



# Student Employment Report

May 2018

Snow College Career Services is committed to connecting student campus employment to elevated learning outcomes, professional development experiences, and increased workplace skills for our student employees and our supervisors at Snow College. This report surveys student employment on campus and assesses its impact on our students and employees.

Snow College Career Services

Lisa Laird, Director



Snow College Career Services  
Your Place for Hire Learning!



## EXECUTIVE SUMMARY

The report provides an analysis and evaluation of student employment at Snow College to measure the contribution that campus student jobs make in student engagement, retention, and persistence. We also wanted to measure the effectiveness of student employment to improve campus-wide learning outcomes and enhance workplace skills for both students and their supervisors.

Students and their supervisors were surveyed during April and May 2018. Questions included both quantitative and qualitative methods to analyze the impacts that student employment made to Snow College's learning environment as well as student and supervisor satisfaction in the program.

Results indicate that the student employment makes a positive contribution to student engagement and increases the students' confidence in their ability to secure meaningful employment in their chosen field of study after graduation. The results also indicate that supervisors enjoy their interactions with student employees and that these employees are valued members of their staffs.

The results will also guide areas of improvement for more student engagement, better training, and professional development opportunities for both students and their supervisors. Areas of attention include:

- Coach supervisors to develop job descriptions to share with student employees
- Coach supervisors to host regular staff meetings and performance evaluations with their students to give them an opportunity to communicate and develop better skills
- Provide regular trainings in common workplace skills and career development for students
- Create professional development and training opportunities for supervisors
- Better communicate off-campus employment opportunities for students and the campus community

## 2017-18 Student Employment

The surveys were created to collect information about the experiences of Snow College student employees and their supervisors. Campus student employment is one way that students engage with members of the college community outside of the classroom, gain work experience while they are in school, gain an insight into potential careers, and pay for school or living expenses.

Career Services tied survey questions to Snow College's strategic plan themes and their goals:

Theme 1: Quality Instruction and Student Services, Goal 2 implement high impact practices such as...experiential learning (in the form of Work-to-Learn positions).

Theme 4: Economic Development and Workforce Preparation, Goals 1-3 summarized as preparing our students for employment with area employers (skills gained through campus jobs tied to programs or to workforce "soft" skills).

Theme 5: Cost and Affordability, Goal 2 Improve student employment opportunities and communication about such on both campuses.

Additionally, Career Services sought to identify ways in which student employment tied into several student success measures defined as engagement, persistence, and retention. We also used the survey to identify areas for improvement in terms of workplace skills acquisition for students, on-the-job training or development opportunities for student employees and their supervisors, and leadership development for our student employment supervisors.

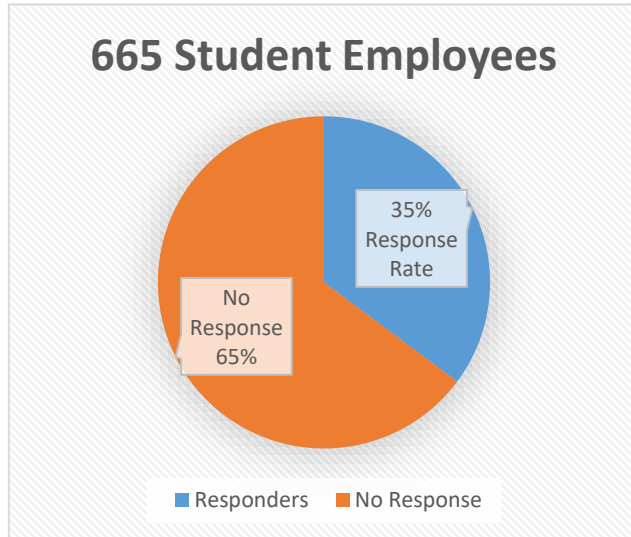
On-campus student employment includes approximately 210 Work-to-Learn positions, 90 Federal Work Study positions, and more than 300 Student Hourly positions at Snow College. Work-to-Learn is a state-funded program that ties student jobs to the student's field of study or degree outcomes. Typical jobs include classroom or lab aides, graders, peer mentors, tutors, event staff, management support, and office support.

Federal Work Study provides federal funds for Snow College jobs that are open only to qualified students with unmet financial needs as determined by their federal aid applications. Most of those students are employed in the library, activity center, custodial, grounds, and various office support or grader positions.

Student Hourly positions are open to any student taking six credits or more and they work a variety of departmental support positions, facilities, food service, custodial, activity management or crew, or service positions.

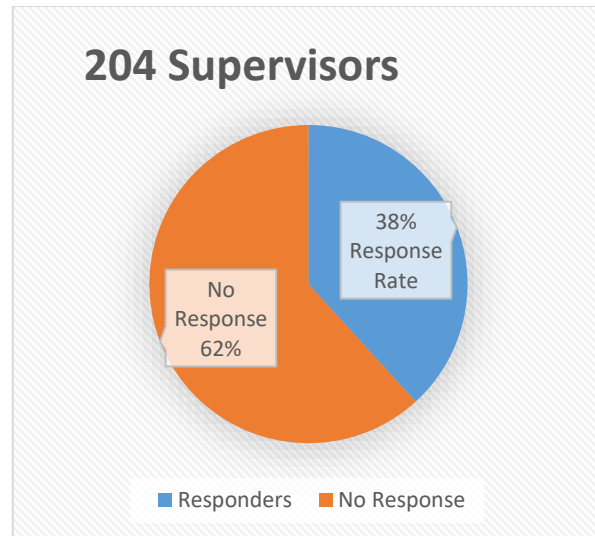
## Survey Methodology

All student employees and their supervisors received an invitation to complete the survey using Qualtrics on April 23, 2018. Student employees received repeat emails if they were listed as a non-responder and incomplete responder on April 26 and April 30. Each invitation had a unique survey link to track responses, but maintain the anonymity of the recipient. Supervisors received repeat invitations on April 27, May 2, and May 23.



We sent survey invitations to 665 student employees; 69 of the invitations bounced. Ultimately, 234 students completed surveys.

Some 204 on-campus supervisors received a survey invitation. One email bounced. In total, 78 supervisors completed the survey.



## Student Outcomes Survey Results

Snow College student employees connected their campus part-time work experiences to campus learning outcomes, retention, and engagement. Overall results indicate that they enjoyed their campus jobs and appreciated the opportunity to connect them back to professional development and improved post-graduation outcomes. Though satisfied with their overall experience, some student employees made recommendations to improve the experience. A copy of the survey is listed in Appendix A and results are listed in Appendix B.

### *Campus Learning Outcomes*

Career Services takes an intentional approach to ensuring that the Student Employment program provides more than just an income to students in a very rural setting that offers few off-campus job opportunities. Specifically, Work-to-Learn funds are tied to those departments that can best offer students an academic tie to their program of study, an opportunity to explore their post-graduation career objectives, or the opportunity to receive professional development or workplace skill training to improve their employability after graduation.

We surveyed Student Employment programs at other schools outside of Utah as measures for our own program. Adapting questions from student employee surveys conducted by Portland State University (Oregon), University of Iowa, and Ohio State University, we decided to measure whether our intentions met learning outcomes.

Snow College student employee ratings note:



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92% improved in  
their ability to serve  
others

91% Improved  
verbal  
communication



87% developed better  
problem solving skills

Student also reported perceived improvements in other campus learning outcomes:

- Ability to connect work to academic theory and skills – 76%
- Ability to accept differences at work – 76%
- Ability to use computer or technical skills – 72%
- Ability to work in a team – 72%
- Ability to communicate in writing – 56%

### ***Benefits from working on campus***

Student employees self-identified the top 10 benefits they receive when they work on campus. Money was their top choice. Student employees deemed that flexibility and location were important, too, rounding out the top 3 choices – 221 noted money, 195 flexibility, and 178 convenient location.

However, student employees noted added benefits in terms of engagement. Developing relationships with both fellow student employees and supervisors were important. More than half (142) said personal relationships were beneficial and almost half (105) noted that their ability to develop professional relationships with their supervisors was a benefit. Another 117 student employees said they worked on campus to earn a good personal reference, too.

Some 105 student employees noted that their campus job allowed them to stay enrolled as a Snow College student showing a tie to retention outcomes.

Students also noted learning outcomes again - 73 students said student employment complemented their coursework, and 71 thought it made them more employable after graduation.

Eleven student employees noted other benefits about working on campus that mostly rephrased the 10 choices – connecting with administration; “real life job experience” to put on a resume, and networking with other students. Their answers are listed in Appendix B.

### ***Supervision and training***

**B+** Student employees rated their supervisor on a scale of 0-100 in the survey, overall, their supervisors received 89%. Students then answered a short essay to find out what Snow College could do “to make the student-supervisor experience even better.” For the most part, the 96 students who responded complimented their supervisors and a few even called supervisors out by name for creating a positive or rewarding work experience. Of those students who offered critique, most craved more communication and feedback to make improvements in their own job performance, more training on job tasks, and training to manage their own conflicts with other student employees. All student employee responses are included in Appendix B.

Supervisors can make small changes to improve the student employee experience. In separate questions, we asked if students received a written job description, only 56% said yes. We asked student employees to rate the quality of their training “to perform their essential job duties,” and 46% rated it as somewhat above average or far above average. About 40% rated their training as average. The remaining 14% rated their training as below average. There is room for improved communication and a written job description at the start will guide the student employee in their duties and responsibilities for their school-year campus positions.

We asked if student employees if they received regular verbal or written feedback and/or evaluations and 68% said yes. We then asked just those students employees who said yes to the evaluations if it was helpful and all but seven student employees said yes.

### ***Finding Campus Jobs***

Nationally, most people report that they find their current job through networking and Snow College student employees are no exception. The majority of campus job seekers depended on a Faculty or Staff referral or “word of mouth” (56% or 128 students of the 229 reporting on this question). Some 76 students (33%) found their jobs by going straight to Career Badger or through a Career Services event or social media post. However, most of the students that reported networking as their primary source to find a job, still used Career Badger to complete their application for the campus job opening.



Additionally, 203 student employees reported that they used Career Services or its online resources to assist them in obtaining their campus position in the form of resume assistance (65 students), Career Badger software assistance (63 students), cover letter assistance (53 students), and interview advice (13 students).

## Campus Supervisor Outcomes Survey Results

Campus supervisors appreciate the contributions that their student employees make to their departments and the opportunity to mentor them to have improved professional development and post-graduation outcomes. Many supervisors reported their own personal growth and benefits from the student employment experience, too.

We initially surveyed employers to get a sense of their comfort and perceived skill in providing supervision and training to their student employees, and to measure their opinion and satisfaction with the Student Employment program. The survey also became a tool to measure need or desire for added supervisor support to assure their personal success in using the Student Employment Program. Of 205 campus employers, 78 returned the surveys.

A copy of the survey is included as Appendix C. Complete findings are reported in Appendix D.

### *Learning Outcomes viewed by Campus Supervisors*

We asked campus student employment supervisors to rate themselves on campus learning outcomes related to themselves or toward supervising their student employees. Topics and rankings are listed below:

#	Field	Excellent	Good	Average	Poor	Terrible	Total
1	Sense of connection to Snow students in general	55% 43	40% 31	5% 4	0% 0	0% 0	78
2	Communication between you and your student employees	49% 38	40% 31	9% 7	1% 1	0% 0	77
3	Ability to provide instruction on tasks or projects to student employees	45% 35	49% 38	5% 4	0% 0	0% 0	77
4	Ability to delegate to student employees	51% 39	38% 29	10% 8	1% 1	0% 0	77
5	Increased acceptance of differences	53% 40	38% 29	9% 7	0% 0	0% 0	76
6	Improved mentoring or leadership skills for yourself	34% 26	54% 41	11% 8	1% 1	0% 0	76
7	Understanding of Student Employment policies and procedures	25% 19	39% 30	34% 26	3% 2	0% 0	77

Showing Rows: 1 - 7 Of 7

Supervisors rated their experiences as very positive, choosing Good and Excellent most often. Eight or less supervisors rated themselves as “Average” or “Poor” on any topic, with the exception of “Understanding of Student Employment policies and procedures.” Roughly 37% indicated an average or less rating which would indicate that supervisor outreach or training may be necessary to bring them up to speed on the Student Employment program.

**Student Supervision and Training**

**B+** Student employees earned good grades, too. Like their student employee counterparts on their survey, the campus supervisors scored student employees on a scale of 0 to 100, indicating a general satisfaction with their employees and the job that they did for their campus supervisors.

Correlating to the Student Employee Outcomes Survey, we asked supervisors about the training they provide to their student employees and their supervision. We sought comparisons to student employee responses as well as opportunities to improve the supervisor experience for our campus employers.

Though 84% of supervisors said they were adequately trained to be a supervisor of student employees, they all noted some need for more supervisor training. Based on a 5-point Likert Scale from “Not at all useful” to “Very Useful” and “Extremely useful,” the three topics with the most requests were: Student employment program requirements; Developing learning outcomes for student employees; and Performing student employee evaluations.

Q4 - What topics would you like us to cover for suggested supervisor training:

#	Field	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful	Total
1	Supervisory logistics - on-boarding, time sheets, scheduling, etc.	17% 13	35% 26	27% 20	17% 13	4% 3	75
2	Writing job descriptions	13% 10	37% 28	30% 23	14% 11	5% 4	76
3	Conflict management	14% 11	30% 23	34% 26	16% 12	6% 5	77
4	Student Employment program requirements	14% 11	46% 35	29% 22	7% 5	4% 3	76
5	Developing learning outcomes for student employees	12% 9	45% 34	29% 22	8% 6	7% 5	76
6	Performing student employee evaluations	17% 13	36% 28	31% 24	10% 8	5% 4	77
7	Workplace diversity training	14% 11	25% 19	31% 24	19% 15	10% 8	77
8	Other	9% 1	36% 4	18% 2	0% 0	36% 4	11

Showing Rows: 1 - 8 Of 8

Given the many favorable “very useful” to “extremely useful” ratings on all topics, there is an opportunity to create Canvas-based or live workshop training and outreach with our student employment supervisors on all of these subjects.

Echoing the student survey, we asked campus supervisors if they provided training and at what frequency did they provide that training. All supervisors reported they provided training, though 68% noted their training was “as needed” and 10% supplied initial training only. Of the remaining supervisors, 15% indicated they provided training two or more times per month and 6% said they trained once per month.



We asked supervisors what student employee training may be most useful to offer. Using the 5-point scale of “Extremely useful” to “Not at all useful” they indicated their top 3 preferences were:

- Balancing work and life;
- Basic workplace skills – time management, and similar;
- Stress management.

Bringing up the rear – conflict management, improved communication and customer skills, and workplace diversity. Other topics suggested include Title IX training, confidentiality, job expectations, and work ethic. Complete results are listed in Appendix D.

Again, complementing the student employee survey, we asked supervisors if they provided regular verbal or written feedback or performance evaluations. About 68% of supervisors said yes, which matched the student response to whether they received feedback or evaluation.

### ***Student Employment Program Purpose***

Snow College supervisors expressed positive support of the goals and purposes of the Student Employment program on campus in terms of helping students develop skills and find purpose through their campus employment. Using a 5-point Likert Scale from Strong Agree to Strongly Disagree, nearly all of them (77 of 78) strongly or somewhat agreed that student employees were an essential part of the departments and 76 of 77 supervisors positively rated that student employment should be a development experience for the student.

Also gaining strong support, 72 of 78 supervisors agreed that “it is part of my job to help educate my student employees in professional behavior and standards.” Supervisors showed less enthusiasm when asked to respond to “It is part of my job to help my student employees find connections between their academic coursework and their job duties” – 61 of 78 agreed with the statement, 11 were neutral and 6 disagreed.

We also asked if campus supervisors felt they had sufficient student employee hours to accomplish the work of their department – 60 supervisors agreed strongly or somewhat, 4 were neutral and 14 expressed need for more hours by disagreeing with the statement.

Finally, tying back to Snow College’s Cost and Affordability theme, we asked supervisors if they felt there was an adequate number of employment opportunities for students on campus. Thirty supervisors disagreed somewhat or strongly, 23 were neutral and 17 agreed somewhat or strongly.

Complete results are listed in Appendix D.

## Conclusions and Recommendations

Based on survey outcomes for both student employees and campus supervisors we will advocate improvements to the Student Employment Program. We will also provide training and resources to both supervisors and student employees to enhance Student Employment and tie in more strongly to Snow College learning outcomes and student success outcomes of engagement and persistence.

We recommend:

- Require supervisors to use job descriptions to communicate student employee duties and responsibilities better.

Supervisors are required to provide these for their campus job postings, but Career Services or Human Resource colleagues can consult to help them conform better to learning or success outcomes. Sample student job descriptions are available from Career Services.

- Encourage supervisors to give student employees better feedback and job evaluations through the use of regular staff meetings or trainings, and/or using verbal or written job evaluations to guide improvement.

Career Services and Human Resource colleagues are available to consult on recommended best practices. Career Services has examples of student employee handbooks, simple evaluation forms and techniques, or sample meeting agendas.

- Additional student employee training opportunities on the soft skills mentioned by supervisors and by student employees on the following topics:
  - Balancing work and life
  - Basic workplace skills – time management, and similar
  - Stress management
  - Conflict management
  - Communication and customer service

These trainings are already offered by Career Services or its colleagues in Student Success, Academics, and Administration. They can be facilitated through in-person training or Canvas training. Career Services can coordinate campus workshops open to all students, use its Career & Professional Development Day to reach out to student employees specifically, or suggest guest speakers to come to staff meetings.

- Additional Campus Supervisor Training on these topics:
  - Student employment requirements
  - Developing learning outcomes for student employees
  - Performing student evaluations
  - Writing job descriptions

- Supervisory logistics

Many of the trainings are already offered by Career Services or its colleagues in Student Success, Academics, and Administration. They can be facilitated through in-person training, scheduled workshops or Canvas training.

- Better campus communication on Student Employment and its ties to Snow College's Cost and Affordability theme.

Though the Supervisor Survey showed a perceived need for more campus jobs, there is also an information disconnect with our campus community. Snow College Career Services reaches out to community employers for off-campus job postings and to perform on-campus employment recruiting.

Career Services also performs an economic development outreach. Several large employers, recruited by Career Services or former Human Resource colleagues have expanded or moved to the Ephraim area since 2011. They provide more than 400 local student jobs at an average wage of \$8.50 an hour. New employers include Key Research, ServerPlus, Viranim, and expansions for ACT/Christensen Arms, Verscend and Norbest.

The recommendations will be shared with all campus supervisors, but include a point system for those employers that receive Work-to-Learn or Federal Work Study funds to ensure that practices are achieved by the segment of employers who depend on Student Employment funds to create student positions.

Career Services, which manages the Student Employment program, will maintain the records and report them annually to administration and to the 5-member Student Employment Committee which decides new, reduced, or eliminated funding for Work-to-Learn and Federal Work Study money. Campus employers that comply best with Student Employment policies and practices receive continued Student Employment funding. Those include supervisors who use 90% or more of their student position funds for the school year, adhere to job posting and hiring regulations, adhere to human resource on-boarding requirements, and adhere to student employee payroll deadlines.

Adding the training and evaluation components will support those campus supervisors who connect positions to Snow College's Strategic Plan and enhance student employee success. It will also assure that campus supervisors receive the training and skill development needed to help them succeed and support our students.

## Appendix A

### Student Employment Outcomes Survey

Q1 As a student employee, your feedback about campus jobs is needed to evaluate our student employee experience at Snow College. All responses are anonymous and we do not have a way to track individual responses or share them with supervisors. Career Services, which manages the campus student employment program, will use the aggregated information to improve the program and to give student workers and their supervisors better support and training.

Your participation will take 5 minutes or less and your participation is voluntary. For questions, please contact Lisa Laird, Career Services manager, 435-893-2221, or [lisa.laird@snow.edu](mailto:lisa.laird@snow.edu)

Q2 How have you benefited from having a campus job? (Pick all that apply)

- Earn money (1)
  - Flexibility with school schedule (3)
  - Earn a professional reference (4)
  - Complement my academic coursework (5)
  - Development professional relationships (11)
  - Develop personal relationships (12)
  - Convenient location (7)
  - Stay enrolled as a Snow student (9)
  - More employable after graduation (10)
  - For other reasons (please specify) (6)
-

Q3 Did you receive a written job description when you started your campus job?

Yes (23)

No (24)

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Q4 In my opinion, the training I received to perform my essential job duties was:

Far above average (46)

Somewhat above average (47)

Average (48)

Somewhat below average (49)

Far below average (50)

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Q5 Complete this statement - Campus employment has improved my ability to:

	Strongly agree (13)	Somewhat agree (14)	Neither agree nor disagree (15)	Somewhat disagree (16)	Strongly disagree (17)
connect my work skills with academic theory and skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accept differences at work or school (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate verbally (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate in writing (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
serve others (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use computer or technical skills (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work in a team (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop better problem solving or critical thinking skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q6 Did your supervisor give you regular verbal or written feedback and/or evaluations?

Yes (23)

No (24)

Skip To: Q8 If Did your supervisor give you regular verbal or written feedback and/or evaluations? = No

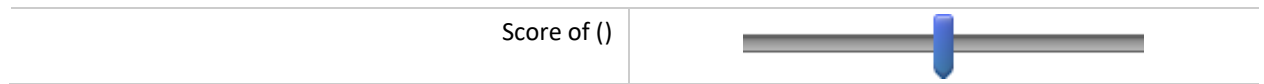
Q7 Was the feedback or evaluations useful?

Yes (23)

No (24)

Q8 If I had to rate my job supervisor on a scale of 0 to 100 percent with 100 being the best, I would award a:

0 10 20 30 40 50 60 70 80 90 100



Q9 What suggestions do you have that could make the student-supervisor experience even better?" (Maximum 500 characters)

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Q10 How did you find your job on-campus?

- Career Badger online job system (1)
  - Snow College social media (2)
  - Class announcements (3)
  - Word of mouth (4)
  - Faculty or Staff referral (5)
  - Campus job fairs (6)
  - Other source (7) \_\_\_\_\_
- 

Q11 In order to apply for my job, I visited Snow College Career Services (Career Badger) or used the online materials (mark all that apply):

- to write or edit my Resume (1)
- to write or edit my Cover Letter (2)
- to use Career Badger software (3)
- to gain interview advice (4)
- Other (5) \_\_\_\_\_
- Did not use Career Services (6)

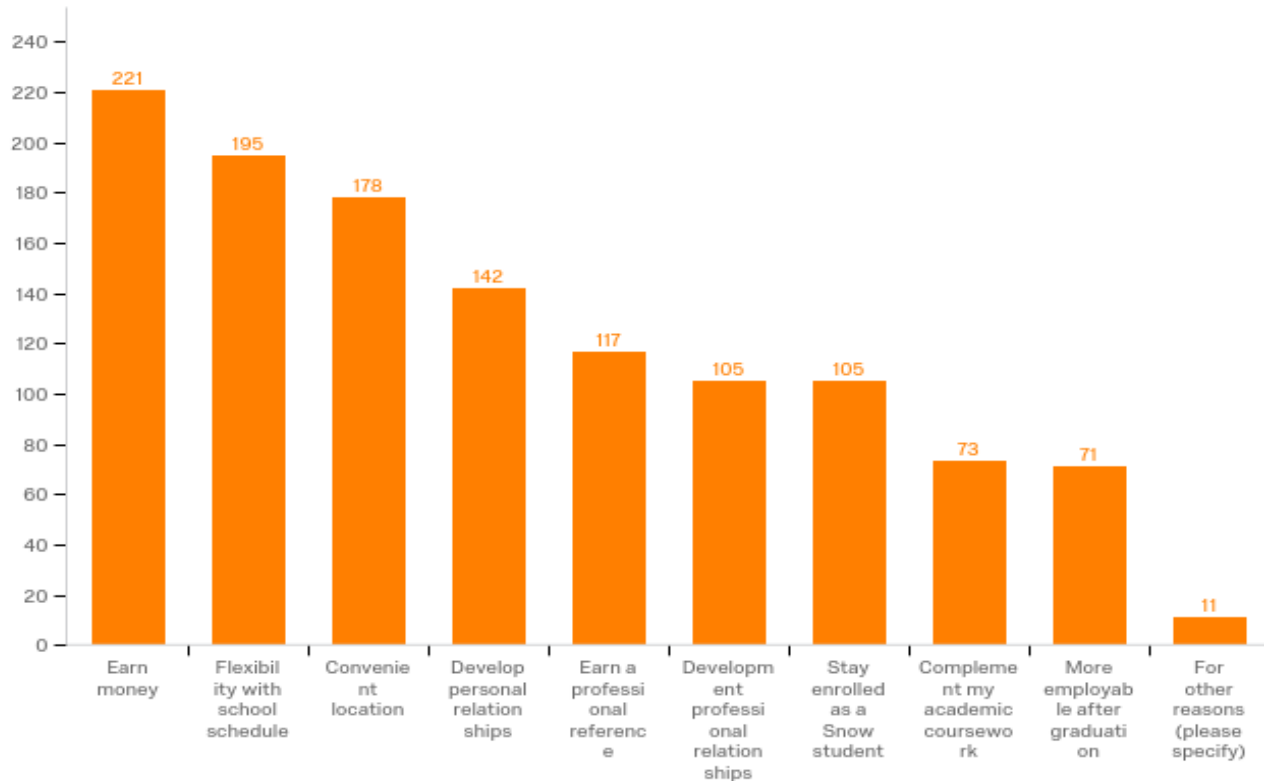


## Appendix B

### Student Employee Survey Results

#### Q2

#### Q2 Benefits of having a campus job



#### Q2 replies to “For other reasons (please specify):

Network with other students

The connections that I was able to make with the administration

Gain a love for the work done

Expanding my professional skills, and learning to work better in a professional sense.

Helped me understand the Dewey decimal system

learning new skills

I learned valuable skills I will use later in the business world.

Real Life Job Experience (Things to put on a resume)

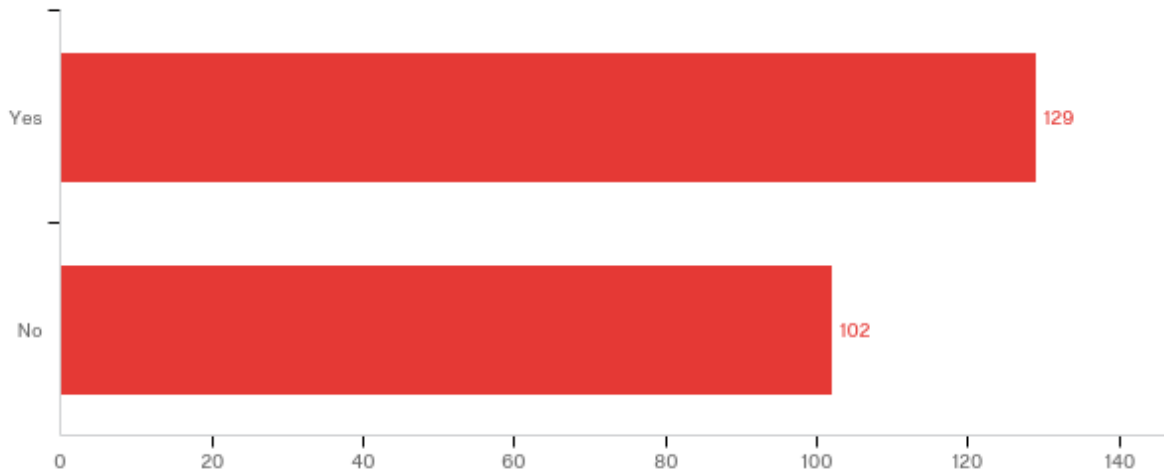
Help me to better understand subjects in my own field of study (my major).

In my field of interest/something that I enjoy

Review for a class previous taken

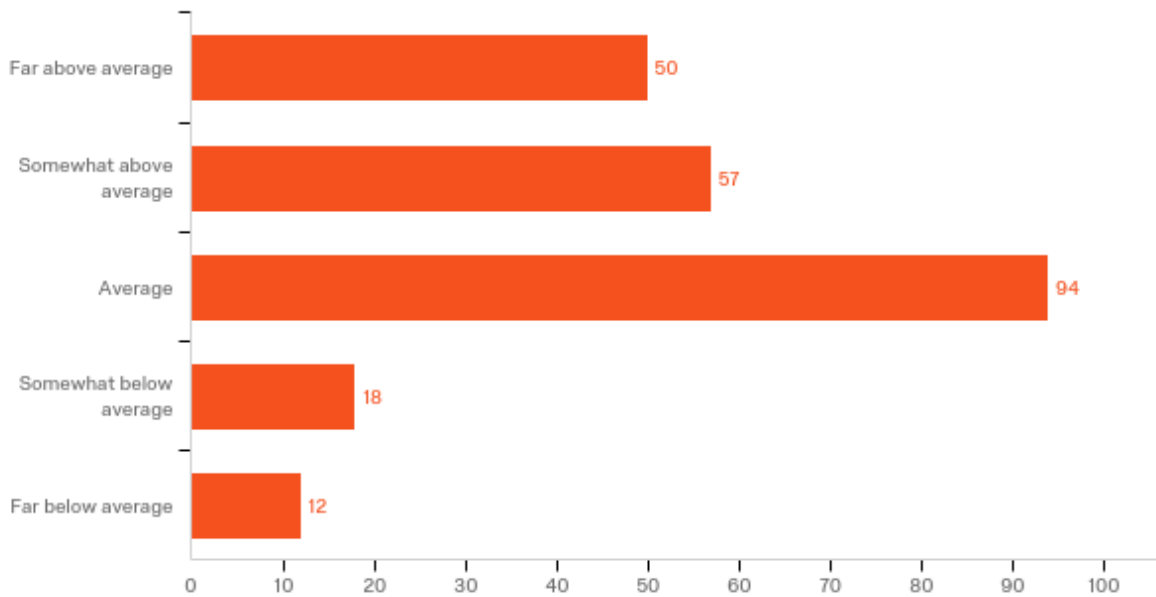
**Q3**

Receive written job description?



**Q4**

The training I received to perform my essential job duties was:

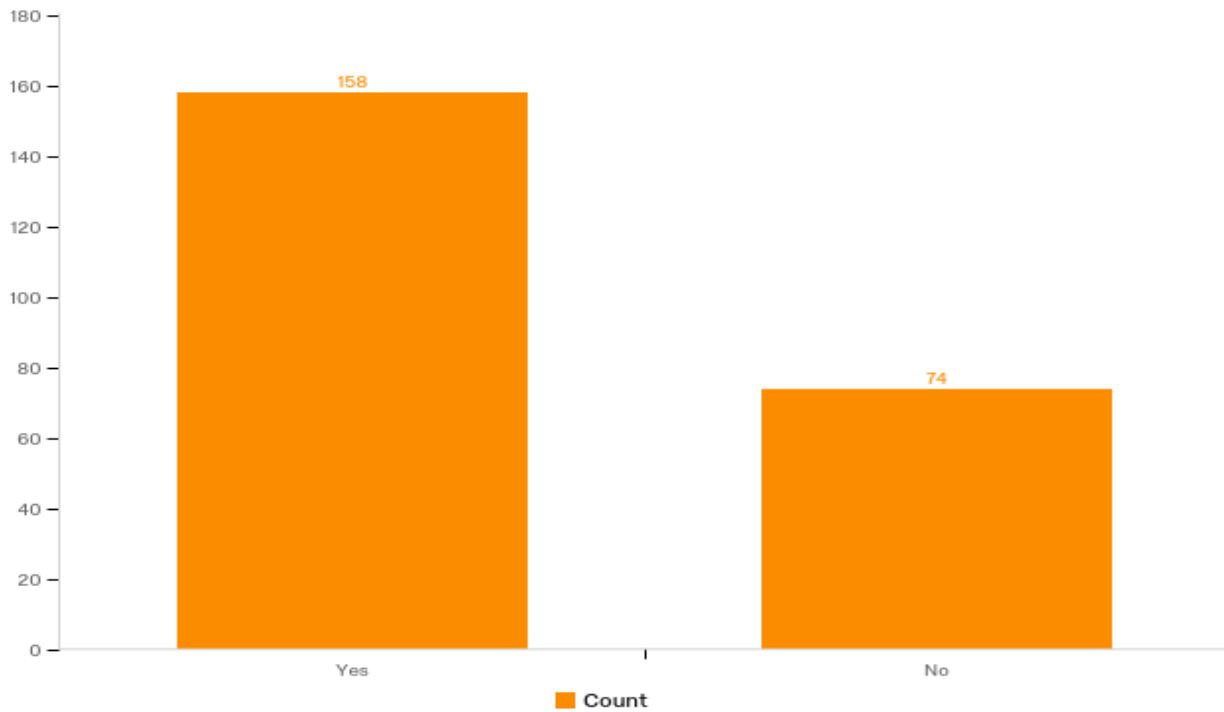


Q5 - Complete this statement - Campus employment has improved my ability to:

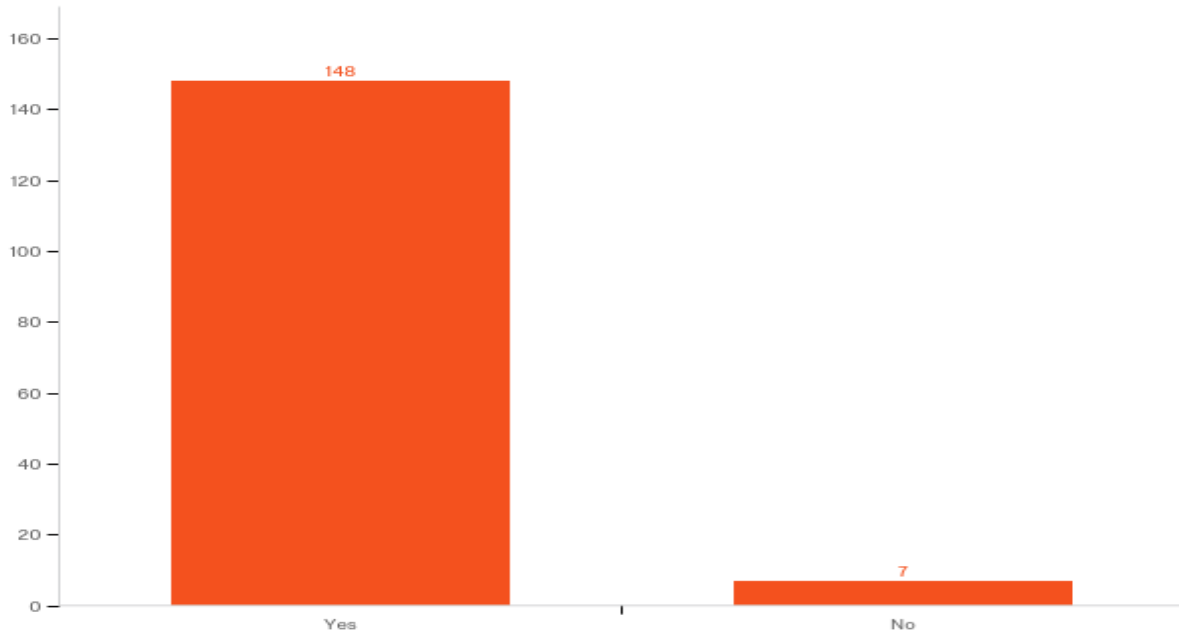
#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	connect my work skills with academic theory and skills	42.42% 98	33.33% 77	16.45% 38	3.90% 9	3.90% 9	231
2	accept differences at work or school	42.24% 98	34.05% 79	19.83% 46	2.16% 5	1.72% 4	232
3	communicate verbally	60.43% 139	30.43% 70	6.52% 15	1.30% 3	1.30% 3	230
4	communicate in writing	30.70% 70	25.44% 58	29.82% 68	8.33% 19	5.70% 13	228
5	serve others	62.07% 144	30.17% 70	6.03% 14	1.29% 3	0.43% 1	232
6	use computer or technical skills	35.93% 83	25.97% 60	18.61% 43	9.96% 23	9.52% 22	231
7	work in a team	43.53% 101	25.86% 60	20.26% 47	6.03% 14	4.31% 10	232
8	develop better problem solving or critical thinking skills	52.16% 121	35.34% 82	8.19% 19	2.16% 5	2.16% 5	232

Showing Rows: 1 - 8 Of 8

Q6 - Did your supervisor give you regular verbal or written feedback and/or eval...

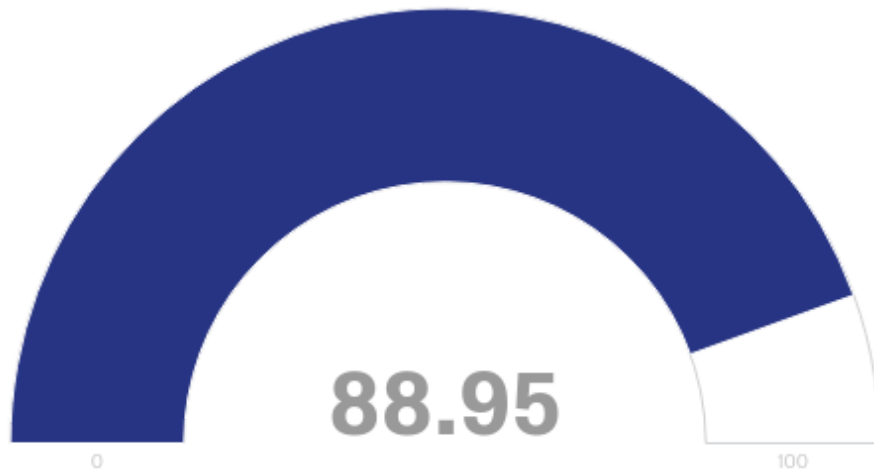


Q7 - Was the feedback or evaluations useful?



Q8

If I had to rate my supervisor on a scale of 0-100



Q9 - What suggestions do you have that could make the student-supervisor experie...



**Q9: Specific replies to question:**

Perhaps to have more than just informal checkups and maybe schedule regular one on one meetings.

Keeping it up and staying postive:)

I don't know. It was really amazing.

I would have them give me more critical feedback, tell me how I am really doing.

My boss was too nice, she wasn't strict enough in my opinion.

I have no suggestions. Denon was awesome. Really enjoyed working with her.

No suggestions. Christine Hanks is awesome!

I honestly cannot think of any suggestions that I have for my supervisor, she did a great job and helped us all to succeed.

Not throw them into the job and give them hardly any training on an 8 hour shift on their first day.

There was hardly any communication. There was only one person working the one shift and there was hardly any help with the job, especially on my first day. They needed to show what you needed to do. They give a brief overview of it and that's it. And that's not fair. There was no lunch break. You were on your feet for 8 hours. Walking the entire time. People were rude.

In my experience my adviser and I had very clear communication and that made all the difference.

I would like more regular meetings with supervisors as well as perhaps a class geared toward the job

Ensure that the teachers are reachable and understanding on time constraint.

Explain more clearly how our pay was going to work.

To be patient the first couple of weeks

I would say have more feedback on how we're doing on the job/what we need to improve on.

CAROL GREEN IS THE BEST SUPERVISOR THERE EVER WILL BE!!

I thought it was great. I wouldn't change anything.

Roger is a VERY good boss. I loved working for him.

My supervisor was great

Check in more often. Don't just leave us to do what we are to do

He did great

More feedback

Some of the feedback given was really quick and then they had to move onto something else. I would have liked to be given a more descriptive explanation of how to fix it the next time, instead of just trying to learn on my own.

Allow us to do homework. The "you can be on your phones and read but you can't do homework" rule is stupid.

She needs to understand that we have work and college to worry about. She cant get upset after every time we have to take off. Even when we have someone to cover us.

More detail for duties expected to be done.

Nothing, she was a good supervisor

I was left to run things on my own, how I wanted. But felt at some times that I wasn't doing all that my supervisor wanted, although I had never been told what exactly was expected.

Have more information go through the supervisor before reaching me. I was a lone-wolf for much of the job, and my supervisor never fully realized all the unnecessary work I was doing until I brought it to their attention.

I feel like there wasn't near enough training, specifically with the new soundboard. Granted, it was difficult for that to happen because there were many brand new workers coming in this year and that only one or two people really knew how to run the soundboard on the whole campus. However, that being said, I felt I was unable to do my job to the best of my abilities due to a lack of proper training. I understand that as I was being hired it was a very stressful time, but I think a little more of getting to know each other right at the start would have been helpful. I would also have liked a little more training in my position.

She's just a private person and didn't talk whole lot. Which is actually totally fine

More jobs should be posted on career badgers. Not all the jobs are posted there.

Make sure that the training is done by the boss or a TA that knows what they're doing.

Not a thing, all of them were amazing and always had an answer and there to help!

I don't have any suggestions.

It was very good with great bosses.

I can't think of any suggestions, I was satisfied with all my supervisors.

Love my job!! No suggestions

Just give a little bit more instruction on certain things.

More communication regarding what classwork is coming up.

Explain what to expect out of different supervisors and leaders, if a different one is substituting for the day.

More money

I've loved every minute of my job. There is not much room for improvement.

A time for formal training period.

Not much I can think of. It was one of the best jobs I had as of recent.

The job itself needed a solid structure.

Treating everyone the same.

I would have liked more hours.

my supervisor could stop following me around talking about their social life and more inappropriate topics. They have taken nearly an hour of my time some nights and refuse to stop socializing with me even upon request.

I had two jobs and the first was being a TA at the Humanities. Barbie became one of my best friends and like a mother to me I don't think there is anything that could be improved. My second was campus security and I liked working with Rick and Derek but would have liked to have more meetings as a group to talk to coworkers and them and discuss didn't aspects of the job and more training. Personally I wish I would have talked with him more, but a lot of that was my own doing for not reaching out.

Making sure that all of her employee's stay on task.

I thought that it was really beneficial when we started doing weekly meetings to go over grades and everything. I think that maybe in the future if the TA were somehow able to have more interaction with your classes while they are in session then people might see them as more approachable during their library hours.

Meet up with tutors and ask how to improve the work environment, amongst themselves and with the students. Also ask the tutors for any new ideas for class lessons.

It was good.

Do regular visits at a specific time.

Trainings and job description would be great. Tasks were completed and asked for next steps but wouldn't receive an answer until halfway through the semester. I was ready to get more done but was un sure.

Communication between the student and the supervisor would benefit everyone a little more.

Suggest improvement or give ideas to help me do better at being a tutor

To give more advice and be specific in how we work and if there are co worker problems address them better

More regular check ups on student work

Keep doing what you're doing.

Give positive feed back and not just rail on me

Perhaps more frequent evaluations (as opposed to the once-per-semester status quo) would be more useful.

I don't really have any. Just keep really good contact with the student employees, which you do already.

I would have liked to work along side my supervisor a little more than I did.

A key to grade with...

Maybe give some reference people for ideas of how to best complete my job.

Patience, Communication, Gentle Feedback

For the supervisor to actually give training. He didn't even really check in at all.

tell us what time we will actually be working and tell us how getting days off works for them. Also knowing what kind of a job we will be doing before hand is always nice.

Tracy was absolutely amazing to work with. No complaints

I was a bit confused at what to do in the beginning but that was just because it was a new experience.

Maybe a little more communication about the work I would be expected to do before I am trying to do it.

Give more training

gaining an understanding of how whatever I am doing is affecting the college

Honestly, I wish the on campus jobs paid more. I was really effective at living on a tight budget but I still found myself living from paycheck to paycheck.

Not sure who my supervisor is and there was a change in reporting that disabled my employee account for a few weeks.

My supervisor is extremely busy. If she was less busy she could focus more on being a good supervisor.

More communication

Have a steady supervisor

Maybe communicate better, with student worker, make sure that student knows if they don't need to work that day or not, before they drive all the way here.

Be more consistent with scheduling and what she would like me to do. Also because I was grading papers, I would have appreciated answer keys and notifications of the problems she decided to cut, so that I wasn't grading things inaccurately the first time.

Better training

Maybe have schedule done beforehand so I'm not trying to figure out when I'm working based off of events.

My supervisor did not have a phone, so contacting him was difficult.

Students just need to remember that their supervisors can also be a friend.

Receive training on how to tutor students in the best way possible.

None, I really enjoyed this job!

There wasn't much student training which led to less trust between student and supervisor. Lack of training also led to less work opportunities for the student.

Just making sure everyone takes their turn to cover shifts, events, etc.

I would have liked to work with them more often if possible just to get to know them and Learn from them.

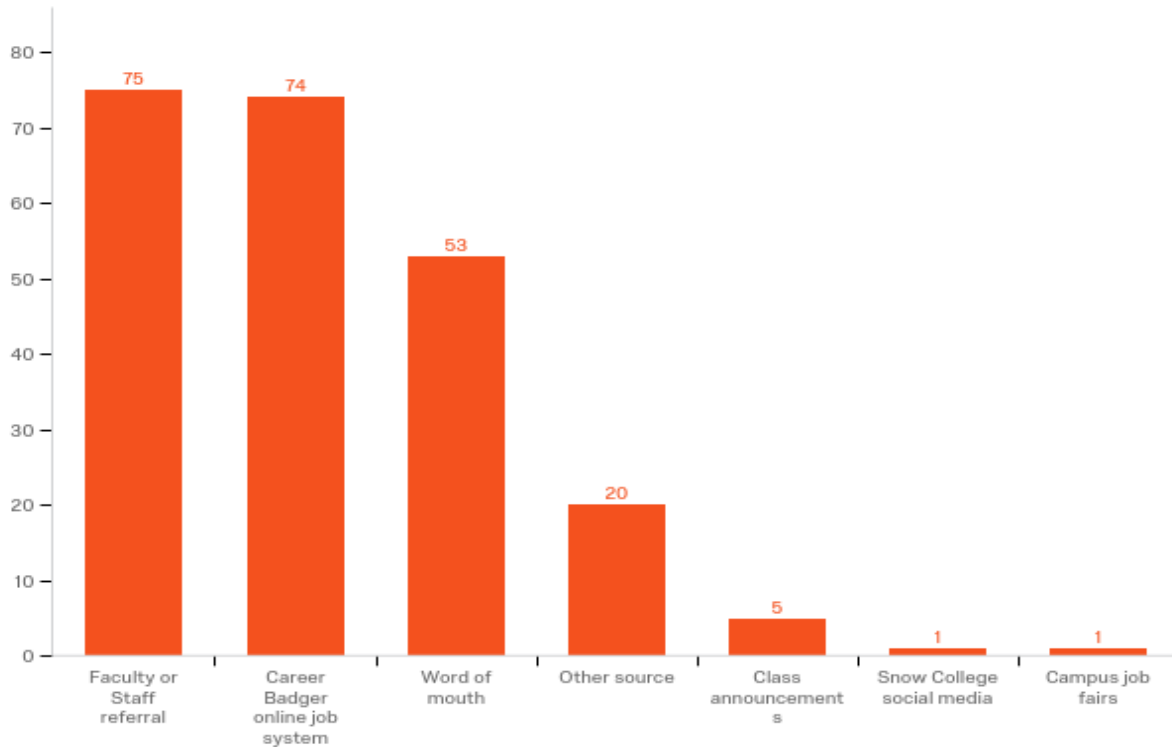
Communicate with your employees before firing them for "not finishing assignments" that were never assigned

Better communication between employees and employers

Be more available



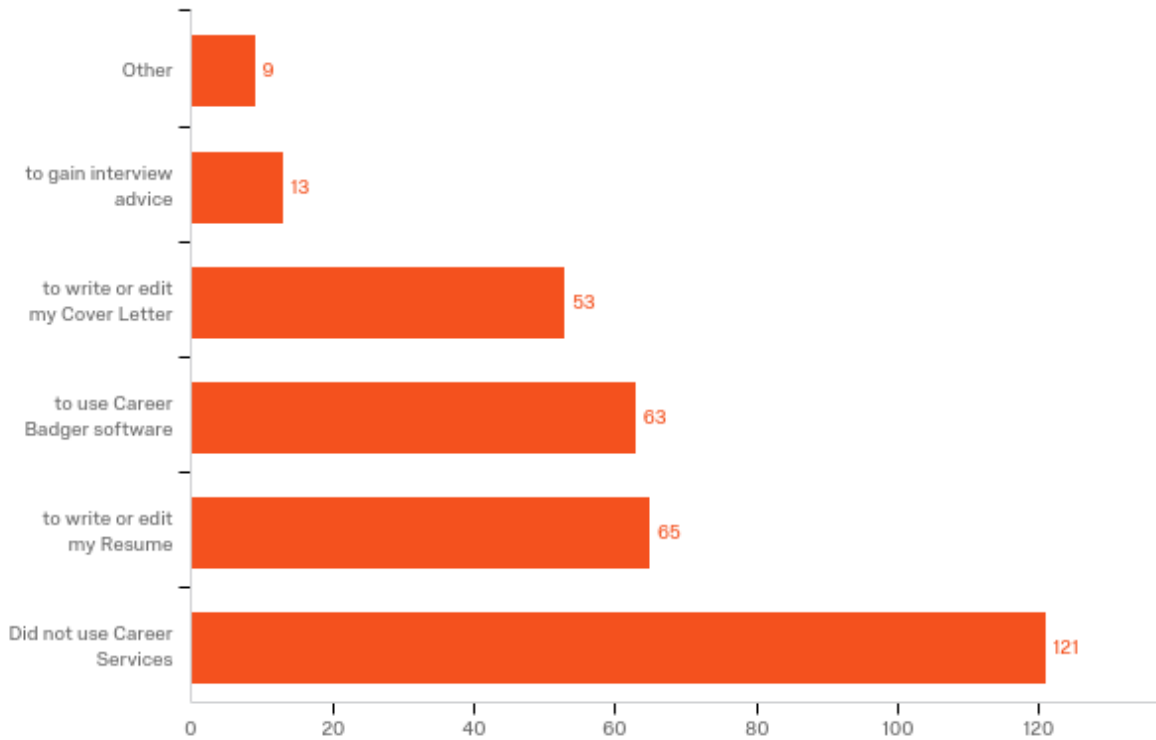
Q10 - How did you find your job on-campus?



Q10 Replies to "Other source":

Teacher recommendation	Asked Carol for a job
My professor	My roommate
I came for a leadership day at the college and heard about PTL	Another job interview got me the interview for the job I have now
Family members mentioned the job to me	Roommate
A girl that was already on the team mentioned that there was an opening on the team	Calling about a scholarship and the different opportunities for work at Snow College
Walked into my lab and it looked like fun	A friend that worked the same job
Volunteering	Friend of employer
My professor	Approached by professors
Emailed by employer	Online and staff referral
I was asked if I wanted the tutoring position personally	I just talked to the teacher and she gave me the job

Q11 - In order to apply for my job, I visited Snow College Career Services:



Q11 Replies to "other":

My professor
For time sheets
Looked for a job
To submit my resume
To get in contact with employers
Contact employer

## **Appendix C**

### **Campus Supervisor outcomes survey**

Q1 As a campus supervisor, your feedback about Student Employment is needed to evaluate our campus supervisor experience at Snow College. All responses are anonymous and we do not have a way to track individual answers or share them with student workers or your own supervisor. Career Services, which manages the campus student employment program, will use the aggregated information to improve the program and to give student workers and their supervisors better support and training.

Your participation will take 5 minutes or less and completion is highly recommended for those campus employers receiving work-to-learn or federal work study funds. You will receive email reminders until our survey is done. For questions, please contact Lisa Laird, Career Services manager, 435-893-2221, or [lisa.laird@snow.edu](mailto:lisa.laird@snow.edu)

Q2 How would you rate the following qualities of your own personal experience as a supervisor of student employees this school year:

	Excellent (18)	Good (19)	Average (20)	Poor (21)	Terrible (22)
Sense of connection to Snow students in general (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between you and your student employees (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to provide instruction on tasks or projects to student employees (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to delegate to student employees (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased acceptance of differences (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved mentoring or leadership skills for yourself (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of Student Employment policies and procedures (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Do you feel you were adequately trained to be a supervisor of student employees?

- Yes (23)
- No (24)

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Q4 What topics would you like us to cover for suggested supervisor training:

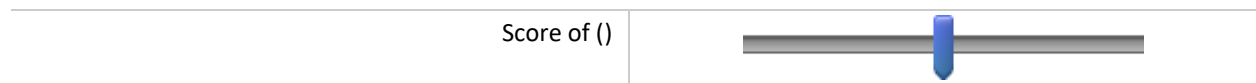
	Extremely useful (19)	Very useful (20)	Moderately useful (21)	Slightly useful (22)	Not at all useful (23)
Supervisory logistics - on-boarding, time sheets, scheduling, etc. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing job descriptions (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Employment program requirements (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing learning outcomes for student employees (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing student employee evaluations (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace diversity training (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Do you currently supply training for your own student employees?

- Initial training only (1)
  - As needed (2)
  - Regularly, once per month (3)
  - Frequently, twice or more per month (4)
  - None (6)
- 

Q6 If I had to rate my student employees on a scale of 0 to 100 percent with 100 being the best, I would award this percentage score:

0 10 20 30 40 50 60 70 80 90 100



Q7 What topics would you like Snow College to make available for your student employee training to improve the rating you gave them earlier or to provide professional development to them:

	Extremely useful (21)	Very useful (22)	Moderately useful (23)	Slightly useful (24)	Not at all useful (25)
Improved communication and customer skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic workplace skills: time management, and similar (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Mangement (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balancing work and life (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace diversity (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topic (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Do you provide your students with regular verbal or written feedback or performance evaluations?

Yes (27)

No (28)

Q9 Please indicate your level of agreement or disagreement with the following statements:

	Strongly agree (18)	Somewhat agree (19)	Neither agree nor disagree (20)	Somewhat disagree (21)	Strongly disagree (22)
I believe student employment should be a developmental experience for the student (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is part of my job to help educate my student employees in professional behavior and standards (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is part of my job to help my student employees find connections between their academic coursework and their job duties. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student employees are an essential part of my department (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient student employee hours to accomplish the work of my department (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are an adequate number of employment opportunities for students on campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Q10 Please give us any additional feedback or comments regarding your experience supervising student employees this school year. (500 characters maximum)

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# APPENDIX D

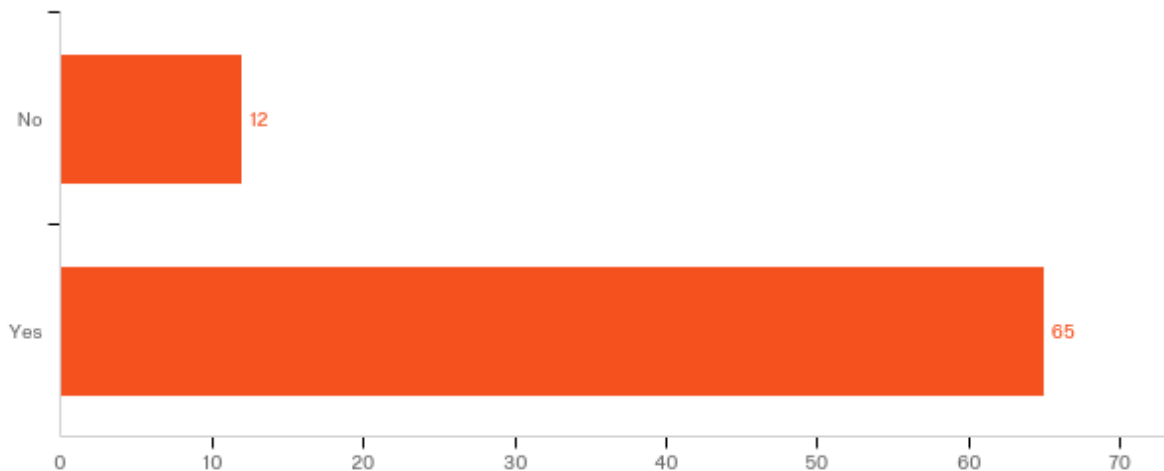
## Campus Employer Outcomes Survey Results

**Q2: How would you rate the following qualities of your personal experience as a supervisor of student employees this year:**

#	Field	Excellent	Good	Average	Poor	Terrible	Total
1	Sense of connection to Snow students in general	55.13% 43	39.74% 31	5.13% 4	0.00% 0	0.00% 0	78
2	Communication between you and your student employees	49.35% 38	40.26% 31	9.09% 7	1.30% 1	0.00% 0	77
3	Ability to provide instruction on tasks or projects to student employees	45.45% 35	49.35% 38	5.19% 4	0.00% 0	0.00% 0	77
4	Ability to delegate to student employees	50.65% 39	37.66% 29	10.39% 8	1.30% 1	0.00% 0	77
5	Increased acceptance of differences	52.63% 40	38.16% 29	9.21% 7	0.00% 0	0.00% 0	76
6	Improved mentoring or leadership skills for yourself	34.21% 26	53.95% 41	10.53% 8	1.32% 1	0.00% 0	76
7	Understanding of Student Employment policies and procedures	24.68% 19	38.96% 30	33.77% 26	2.60% 2	0.00% 0	77

Showing Rows: 1 - 7 Of 7

**Q3 - Do you feel you were adequately trained to be a supervisor of student emplo...**



Q4 - What topics would you like us to cover for suggested supervisor training:

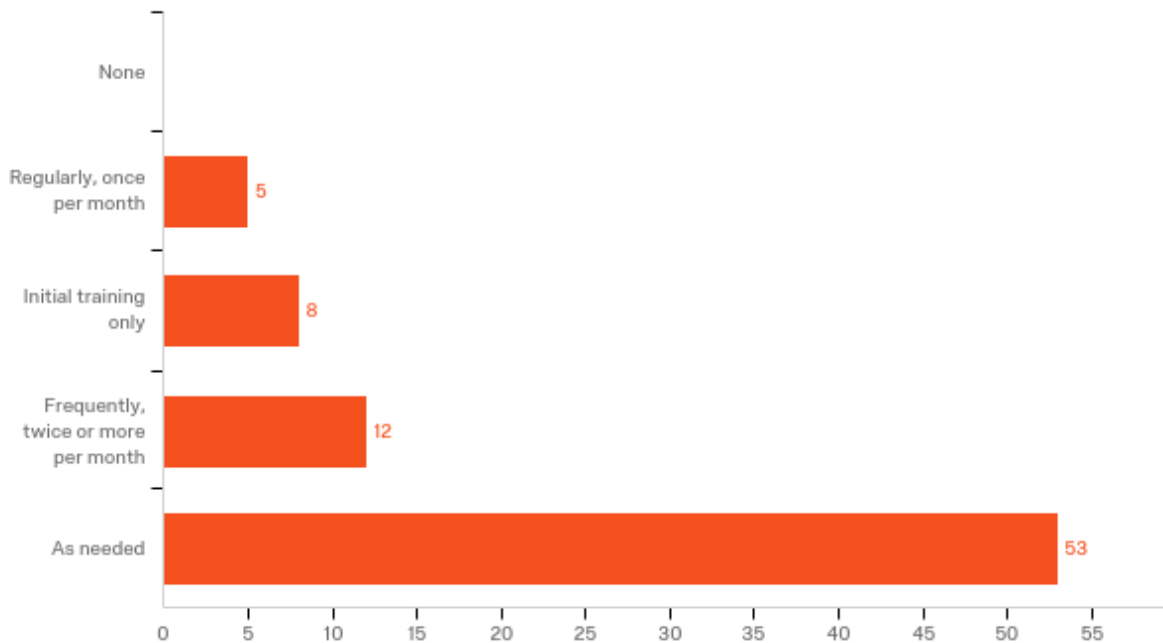
#	Field	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful	Total
1	Supervisory logistics - on-boarding, time sheets, scheduling, etc.	17.33% 13	34.67% 26	26.67% 20	17.33% 13	4.00% 3	75
2	Writing job descriptions	13.16% 10	36.84% 28	30.26% 23	14.47% 11	5.26% 4	76
3	Conflict management	14.29% 11	29.87% 23	33.77% 26	15.58% 12	6.49% 5	77
4	Student Employment program requirements	14.47% 11	46.05% 35	28.95% 22	6.58% 5	3.95% 3	76
5	Developing learning outcomes for student employees	11.84% 9	44.74% 34	28.95% 22	7.89% 6	6.58% 5	76
6	Performing student employee evaluations	16.88% 13	36.36% 28	31.17% 24	10.39% 8	5.19% 4	77
7	Workplace diversity training	14.29% 11	24.68% 19	31.17% 24	19.48% 15	10.39% 8	77
8	Other	9.09% 1	36.36% 4	18.18% 2	0.00% 0	36.36% 4	11

Showing Rows: 1 - 8 Of 8

**Q4: Replies for "Other"**

- Best practice if you have to let a student employee go
- How to handle employees that habitually don't show up through the term
- Job Expectations
- How to navigate the jobs webpage

Q5 - Do you currently supply training for your own student employees?



**Q6: If I had to rate my student employees on a scale of 0-100 percent with 100 being best, I would award this percentage score:**



Q7 - What topics would you like Snow College to make available for your student...

Field	Improved communication and customer skills	Basic workplace skills: time management, and similar	Conflict Mangement	Balancing work and life	Stress management	Workplace diversity	Other topic
Extremely useful	24.32% 18	29.73% 22	13.33% 10	28.38% 21	22.67% 17	10.81% 8	30.77% 4
Very useful	39.19% 29	41.89% 31	41.33% 31	37.84% 28	42.67% 32	33.78% 25	23.08% 3
Moderately useful	24.32% 18	18.92% 14	18.67% 14	22.97% 17	25.33% 19	31.08% 23	7.69% 1
Slightly useful	8.11% 6	6.76% 5	21.33% 16	6.76% 5	6.67% 5	16.22% 12	0.00% 0
Not at all useful	4.05% 3	2.70% 2	5.33% 4	4.05% 3	2.67% 2	8.11% 6	38.46% 5
	74	74	75	74	75	74	13

Showing Rows: 1 - 6 Of 6

**Replies to “Other Topic”:**

Responsibility to show up and confidentiality

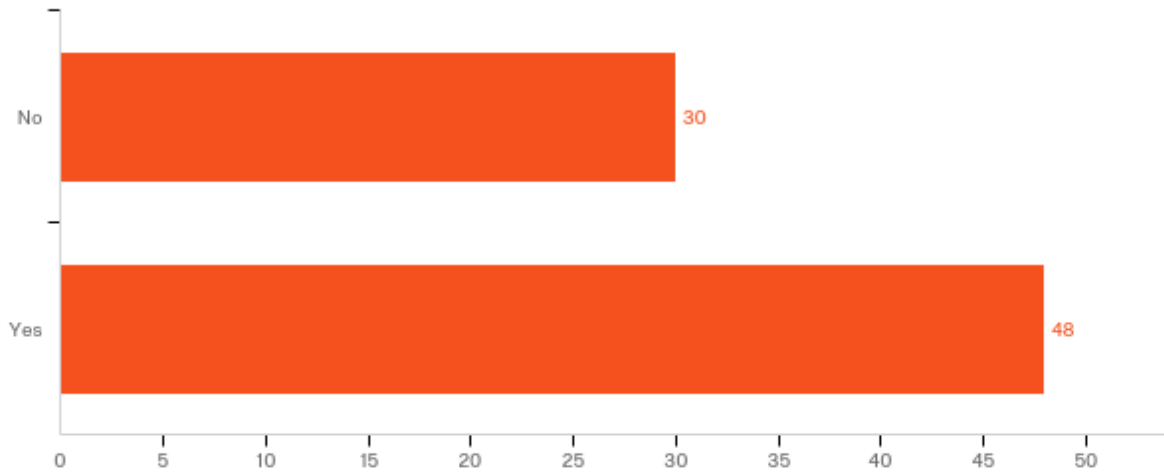
How to get off their cell phone and facilitate my class

Job expectations

Developing a more robust work ethic

Title IX

Q8 - Do you provide your students with regular verbal or written feedback or per...



Q9 - Please indicate your level of agreement or disagreement with the following...

Field	I believe student employment should be a developmental experience for the student	It is part of my job to help educate my student employees in professional behavior and standards	It is part of my job to help my student employees find connections between their academic coursework and their job duties.	Student employees are an essential part of my department	I have sufficient student employee hours to accomplish the work of my department	There are an adequate number of employment opportunities for students on campus
Strongly agree	72.73% 56	67.95% 53	35.90% 28	80.77% 63	39.74% 31	6.41% 5
Somewhat agree	24.68% 19	24.36% 19	42.31% 33	17.95% 14	37.18% 29	15.38% 12
Neither agree nor disagree	1.30% 1	3.85% 3	14.10% 11	1.28% 1	5.13% 4	29.49% 23
Somewhat disagree	1.30% 1	3.85% 3	6.41% 5	0.00% 0	14.10% 11	34.62% 27
Strongly disagree	0.00% 0	0.00% 0	1.28% 1	0.00% 0	3.85% 3	14.10% 11
	77	78	78	78	78	78

Showing Rows: 1 - 6 Of 6

Q10 Please give us any additional feedback or comments regarding your experience supervising student employees this school year:



Q10 - Please give us any additional feedback or comments regarding your experience supervising student employees this school year. (500 characters maximum)

We have set standards/goals for our students to complete, but it is difficult to get them to stay on task. Often, they think their job is work STUDY. I am fine with them using down time to study as long as they have met stated goals. I'd like to know better how to convey the importance of the job they do. Some of them do work hard, and often it depends on whom they are working with. Perhaps evaluations are a good idea.

We depend on our student workers and consider them an important part of our office. I love to see how much they learn and grow over the course of a year! It's always a sad day for me when they graduate!!

The biggest problem I face is students want the job then they habitually don't show up due to an "illness" that NEVER goes away (yet I see them that work day at the library or other events). Also... students need to learn that grading papers takes time, please read through the assignment and see what students were to do for the assignment then let's set up a grading rubric together. DONT just give everyone 100% simply for turning in an assignment (I.E. A "paper" consists of more than 3 sentences

Student employees should understand that it is still a job. You will be professional and be mindful of the aspects of the job that are confidential. They need to be able to separate their personal and professional opinions to ensure they represent the college in their duties as a student worker.

Sometimes I feel at a loss as to how to communicate poor performance to my student workers. I develop a friendship, making it hard to be critical and not hurt feelings. It's also hard to initially create a way to transfer knowledge to new students each year.

It has been a great learning experience for me and I enjoy working with the students

It has been a good experience. I would like more training on performing student employee performance evaluations and how to have conversations about the ways they can improve their performance and time management.

International students, whom I supervise here at Snow, number 140 now. Their visas permit them to work 20 hours or less per week ONLY ON CAMPUS. This is a challenge because at least 50% of these students want jobs. In our student survey this year student jobs ranked in the top four of things students would like to have. I'm not sure how to help to do this. Many international student do find employment, but there are always students looking for jobs, too. Thanks!

I would very much appreciate additional training opportunities for both myself and my students!

I love my student employees. I have had wonderful experiences. I have found that if I select the right student employee I can depend on them more than my "non student" hourly employees. They work hard and want the job and need the money. I especially enjoy being a mentor to these students and helping prepare them for when they enter the work force full time.

I had one employee who is very needy, but also very talented. A lot of extra energy was required to make everything work. This was an unprecedented exception to the norm.

A work place environment and our shop environment are very similar.

I have one 1/2 time position and was able to get 3 work to learn positions this year. I very much would like to get 3 work to learn positions next year also.

I had great pool of applicants to choose from who had applied for the scholarship assistant I & II positions. The two that we had hired were exceptional and task oriented. They were easy to train initially and throughout the year as needed. There were some soft skills that required increase training due to the vast customers that we deal with. We are looking to have them rejoin us again. Is there a way to receive more funding for hours to meet the evolving improvements required for our office?

I don't want extra assignments for myself in this regard. How I'm functioning works for me.

I could use on more work to learn for my student life front desk. We are also looking to expand Buster's Pantry and adding a part time person, 10 hours a week for that would be great. Just add it to my wish list. Michelle Brown