets. One of those students wrote:

I am unable to submit them on time sometimes because I can't manage time in between work and classes to get it completed and signed and drop by Schmitz Hall to submit it.

A fifth suggestion for improvement concerned the need for more Work Study jobs in general, suggested by twelve students.

Eight students referred to specific experiences in their Work Study positions. For example, at least one student observed that his supervisor seemed unaware that the job was a Work Study position and that the student could not work "a ton of hours each week." Another student reported that the supervisor of the Work Study position treated the student in a "demeaning" fashion and that the contributions of students were not valued.

In addition to these suggestions for improvement, 24 students wrote positive comments about their Work Study experience. As two of them noted:

Everything seems very well run to me

My particular work study experience was just about perfect, there is no improvement necessary.

Two students reported feeling "great" about their Work Study positions, but both students reported initial start-up problems. As one put it:

My job is great and I love it. However, just starting out, I wasn't sure how work study went about and everything so it was a little confusing. Once I started working, everything ran smoothly.

Finally, the comments of 84 students were idiosyncratic and, therefore, could not be categorized.

### **Summary of Student Work Life Survey results**

Eighty-eight percent of Work Study-eligible students reported that they knew about Work Study, but 77% reported they were informed of their eligibility.

Of the list of ten reasons for working (either in Work Study or non-Work Study positions) at least 50% of students checked seven of the ten, including "to pay for food" (95%) and "to pay for books and supplies required for my classes" (89%). Although students reported they needed their salaries to support essentials such as food, more than one third of the Work Study-eligible students felt their jobs meant more than just the money they brought in.

Among those students who did not take a Work Study position in spring of 2015 the most frequently cited reasons the students noted for not taking Work Study jobs included: “I don’t know how to find a Work Study job” (18%), “I was able to get enough grants or scholarships” (18%), “I am no longer eligible for Work Study” (17%), and “The hours for Work Study employment didn’t fit my schedule” (15%).

Comparing students in Work Study positions with those in non-Work Study positions revealed that students in Work Study jobs more often cited the need to pay tuition, buy books and supplies, and get general work experience as major or partial reasons for working, than did students in non-Work Study jobs. However, 18% of students in Work Study positions were the reported that being the sole support of their families was a partial or major reason for them to work that quarter compared with almost one third of students in non-Work Study jobs.

When looking at the link between type of job and learning, students in Work Study positions reported a higher level of agreement with each of five items linking work to learning general and course-related skills than did student in non-Work Study positons.

Overall, students holding Work Study jobs noted greater learning benefits from their work than did students in non-Work Study jobs, while students working in non-Work Study jobs worked significantly more hours than did the Work Study job holders.

Work Study-eligible students reported being the most satisfied with the supervision they received at their Work Study jobs, with the overall Work Study experience, and with their ability to schedule Work Study hours around their coursework. They reported being the least satisfied with information available on the Work Study program and with the process for applying for a Work Study job (27% very dissatisfied or dissatisfied).

In open-ended responses on the survey, students provided a number of observations about, improvements of the Work Study program. Those ideas included 1) wanting more information and better communication about the Work Study program; 2) increasing the hourly wage or number of hours Work Study students can work; 3) offering Work Study jobs more closely related to academic majors; 4) improving the Work Study website—for example allowing paperwork to be submitted online; and 5) offering more Work Study jobs in general. In addition, some students felt that supervisors could be better informed about the responsibilities of having a Work Study employee.

## **Focus Groups of Work Study-eligible Students**

As noted in the Methods section, we conducted two focus groups with Work Study-eligible students to learn more about their experiences in the Work Study program. One group was comprised of students who reported on the Student Work Life Survey that they held a Work Study job in Spring quarter 2015 and the second group was made up of students who reported that they did not have a Work Study job at that time. This section provides results of those focus groups. The focus group protocol can be found in Appendix C.

## **Reasons students took part in the Work Study program**

Work Study students were in agreement that the Work Study program was particularly attractive given the convenience of working on campus and the ability to focus attention on academic studies (e.g., supervisors’ flexibility), as well as the opportunity to find employment



related to their majors or, more generally, their career paths. One student explained why the Work Study program works particularly well for her:

First of all, its location is right next to my classes, and I don't need to take time to go to and from work. And second, they are really flexible most of the time. If I have finals week or a really hard exam they say "Okay, you can go and prepare for your exam."

Another student commented:

I chose to be a Work Study student because I qualified for it, and since it is a Work Study job, it is really suited for students to balance their studying time and working. When I saw the job description I thought it would be the perfect fit. I want to go into the sciences, and I can get paid for something that I'm interested in.

One student explained that she liked the fact that she did not need any experience to get most Work Study jobs, only a willingness to learn new things. None of the students who took part in the Work Study focus group had held a non-Work Study job while at the UW.

### **Experience as a Work Study student**

Overall, when asked about their Work Study experience, all Work Study students were positive noting that they had learned more about their own interests, increased confidence in their ability to complete new tasks, and gained insight into how the university operates (e.g., working in the Office of Student Financial Aid).

The majority of Work Study students did not hold jobs that directly related to their majors; nevertheless, most indicated that their employment was related to their general career paths, explaining that they gained transferable skills that will be valuable in their future careers. For example, one student said that she had learned a wide array of technological skills (e.g., web design skills) that she could use in future work. In her words:

If I want to start a nonprofit I know the foundations of starting a website, and I won't have to hire someone to do it.

This same student went on to underscore the importance of stepping outside of one's major:

Sometimes people are too focused on their careers, and they don't try other things. I think it is better when you have knowledge of everything. With Work Study we can try everything to find out what we want to do-- we are students trying things out.

Along the same vein, another student commented that she learned public speaking skills including how to tailor her communication for different audiences and, ultimately, she has decided to pursue a career in teaching as a result of the experience.

One student reported that her job was directly in line with her future goals, explaining:

Every time I come into the lab I get to have a feel for life as a scientist, stepping into their shoes. I can ask, "Is this what I want to be doing in 10 years?" It really contributes to my undergraduate experience.

All Work Study students indicated that their supervisors/mentors at their Work Study jobs were helpful, giving them the support needed to gain new skills, and the push they needed to increase their confidence. As two students stated:

He really helps me go through challenging problems in lab. There are lots of techniques you can do and lots you can screw up really easily. Every time I don't get how this particular experiment should be set up, he doesn't tell me what I should do; he makes me solve it. That really contributed to my problem solving skills.

[Supervisors] believe in you and give you motivation to improve yourself to work better.

### **Sacrifices involved in taking a Work Study job**

By and large, students explained that there were very few, if any, sacrifices that were required in their Work Study jobs, something that made these types of jobs particularly attractive to them in the first place. Students surmised that their Work Study jobs carried less responsibility than regular jobs, and supervisors were more accommodating of their academic studies.

Students reported that their Work Study supervisors/mentors were particularly understanding of their academic pursuits and allowed them time to dedicate to these activities when necessary. As one student said:

They were flexible not only with classes but with everything that is related to classes. For example, you might have an appointment with your advisor or a really important meeting regarding your major and they let you go because it is related to your study process.

Those students who knew someone with a non-Work Study off-campus job explained that, from what they had heard, their employers were less flexible, and students struggled to balance the demands of work and school. In fact, one student stated that a friend who worked in the fast food industry ended up leaving the university because the workplace was not flexible and the student's grades suffered too much.

One Work Study student explained that some of her friends who were working non-Work Study jobs weren't even aware that they were eligible. She helped them look at their applications and determine whether or not they were eligible and, subsequently, some found jobs on campus.

Ultimately, given the choice, all five students were in unanimous agreement that they would choose a Work Study job over a non-Work Study job.

### **Reasons students did not take part in the Work Study program**

Students in the non-Work Study focus group were specifically asked why they decided not to pursue Work Study jobs even though they were eligible to do so. Despite the fact that two students actually had work experience in financial aid departments at other colleges, they commonly explained that the process of finding and securing a Work Study job was confusing, full of hassles, and simply not worth the effort.

A student who made the choice to have her on-campus job classified as non-Work Study as opposed to Work Study explained why:

I've had coworkers who were doing Work Study and it was kind of a hassle because they had to go through financial aid. It took one student a month or two to get a pay check so I decided not to do it. It takes more time and once that money runs out you have to go through some other system.

In addition, students went on to explain that there is no easy way to refine searches on HuskyJobs (e.g., by department) making the number of jobs available overwhelming, and it is difficult to find the forms necessary to obtain a Work Study job. Regarding the latter, one student said:

I wish there were more places to download the paperwork. The information feels hidden, inaccessible. I just feel like I have to dig and I'm a pretty good digger, but for anyone else who is less motivated or gets unmotivated easily it's not a fun process.

One student from the non-Work Study group in particular had gone through all of the steps necessary to be paid via Work Study; however, his supervisor felt that the process of reimbursing via Work Study was too difficult and decided to put the student on the organization budget instead. Another non-Work Study student's financial aid award was cancelled for reasons unknown to her. After multiple attempts she gave up trying to reach the Office of Student Financial Aid for more information and secured a higher paying non-Work Study job instead. In her own words:

I was Work Study-eligible in August but they took it away. I was really frustrated and angry and I came up here and paid for parking and called. I had done it so many times I just didn't want to do it anymore. I didn't want to put myself through it.

While the majority of non-Work Study students explained that they did not pursue Work Study jobs because of the confusing, non-transparent process, others indicated the following additional reasons:

- Lower pay
- A lack of jobs that fit with schedule and/or interests
- Off-campus Work Study employers are not reimbursed 100%

Even though they did not take Work Study jobs for a multitude of reasons, non-Work Study students indicated that they would recommend Work Study jobs to others despite the time required to find a Work Study job, the paperwork, and the difficulty in communicating with the Office of Student Financial Aid. Two non-Work Study students underscored the benefits of a Work Study job:

Supervisors are a lot more understanding and a lot more flexible when it is a Work Study job. This is the year when I didn't get Work Study and the attitude changed-- we're paying you so you do what we want you to do.

I would absolutely say yes, in spite of all of the paperwork and time consumption, finding a Work Study job can be very rewarding. Especially if you are working in an office doing meaningful work or you can go out and create your own Work Study job, it is very valuable.

One non-Work Study student noted that in her mind, the distinction is not Work Study or non-Work Study but rather whether or not the job is on campus or not. She explained:

I would recommend an on-campus job whether it is Work Study or not because it is really flexible with your schedule. I have class, then work, then class, then work, and I don't have to go home.

### **Process of obtaining a Work Study job**

Students from the Work Study group were extremely pleased with their Work Study jobs; however, they echoed some of the same concerns voiced by non-Work Study students in searching for and obtaining Work Study jobs. Students from both groups indicated that job postings weren't updated often, making it difficult for them to determine whether or not they had been filled, and attempts to contact employers directly often went unanswered. As one student from the non-Work Study group said:

I'd be on top of the jobs and then there would be no response. I would call and do all of the things you should do when you apply for the job and they don't reply. I don't know whether it has been filled or expired. It made me feel less confident in actually finding something that I'd like.

Moreover, students from both groups often voiced frustration in working with the Office of Student Financial Aid explaining that they did not hold regularly scheduled hours and were often difficult to reach.

### **Stereotypes about students who take Work Study jobs**

No students from the Work Study group felt that there was any kind of stereotypes associated with Work Study students; however, several students from the non-Work Study group disagreed.

One non-Work Study student commented that sometimes Work Study jobs are not considered "real jobs," and students may not have the opportunity for increased responsibility and personal growth, but she added that this may have changed in recent years. As she explained:

I could see maybe someone who was awarded Work Study, and they are working on campus in an office (e.g., student services) where they could become frustrated because it doesn't really allow them the experience to have responsibility and learn.

Two non-Work Study students went on to explain that sometimes students who don't receive financial aid in general harbor some resentment towards them. As one participant said:

I feel like the only kind of stigma here is from people who don't get any kind of financial aid whatsoever. They don't look down on you but kind of say why are you deserving of it and why am I not. They kind of almost accuse you of not being worth it and it is unfair that they have to pay all this money.

### **Summary of focus group results**

Work study students explained that they took part in the program because of the convenience of working on campus and the ability to focus on their academic studies while gaining work experience related to their majors or general career paths. All students who held a Work Study job were in unanimous agreement that their experience was positive, giving them the opportunity to learn more about their own interests, gain confidence in their ability to complete novel tasks, and obtain skills that will be valuable in their future careers. Students valued their

advisors/mentors noting that they allowed them time to dedicate to their academic studies when necessary, and provided ample support.

Non-Work Study students stated that they did not take part in Work Study for a multitude of reasons including, namely, the difficult process of finding a suitable Work Study job and locating and completing the forms necessary. Moreover, non- Work Study students cited the limited availability of the Office of Student Financial Aid (OFSA), a lack of jobs that fit with their schedules and/or interests, and lower pay as reasons why they did not take part.

Students from the Work Study group were very satisfied with their Work Study jobs; however, they mentioned some of the same issues that non- Work Study students noted in finding and securing Work Study jobs including job postings that were not updated and frustration in working with OFSA.

Students from both groups reported that it would be helpful if OFSA would hold a Work Study orientation or workshop to give students more information regarding the Work Study program including how to find jobs and complete the necessary forms. Moreover, the orientation could serve to advertise Work Study positions, conduct brief interviews, and/or promote support among Work Study students. Students suggested that it could potentially be a Dawg Daze event and include panels of former Work Study students.

One or more students offered the following suggestions, grouped by category:

#### Eligibility letters

- Include more information about what Work Study is and how to obtain employment on students' eligibility letters.
- Make the check box for Work Study more obvious so students don't inadvertently overlook it<sup>10</sup>.

#### Office of Student Financial Aid (OFSA)

- Ensure that OFSA has a set schedule with employees who are able to assist students.
- Enhance the connection between OFSA and off-campus Work Study employers.

#### General suggestions

- Make the payroll system uniformly online across all Work Study jobs (i.e., eliminate paper timesheets).
- Make sure students are aware that they can begin to look for Work Study jobs in the summer prior to receiving their financial aid award.
- Make the necessary Work Study forms more accessible on the website.
- Change the way the program is marketed to show departments how they could benefit from having a Work Study student.
- Give academic advisors/counselors in departments some general background in the Work Study program so that they can better advise students.
- Have Freshman Interest Groups (FIGS) or Transfer Interest Groups (TRIGS) for students who are Work Study eligible to promote support among Work Study students.

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<sup>10</sup> One student made this comment in a focus group and all other participants agreed. It is unclear what form students are referring to.

## CONCLUSIONS AND RECOMMENDATIONS

Our inquiry into the work life of students at UW revealed some consistency in the reasons why students work and the benefits they gain from working. For the most part, all students who work, both those who are Work Study-eligible and those who are not, are paying for food, books, supplies, entertainment, and clothing. Close to two-thirds of UW Seattle students who work also noted that paying for housing was a partial or major reason for working—a cost that we know continues to rise both on- and off-campus. Nearly half of both the SERU respondents (48%) and the Student Work Life Survey respondents (47%) said that paying for tuition was a partial or major reason why they worked. These results suggest that students need to work to support college costs, rather than for other reasons.

In terms of benefits, SERU and Student Work Life Survey respondents noted that they were learning professional skills from their work experience and that working forced them to manage their time better. Most students did not find a close match between their jobs and their academic majors, although they report that they would like such connections.

Work Study-eligible students expressed the most satisfaction on the Student Work Life Survey and in the Work Study focus groups with being able to schedule work around their academic needs. They were the least satisfied with the information available on the Work Study program and the process for finding Work Study positions. This desire for more information and better communication with the Work Study program was a strong theme in students' responses to questions about desired improvements in the Work Study program.

Finally, we feel that it is important to note that work and successful college completion overlap. For example, the GPAs of students who work more than 20 hours per week tend to drop, and as the UW Undergraduate Retention and Completion Study (2014)<sup>11</sup> showed, decreases in student GPA are linked to students leaving the UW before completion. In addition, underrepresented minority students at the UW have higher attrition rates than White or Asian American students, consistent with SERU results that African American students are working more than 20 hours per week, on average, and Native American students see the least connection between their work and their academic interests. Also, student attrition in all groups but especially in underrepresented groups is linked to financial difficulty and need. This means that the students at the UW who are most at risk financially need to hit that “sweet spot” of sixteen hours per week and a salary that is competitive with others.

Specific findings that the EMAC may find important include the following:

1. About half (55%) of the undergraduate population at the UW work in any given quarter while attending college, and that number rises to 62% when summer quarter is included. The odds of working increase as students move along their academic paths, with 32% of first-year students working, 44% of sophomores, 58% of juniors, and 65% of seniors.
2. Students who said they were working as many hours as they wanted averaged 16 hours per week. Work Study-eligible students who were working at non-Work Study jobs were close to that average both on-campus (14.2 hours/week) and off-campus (18.4 hours/week). In contrast, Work Study-eligible students who were working at Work Study jobs worked far fewer hours than the 16-hour average that students desired both on-campus (10.9 hours/week) and off-campus (9.9 hours/week).

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<sup>11</sup> Beyer, C., A. Davis-Unger, N. Lowell, D. McGhee, and J. Peterson. (2014). UW Undergraduate Retention and Graduation Study. OEA Report 14-01. <http://www.washington.edu/oea/pdfs/reports/OEAReport1401.pdf>

3. As national research on work and student success would predict, we noted a drop in cumulative GPA when work exceeded 20 hours per week.
4. UW students, including those who were Work Study-eligible working in non-Work Study jobs and those working in Work Study jobs typically worked to cover living expenses, such as food, books, and supplies for classes. However, almost one-third of the Work Study-eligible students working at non-Work Study jobs reported that they were working because they were the sole support of their families, compared with 18% of the students holding Work Study positions. Although the money they earn is important, about a third of the Work Study-eligible students noted that their jobs meant more than just the money they brought in.
5. Wealthy students were more likely than low-income students to see a relationship between their jobs and their academic work and between their jobs and their future careers than were low-income or working class students. Similarly, Work Study-eligible students working Work Study jobs saw closer connections between their work and their learning than did students working in non-Work Study positions.
6. In both the Student Work Life Survey and the accompanying focus groups, Work Study-eligible students who did not take Work Study jobs in spring 2015 cited a number of reasons for not doing so. They noted that they were discouraged from doing so by features of the jobs offered, such as the positions not fitting into their schedules or career interests; by the difficult process of finding a suitable work study job; and by locating and completing the forms necessary. Non-Work Study students also cited the limited availability of the Office of Student Financial Aid and lower pay as reasons why they did not take part in the program.
7. Some of the Student Work Life Survey respondents and focus group participants working in Work Study jobs were positive about their experiences, praising the program for giving them the ability to schedule work around academic needs, for providing opportunities for them to learn a range of skills, and for pairing them with supervisors who were supportive and helpful.
8. Work Study and non-Work Study job holders in the focus groups, along with those completing the open-ended responses on the Student Work Life Survey, had similar ideas for improvement of the Work Study program, as follows:
  - Provide more information and better communication about the Work Study program to those eligible for Work Study. Students suggested a Work Study orientation or workshop that included help in how to find jobs and complete the necessary forms, along with regular OFSA “office hours” for students who had questions, would be helpful. Students also noted that such an information session could also advertise Work Study positions, conduct brief interviews, and/or promote support among Work Study students.
  - Increase the hourly wage and/or the number of Work Study hours students can work.
  - Offer Work Study jobs related to the academic majors and students’ future careers
  - Improve the Work Study website, allowing paperwork to be submitted online
  - Offer a broader selection of Work Study jobs

In addition to these suggestions, specific suggestions for improvement offered by focus group respondents were as follows:

#### Eligibility letters

- Include more information about what Work Study is and how to obtain employment on students' eligibility letters.
- Make the check box for Work Study more obvious so students don't inadvertently overlook it.

#### Office of Student Financial Aid (OSFA)

- Ensure that OSFA has a set schedule with employees who are able to assist students.
- Establish a better connection between OSFA and off-campus Work Study employers.

#### General suggestions

- Make the payroll system uniformly online across all Work Study jobs (i.e., eliminate paper timesheets).
- Make sure students are aware that they can begin to look for Work Study jobs in the summer prior to receiving their financial aid award.
- Make the necessary Work Study forms more accessible on the website.
- Change the way the program is marketed to show departments how they could benefit from having a Work Study student.
- Give academic advisors/counselors in departments some general background in the Work Study program so that they can better advise students.
- Have Freshman Interest Groups (FIGS) or Transfer Interest Groups (TRIGS) for students who are Work Study eligible to promote support among Work Study students.



## APPENDIX A. WORK LIFE QUESTIONS ADDED TO 2014 SERU QUESTIONNAIRE

1. WINTER quarter, 2015, how many hours did you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none)

Paid employment (including internships) on campus:

Paid employment (including internships) off campus:

2. AUTUMN quarter, 2014, how many hours did you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none)

Paid employment (including internships) on campus:

Paid employment (including internships) off campus:

3. SUMMER quarter, 2014, how many hours did you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none)

Paid employment (including internships) on campus:

Paid employment (including internships) off campus:

[DISPLAY FOLLOWING ITEMS ONLY IF RUCTIMEPAIDON > 0 OR RUCTIMEPAIDOFF > 0]

4. How many paying jobs do you currently have?

- One
- Two
- Three or more

5. Why are you currently working?

	Not a reason	A partial reason	A major reason
a. To pay housing costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To pay for food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My family depends on me to contribute to the family's finances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am the sole support of my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I need extra money for entertainment and clothing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To pay tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To pay for books and supplies required for my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I want to get general work experience to improve my resume.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I hope my job will help me better understand my academic classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I want to gain experience in the career I hope to enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please indicate the extent to which you agree or disagree with the following statements about the relationship between your current job(s) and your academic work.

	Strongly disagree	Disagree	Agree	Strongly agree
k. I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I am learning information that links to the information I am learning in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I am learning skills that help me do better in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. There is a direct relationship between my job and my academic major.				
o. I believe that having this job will help me get a job after college that is related to my academic major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please indicate the extent to which you agree or disagree with the following statements about how you feel about your current job(s).

	Strongly disagree	Disagree	Agree	Strongly agree
p. Having a job is mostly about the money it brings in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. My job is a source of pride for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. The people I work with are also the people with whom I socialize.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Having a job forces me to manage my time better in all areas of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Are you currently working as many hours for pay each week as you would like?

- Yes, I am working as many hours as I would like each week
- No, I would like to work fewer hours
- No, I would like to work more hours

If no, what is keeping you from working the number of hours you would prefer?

## APPENDIX B. STUDENT WORK LIFE QUESTIONNAIRE

### Introduction

In this survey we're asking students about their work experiences while students at the University of Washington. This is part of a larger study being conducted by the Office of Educational Assessment about education at the UW. We would like to hear about your experiences with work in order to help the UW improve services to you and other students.

Participation in the survey is voluntary. You may choose to skip any individual question. What you tell us will be confidential, and survey results will be reported only as group summaries. Quotations from student responses to the open-ended question may be used to illustrate points in reports, but quotations will never be linked to students' identifiers.

Q1. Would you say you know what the Work Study program is?

- Yes
- No
- Not sure

Q2. Did you receive notification from the UW that you were eligible for Work Study employment during the 2014-2015 school year?

- Yes
- No
- Don't know

[If Q2 = No or Don't know, SKIP to Q4]

Q3. What did you do after you received notification that you were eligible for Work Study employment? (Select all that apply)

- I went to an official at Work Study or Financial Aid Office to get more information.
- I asked a friend or another student what I should do.
- I didn't really know what to do next.
- I checked online for information.
- I didn't really do anything.
- Other:

Q4. Now, we'd like to learn a bit about your current work experience.

Are you currently working for pay at one or more jobs this spring 2015? Please include ALL current jobs (on campus and off campus, Work Study and non-Work Study).

- Yes
- No

[If Q4 = No, SKIP to Q18]

Q5. Why are you working this quarter, spring 2015?

	Not a reason	A partial reason	A major reason
t. To pay housing costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. To pay for food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. My family depends on me to contribute to the family's finances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. I am the sole support of my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. I need extra money for entertainment and clothing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. To pay tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. To pay for books and supplies required for my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. I want to get general work experience to improve my resume.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. I hope my job will help me better understand my academic classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. I want to gain experience in the career I hope to enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Please indicate the extent to which you agree or disagree with the following statements about how you feel about your current job(s).

	Strongly disagree	Disagree	Agree	Strongly agree
dd. Having a job is mostly about the money it brings in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ee. My job is a source of pride for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ff. The people I work with are also the people with whom I socialize.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gg. Having a job forces me to manage my time better in all areas of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7. Are you currently (Spring 2015) working as many hours for pay each week as you would like?

- Yes, I am working as many hours as I would like each week
- No, I would like to work fewer hours
- No, I would like to work more hours

[If Q7 = Yes, SKIP to Q10; If Q7 = No I would like to work fewer hours, SKIP to Q9]

Q8. Why are you not working more hours? (Check all that apply.)

- My employer will not give me more hours than I am currently working.
- Work Study limits the number of hours I can work.
- Other:

[SKIP to Q10]

Q9. Why you would like to work fewer hours? (Check all that apply.)

- My family needs my time, so I would like to work fewer hours.
- I need the time to study, so I would like to work fewer hours.
- I'd like more time to spend with my friends.
- If I worked fewer hours, I'd take more classes.
- Other:

## Non-Work Study Employment

Q10. How many paying jobs do you currently have (Spring 2015) that are not Work Study?

- 0
- 1
- 2
- 3 or more

[If Q10=0, SKIP to Q14]

Q11. How many hours do you currently spend in paid, non-Work Study employment in a typical week (7 days)? (Must be numeric, enter 0 for none.)

ON campus:  OFF campus:

Q12. Please indicate the extent to which you agree or disagree with the following statements about the relationship between your current non-Work Study job(s) and your academic work.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am learning information that links to the information I am learning in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am learning skills that help me do better in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is a direct relationship between my job and my academic major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I believe that having this job will help me get a job after college that is related to my academic major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. Which best describes how you feel about your current non-Work Study job(s)?

- Little or no meaning for me personally – “it’s just a job”
- Some content and sense of purpose but it is not particularly rich or rewarding
- Very satisfying and enriching

## Work Study Employment

Q14. How many paying jobs do you currently have (Spring 2015) that are Work Study?

- 0
- 1
- 2
- 3 or more

[If Q14=0, SKIP to Q18]

Q15. How many hours do you currently spend in one or more Work Study jobs in a typical week (7 days)? (Must be numeric, enter 0 for none.)

ON campus:

OFF campus:

Q16. Please indicate the extent to which you agree or disagree with the following statements about the relationship between your current Work Study job(s) and your academic work.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am learning professional expectations, such as punctuality and organization, that help me in my academic classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am learning information that links to the information I am learning in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am learning skills that help me do better in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is a direct relationship between my job and my academic major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I believe that having this job will help me get a job after college that is related to my academic major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. Which best describes how you feel about your current Work Study job(s)?

- Little or no meaning for me personally – “it’s just a job”
- Some content and sense of purpose but it is not particularly rich or rewarding
- Very satisfying and enriching

[SKIP to Q19]

Q18. Why haven't you taken a Work Study job this quarter, Spring 2015? (Check all that apply.)

#### Work Study Eligibility

- I am no longer eligible for Work Study.
- I didn't know I was eligible for a Work Study job.

#### Process of Getting Work Study Job

- I don't know how to find a Work Study job.
- I applied for a Work Study job but didn't get it.
- I couldn't get the help I needed to get a Work Study job.
- It was too complicated to get a Work Study job.
- I have used up my Work Study allotment.
- I didn't want to deal with the paperwork in order to have a Work Study job.

#### Features of Work Study Job

- The available Work Study jobs didn't seem interesting.
- The available Work Study jobs weren't related to my major.
- The available Work Study jobs weren't related to my career interests.
- The available Work Study jobs didn't give me enough hours.
- The available Work Study jobs didn't pay enough.

(Q18. Continued)

Need (or lack) of Work Study Job

- My family was able to contribute enough to my education.
- The hours for Work Study employment didn't fit with my schedule.
- I was able to earn enough during the summer to cover my academic year expenses.
- I was able to get enough grants or scholarships.
- I was able to get enough loans.
- I have all the resources I need without Work Study.
- I was able to get a better job that wasn't Work Study.
- I don't want to work while going to school at UW.

Other

Other

Q19. How satisfied are you with the following?

	N/A	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
a. The information available on the Work Study program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The process of applying for a Work Study job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The help I received in the Work Study office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The supervision I receive at my Work Study job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The ability to schedule my Work Study hours around my course work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The pay rate of my Work Study job(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The overall Work Study experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20. How could we improve your Work Study experience?

Q21. If you could design your own student job while attending the UW, what would that job be? Even if you're not employed, you may have some ideas to share about your own student job.

Q22. Please select your level of agreement with the following statements.

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
a. I feel that I belong at the University of Washington.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I see myself as part of the campus community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23. Would you be willing to spend about 60 minutes in a focus group of students to talk about student employment at the UW?

- Yes
- No

[If Q23 = "No", SKIP to Q24]

Your name:

Email address:

Q24. How many paying jobs have you had since June 2014, including this quarter?

- 0
- 1
- 2
- 3 or more

[If Q24 = 0, SKIP to END]

We would like to ask you for a very brief description of each of these jobs.

Q25. Job #1

a. Select an academic term:

- Summer 2014
- Autumn 2014
- Winter 2015
- Spring 2015

b. Was this a Work Study job?

- Yes
- No

c. Location:

- On campus
- Off campus

d. Approximate average number of hours worked per week.

e. Approximate hourly wage.

f. Would you like to add another job?

- Yes
- No

[If "Yes", repeat up to 12 jobs; if "No", SKIP to END]

Thank you!



## APPENDIX C. FOCUS GROUP QUESTIONS

Introduction: Thank you for talking with us today. This focus group is part of a larger study designed to learn more about the lives of students who are eligible for WS positions at the UW. Some questions we'll be asking you today overlap with those you were asked in the survey a few weeks ago. We use focus groups to help us better understand some of the more subtle issues about the topic. The focus group will take about 75 minutes.

At the end of the interview there will be time for you to add any comments or thoughts we haven't covered. If at any point during the interview you feel unwilling to answer a question, let me know and we will skip to the next question. Do you have any questions about the study or the focus group before we begin? Let's get started.

1. Let's start by going around the table—please let us know your name and year in school, and briefly describe your working experience while a student at the UW.
2. How many of you have worked both WS and non-WS jobs while a UW student?
  - a. How many of you have only worked in WS jobs?
  - b. How many of you have only worked in non-WS jobs?
3. Why did you decide to take part in the WS program? (E.g. Financial reasons? Enhance resume? Prepare for career?)

### Work Study Process

4. Let's talk a bit about the process by which you obtained your WS job. How did the process go for you?
  - a. What steps did you take to get a WS job?
    - i. Where there any elements of the WS process that you found confusing or challenging?
    - ii. Was there anything about the process that had you known before you went through it would have made your life easier or saved you time?
  - b. Is there anything you would change about the process of finding a WS job? (Happy with process? Happy with job?)
  - c. Did you receive enough support through the job search process? If not, what additional support would have been helpful?

### Educational & Professional Goals

5. Was your WS job(s) related to your educational goals?
  - a. Did your coursework ever come in handy or help you with your WS job(s)?
  - b. Did your WS job(s) every help you with your coursework?
6. How, if at all, was/is your WS job related to your professional goals?
7. Did you have a supervisor/mentor at your WS job(s)?
  - a. How would you characterize your relationship with your supervisor/mentor?
  - b. Will you keep in touch after the WS job has come to an end?
  - c. Were there any WS jobs with academic connections?

### Other WS-related Experience

8. Did you have to make any sacrifices as a result of taking part in a WS study job (e.g., missing sections, study groups, lab experience, study abroad)
9. Are you on schedule to graduate on time? If not, what has affected your timeline?
10. Do you plan to continue with your WS job (summer, next fall, etc.)?
11. Have you ever turned down a WS position? If so, why?
12. Do you feel there is a stereotype about students who take WS jobs? Do you try to avoid telling some people that you're eligible for WS?

### WS vs non-WS Jobs

13. For those of you who have had both WS and non-WS positions as students are there differences between those types of jobs that stand out?
  - a. Are there generalizations you can make about WS vs non-WS jobs?
  - b. If you had a choice between a WS job and a non-WS job which would you choose?

### Summary

14. Would you recommend that a friend take a WS job, if offered?
15. What was the most challenging aspect of having a WS job?
16. What was the most valuable aspect of having a WS job?
17. What are some ideas you have about making the WS program better at the UW? Process of finding a job? Options for employment? Supervision? Educational relevance?
18. Do you have any additional comments about the WS program at the UW?