

## STUDENT EMPLOYMENT ANALYSIS

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### OVERALL RECOMMENDATIONS

Through our work with the student employment CWT, our team has determined that a decentralized model is not serving students. We recommend centralizing student employment in one office which is Career Services. In addition to centralizing student employment, we recommend creating new roles to support student employment and supervisors who oversee student mentoring. Centralizing cannot be done without adding staff positions to support this cause. Lastly, with SLCC identifying as an emerging HSI, we need dedicated staff and a clearly defined process for how students without work authorization can apply for student employment.

### BUDGET AND INFRASTRUCTURE RECOMMENDATIONS

- Increase all PT (Part Time) pay to a starting wage of \$15.00/hour.
- When possible, designate private funding for undocumented and international students.
- Career Services to oversee all on-campus employment including work-study and part-time student employment (processes would still stay with HR).
- Career Services needs two FT (Full Time) staff members to oversee on-campus employment as a dedicated role, as well as an Assistant Director to oversee all of student employment.
- Human Resources needs a Student Employment Hiring Coordinator.
- Career Services needs a FT Marketing and Outreach Specialist to market all on-campus employment and Handshake.

### SOFTWARE RECOMMENDATIONS

- Replace PARS with a system that allows Career Services and Human Resources to better market on-campus employment and simplify the hiring process for students and supervisors.
- All on-campus positions to be posted in applicant tracking system (i.e., PARS) and marketed in Handshake.

### PROCESS RECOMMENDATIONS

- All hiring forms, policies, and trainings will be electronic.
- Support from institutional marketing to create a webpage on student employment.
- Add Handshake to MYSLCC to prominently highlight student jobs.

- Career Services to serve students in Handshake by using Handshake as an appointment management tool. This will allow Handshake to be a one stop shop.
- Create hiring and supervisor toolkits to provide resources and tools to aid the student recruitment and hiring process.
- Offer relevant and meaningful job opportunities, professional development, and semester check-ins, and learning opportunities for student employees.
- Create welcome orientations, group onboarding opportunities, and build learning communities for student employees to prepare, connect, and support.
- Create a seamless recruitment and hiring process so students can view and find opportunities, access resources to prepare for interviews, and navigate the hiring and onboarding process in a timely and efficient manner.

### CONSIDERATIONS AS AN EMERGING HSI

- Make “bilingual” a preferred skill in all PT roles and highlight the importance of Spanish-speaking job descriptions.
- Increase wages for PT bilingual roles to recognize and value their language skills.
- Team(s) who can translate documents into Spanish and its varying dialects should be compensated.
- Clarifying the process for paying students without a work visa and for students with an ITIN.

### PROPOSED BENEFITS FOR ON-CAMPUS EMPLOYMENT PARTICIPANTS

- Provide paid parking.
- Tuition waiver and/or scholarships.
- Health benefits for PT student employment – if there is an option available, then PT employees need to be aware of it.
- Childcare and mental health vouchers.
- Provide mileage reimbursement.
- Receive \$50.00 for annual Harmon’s certificate

### BARRIERS FOR ON-CAMPUS EMPLOYMENT SUPERVISORS

- Decentralized student employment model.
- Lack of training and resources for supervisors who oversee PT students.
- Lack of funding to provide resources to students, such as space and laptops/computers.

Student Employment Type	Department	Pay range	System
Work-Study	Financial Aid	\$12+	PARS

<b>Experiential Work-Study</b>	Career Services and Financial Aid	\$12+	PARS
<b>Tuition Waivers</b>	Financial Aid	-	Spring Award
<b>On-Campus Employment</b>	Career Services and HR.	\$12-\$18	PARS and Handshake
<b>On-Campus Internships</b>	Academic Affairs and Career Services	\$12-\$18	PARS and Handshake
<b>Campus Internship Program</b>	Career Services	\$14.29	PARS and Handshake
<b>SLCCSA</b>	Thayne Center	\$15-\$18	Campus Groups and PARS

Student Employment Type	International and DACA Students	Without Work Authorization
<b>Work-Study</b>	No	No
<b>Experiential Work-Study</b>	No	No
<b>Tuition Waivers</b>	No	No
<b>On-Campus Employment</b>	Yes	No
<b>On-Campus Internships</b>	Yes	No
<b>Campus Internship Program</b>	Yes	No

**CURRENT STATE OF STUDENT EMPLOYMENT. BELOW IS A SAMPLING OF THESE SERVICES.**

Work-Study	Experiential Site Work-Study	Tuition Waivers	On-Campus Internships	On-Campus Employment	Campus Internship Program
<p>Work-Study is a process that is administered by the Financial Aid office.</p> <p>Students must qualify for federal financial aid and demonstrate financial need to be considered for work-study.</p> <p>The amount a student may be</p>	<p>Experiential Site Work-Study is a process that is administered by the Financial Aid and Career Services offices.</p> <p>Students must qualify for Financial Aid and Pell Grants to be considered.</p>	<p>Tuition waivers are a process that is administered by the Financial Aid office.</p> <p>Students must qualify for Financial Aid and PELL grants to be considered.</p> <p>Tuition waivers are considered a type of</p>	<p>Internships are housed out of various departments and Career Services.</p> <p>Internships are not jobs and have different criteria for students to participate.</p>	<p>Tuition waivers are a process that is administered by the Financial Aid office.</p> <p>Students must qualify for Financial Aid and PELL grants</p>	<p>The Campus Internship Program is housed out of the Career Services office and is partially funded through Triple I.</p> <p>The Campus Internship Program is not an on-campus job.</p>

<p>awarded varies on their Estimated Family Contribution (EFC).</p> <p>Students must apply for an on-campus job through PARS.</p> <p>Departments use students' work-study funding for a salary.</p> <p>Departments pay 0% of salary.</p> <p><b>Starting pay is \$12.00/hour.</b></p>	<p>The amount a student may be awarded varies.</p> <p>Students must apply for an on-campus job through PARS.</p> <p>Not-for-profit and local business can host a student using their work-study funds.</p> <p>Company pays up to 25% of salary.</p> <p><b>Starting pay is \$12.00/hour.</b></p>	<p>scholarship that would cover basic in-state tuition.</p> <p>Students "volunteer" in a department for up to 10 hours per week.</p> <p>Students using tuition waivers are not considered student employees.</p>	<p>All internships must have learning outcomes, a dedicated supervisor, and be time-bound.</p> <p>Students may receive course and/or major credits depending on the program.</p> <p>Internships for course credit should relate to a student's major and align with their career interests.</p> <p><b>Pay ranges from \$12-\$18/hour.</b></p>	<p>to be considered.</p> <p>Tuition waivers are considered a type of scholarship that would cover basic in-state tuition.</p> <p>Students "volunteer" in a department for up to 10 hours per week.</p> <p>Students using tuition waivers are not considered student employees.</p>	<p>Students must be taking at least 9 credit hours during the academic year and 6 during the summer.</p> <p>Students must have a 2.0 GPA or above.</p> <p>All interns must have a reliable mentor.</p> <p>International students, students with an ITN, and DACA students may apply.</p> <p>Departments pay 0% of the salary.</p> <p><b>Pay is \$14.29/hour.</b></p>
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**CHARGE**

On-campus employment is considered a high-impact practice (HIP), closely associated with positive student outcomes. With this in mind, we seek to expand these opportunities to benefit more students.

Charge: The committee shall:

- 1.) Conduct a review of on-campus employment. Currently, we do not track students who are employees and do not have an accurate number. Make necessary changes regarding the coding/tracking student employees to continue baseline reporting. Provide a written report of the current number of student employees by area.
- 2.) Recommend ways to expand on-campus employment and the Campus Internship Program (CIP). This may include preferential hiring of students and recommendation of minimum wage to compete with off-campus employment. Provide recommended language for any needed updates to compensation and employment policies. Study the research and practices from other leading colleges and include references in your report.

- 3.) Review current Work-Study processes and recommend ways to improve the use of funds to increase student completion.
- 4.) Analyze current on-campus employment policies and procedures to determine the degree of equitability and accessibility.

## GUIDING PRINCIPLES

The CWT recommendations should:

- Clarify the hiring and funding process for undocumented students, international students, asylum-seekers, and recipients of Temporary Protective Status (TPS) as it relates to becoming a Hispanic-Serving Institution (HSI).
- Always come back to being equitable, inclusive, and accessible.
- Match our policies and procedures to our mission and values and educate SLCC on the “why.”
- Create access and knowledge on how to find, apply, and use on-campus opportunities for students, faculty, and staff.
- Define work-study, on-campus jobs, and internships.
- Promote compensation for bilingual employees.
- Advocate for proper use and buy-in of on campus employment.

## EXPLORATION & STAKEHOLDER INPUT

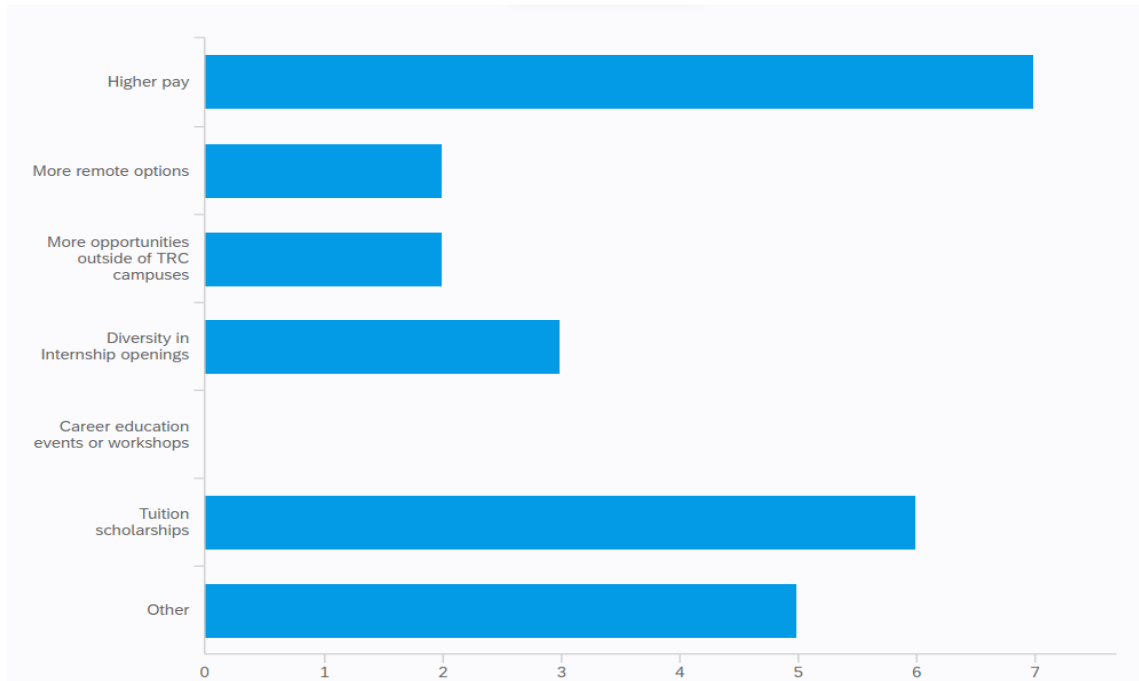
The CWT met on a weekly basis as a large committee and on a bi-weekly basis with each subgroup (each charge). The CWT engaged in several activities to help inform our recommendations. We developed a process map for work-study and looked at participation rates for each on-campus opportunity. We determined that on-campus employment involves three primary customers—students, supervisors, and departments who house on-campus funding and processes. We sought input from these partners.

## SUPERVISORS’ INPUT

### **Campus Internship Program (CIP)**

The CWT surveyed current and past Campus Internship supervisors to gauge their experience with the program and if the processes were clear. There were 34 supervisors who filled out the survey (34 out of 50 supervisors total in the past three years). Supervisors are defined as the staff member who is personally responsible for their student’s development. The supervisors comprise of Coordinators, Faculty, Assistant Directors, Administrative Assistants, and Directors. Below are perspectives from past and current CIP supervisors:

- Supervisors felt that the hiring process is clear, however there are several steps a supervisor needs to take, and the steps feel redundant.
- Supervisors have asked for clearer guidance on the process, including a checklist.
- When asked what would make the Campus Internship Program more competitive, supervisors indicated higher pay (at the time the pay rate was \$12.00/hr.) and the ability to offer scholarships and/or tuition waivers. Please see the graph below for more context:



- When asked what makes CIP unique, supervisors indicated not having to fund positions themselves and the direct intentionality of on-the-job training for students.

## SLCC ON-CAMPUS EMPLOYMENT HOUSED OFFICES

Within the past few years, and more recently with the initiation of the CWT, Human Resources, Career Services, and Financial Aid have discussed current processes and how to better collaborate and streamline systems. Through these conversations, we discovered barriers for hiring students and recruiting supervisors.

- Currently, students need to apply for a position twice: once through Handshake and then through PARS.
- All on-campus positions have varying hiring processes, best practices, and timelines.
- On-campus positions have differing pay rates depending on the division and/or hiring department/office.
- There is a general lack of resources to support marketing efforts for all on-campus employment positions.

- There is confusion between what is a job and an internship, and what systems and resources each department oversees.
- Some technology used for hiring students is out of date, and the staffing resources are not present to fix these issues.

**CHARGE 1 - CONDUCT A REVIEW OF ON-CAMPUS EMPLOYMENT**

Currently, we do not track students who are employees and do not have an accurate number of the total population. Necessary changes need to be made regarding the coding/tracking of student employees to continue baseline reporting. Provide a written report of the current number of student employees by area.

**FINDINGS**

A review of on-campus employment was conducted. The data was pulled for fall in October and pulled for spring in March. The data was collected on these dates to account for the time it takes for students to find a position, apply, and their employee record be set up. Students were counted once using their primary position.

For part-time employees, the payroll team review their credits once a semester in February and October. If students are taking 6 or more credits and have worked at the college less than two consecutive years, payroll changes the employee’s designation from a part-time employee to a student employee. If a student participates in the federal work-study program or the college internship program, they will be designated as a student employee regardless of their years of service.

We see a significant decrease in participation in student employment. Student Affairs, Academic Affairs, and Finance and Administration have the highest participation. Intuition tells us that these decreases are related to the pandemic, but other factors explored in the report can also explain these downward trends.

The pay range for student employees ranged from \$12.00- \$18.68 for fall 2021 with the most common hourly wage of \$12.00 and an average of \$12.42 Please see Table 2 in the appendix for average pay by area.

For this report average GPA and number of active semesters were also considered. Please see Table 3.

In summary, we see opportunities to grow student employment across campus.

TABLE 1 - STUDENT EMPLOYMENT

Division	Student Employee Type	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019
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President's Office	<i>Part-time Employee</i>	1	0	0	0	0	0	1
	<i>Work-Study</i>	0	0	0	0	0	0	0
	<i>College Internship Program</i>	1	2	1	1	0	0	0
Academic Affairs	<i>Part-time Employee</i>	78	52	52	71	73	67	79
	<i>Work-Study</i>	27	17	10	7	22	22	33
	<i>College Internship Program</i>	4	13	7	10	19	16	20
Finance & Administration	<i>Part-time Employee</i>	29	23	30	44	39	38	44
	<i>Work-Study</i>	0	0	0	0	1	1	0
	<i>College Internship Program</i>	0	1	0	0	1	1	0
Student Affairs & Enrollment Management	<i>Part-time Employee</i>	115	93	70	72	77	94	89
	<i>Work-Study</i>	12	4	18	7	52	39	76
	<i>College Internship Program</i>	8	17	12	11	24	15	11
Institutional Advancement	<i>Part-time Employee</i>	5	1	1	2	5	5	8
	<i>Work-Study</i>	12	4	18	7	52	39	76
	<i>College Internship Program</i>	8	17	12	11	24	15	11
	<i>Part-time Employee</i>	0	0	0	0	0	0	0



Government & Community Relations	<i>Work-Study</i>	0	0	1	0	1	0	0
	<i>College Internship Program</i>	0	0	1	0	0	0	0
Institutional Effectiveness	<i>Part-time Employee</i>	5	4	1	0	2	1	2
	<i>Work-Study</i>	0	0	0	0	0	0	0
	<i>College Internship Program</i>	0	3	2	1	2	0	3
<b>TOTAL</b>		<b>286</b>	<b>232</b>	<b>207</b>	<b>227</b>	<b>320</b>	<b>302</b>	<b>368</b>

TABLE 2 – AVERAGE PAY PER AREA

Average Pay Per Area							
Area	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	October 2019	Spring 2019
President's Office	\$14.29	\$12.42	\$12.00	\$12.00	-	-	\$17.50
Academic Affairs	\$12.98	\$12.88	\$12.20	\$12.32	\$11.70	\$12.00	\$11.55
Finance & Administration	\$13.94	\$13.58	\$12.87	\$12.67	\$12.82	\$12.65	\$11.86
Student Affairs & Enrollment Management	\$13.18	\$12.81	\$12.21	\$12.17	\$12.12	\$11.91	\$11.48
Institutional Advancement	\$13.73	\$12.90	\$12.00	\$13.00	\$13.46	\$13.21	\$12.74
Government & Community Relations	-	-	\$12.00	-	\$12.00	-	-
Institutional Effectiveness	\$14.08	\$13.26	\$12.33	\$12.00	\$13.64	\$18.00	\$12.06
<b>Average</b>	<b>\$13.70</b>	<b>\$11.12</b>	<b>\$12.23</b>	<b>\$12.36</b>	<b>\$12.62</b>	<b>\$13.55</b>	<b>\$12.86</b>

TABLE 3 – STUDENT EMPLOYMENT AVERAGE GPA

Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019
3.02	3.25	3.20	3.12	3.19	3.15

TABLE 4 – STUDENT ETHNICITY BY SEMESTER

Ethnicity Designation	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019
Black	27	22	20	24	31	24	30
White	120	99	92	107	149	143	190
Asian	34	25	22	16	35	44	32
Hispanic/Latinx	78	62	59	65	82	70	86
Native American	5	4	2	3	5	3	5
Pacific Islander	5	4	4	4	5	2	4
More Than One Race	6	6	4	5	9	10	11
International Student	11	10	4	3	4	6	9
<b>Total</b>	<b>286</b>	<b>232</b>	<b>207</b>	<b>227</b>	<b>320</b>	<b>302</b>	<b>368</b>

## RECOMMENDATIONS

- Human Resources reports on student employment for each division in October and March.

### CHARGE 2 - RECOMMEND WAYS TO EXPAND ON-CAMPUS EMPLOYMENT AND CIP

Recommend ways to expand on-campus employment and the Campus Internship Program (CIP). This may include preferential hiring of students and recommendation of minimum wage to compete with off-campus employment. Provide recommended language for any needed updates to compensation and employment policies. Study the research and practices from other leading colleges and include references in your report.

## WHAT IS AN INTERNSHIP?

Experiences where students can apply their academic knowledge in a work setting are labeled as “internships.” According to the National Association of Colleges and Employers (NACE), the criteria for and oversight of these experiences vary widely among institutions of higher education and employers in the United States. At Salt Lake Community College, internships are a legitimate learning experience which benefit the student and are not simply an operational work experience conducted by a student.

To ensure that an experience—whether it is a traditional internship, or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by NACE’s definition, all the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

At Salt Lake Community College, Career Services has two avenues for vetting internships that are processed through the Career Services office. All CIP descriptions are evaluated through the Employer Engagement team by hand. All on-campus internships that are posted on Handshake are reviewed by members of the Employer Engagement team prior to receiving approval to be published in the system (at which point they become viewable to students to apply).

## WHAT IS ON-CAMPUS EMPLOYMENT?

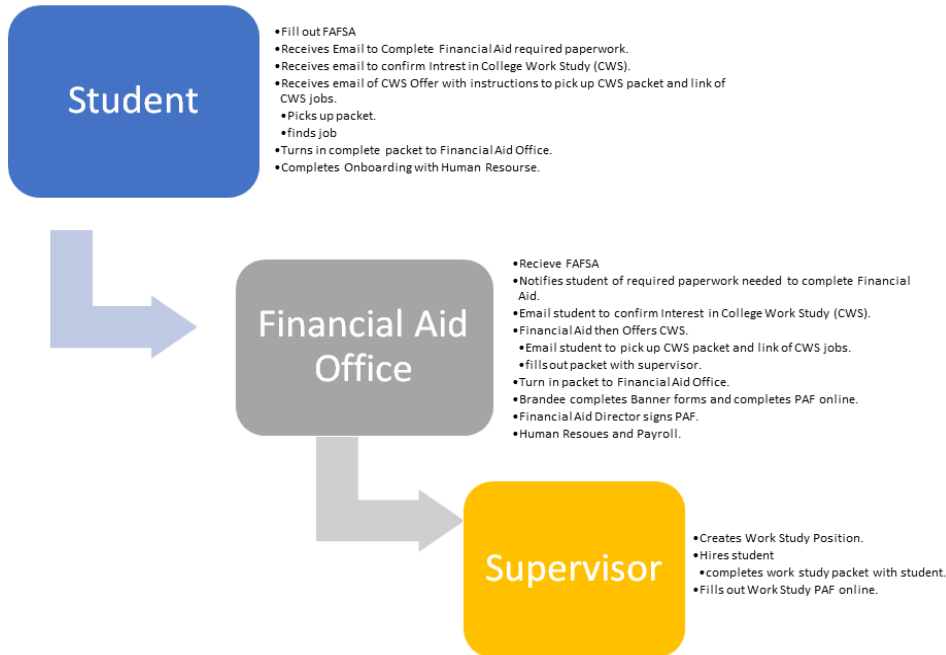
- On-campus employment includes work done as a teaching or research assistant as well as jobs in the university library, facilities, laboratories, and administrative offices.
- Students may work up to 20 hours per week while school is in session during the academic year (fall and winter semesters)
- Students may work full-time (more than 20 hours per week) on-campus during official university holidays, breaks, and vacation periods (spring and summer semester for most students)

## RECOMMENDATIONS

- Collaborate with HR to post all opportunities open to students on Handshake and streamline the CIP application process so students are only required to apply to a position once via Handshake. The postings in Handshake will include an external application link which will take students directly to the posting in PARS where they will apply once. In doing so, we will provide additional marketing for on-campus positions, and it will cement Handshake as the “hub for all things career related” on campus so that students need only use that one platform to find opportunities.
- Create employer accounts in Handshake for all hiring departments on campus so that they can easily post opportunities for on-campus employment.
- Develop targeted marketing campaigns for opportunities in Handshake as well as on-campus recruitment events such as the Student Jobs & CIP Fair.
- Develop and provide training across campus on Handshake to get staff/faculty confident in using it and promoting its use to students they interact with.
- Create a culture across SLCC of Handshake being the “hub for all things career-related” so that students easily know where to go for any career needs.
- Create clear definitions & resources for supervisors on the difference between internships & student jobs (utilizing NACE definitions).
- Create manuals/resources/training materials for supervisors on using Handshake and CIP processes, etc. to make it easier for staff to participate in CIP and post on-campus opportunities.
- Hire additional staffing in Career Services to support the added workload for CIP & student employment/Handshake management. Additional staff would also help us to devote more time towards assessment & outcomes data collection which could be shared with academic partners on a semesterly basis to improve collaboration and expand on campus opportunities.
- Hiring an expert to bridge between HR and Marketing to ensure that employment website (PARS) is accessible to prospective employees.
- More dedicated time during Orientation sessions for Career Services staff to talk to students about on-campus employment/internships, including how to find those opportunities and the importance of and value in participating in them.
- Adding public labels in Handshake which can be used as filters to make opportunities more easily searchable for students (label examples could include: “bilingual,” or “CIP”).

### CHARGE 3 - REVIEW CURRENT FEDERAL WORK-STUDY PROCESSES

Below is a flowchart of the current Federal Work Study process:



## RECOMMENDATIONS

- Update Federal Work Study packet to be offered online. Currently, the packet is paper-based and requires multiple departmental signatures. Utilizing Etrieve will remove barriers from the process and improve access for all stakeholders involved.
- Increase marketing and promotion of Federal Work Study. In addition to working with Institutional Marketing, attend unit and departmental staff meetings to explain Federal Work Study and the advantages associated with the program.
- Increase marketing and promoting to our student of Federal Work-Study.
- Add a marketing staff member for Federal Work Study.
- Expand, formalize, and promote the process for the Federal Work-Study Experimental Site Initiative (ESI). The ESI allows for certain institutions, including SLCC, to pay low-income students for work experiences required by their academic programs, such as student teaching and clinical rotations, by expanding opportunities to outside employers. Funding is available through the ESI to hire a third-party intermediary to help forge partnerships with outside businesses.

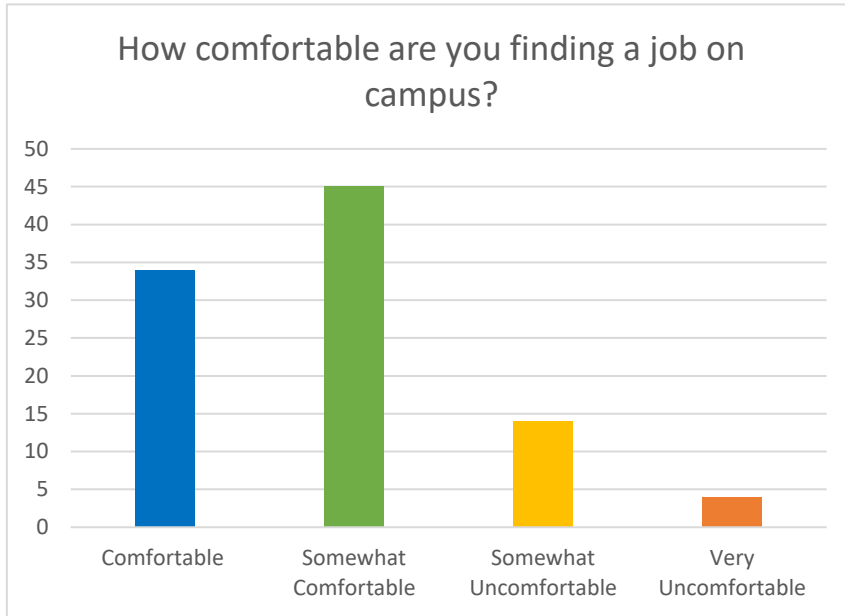
## CHARGE 4 - ANALYZE CURRENT ON-CAMPUS POLICIES AND PROCEDURES TO DETERMINE EQUITABILITY AND ACCESSIBILITY.

A short 9-question survey was created to gauge students' awareness and overall perceptions of the hiring process for student employment. The purpose of this survey was to determine how our hiring processes and policies can be more equitable and inclusive. The survey was published via Campus Groups, advertised via Handshake, and distributed to departments, like SLCCSA,

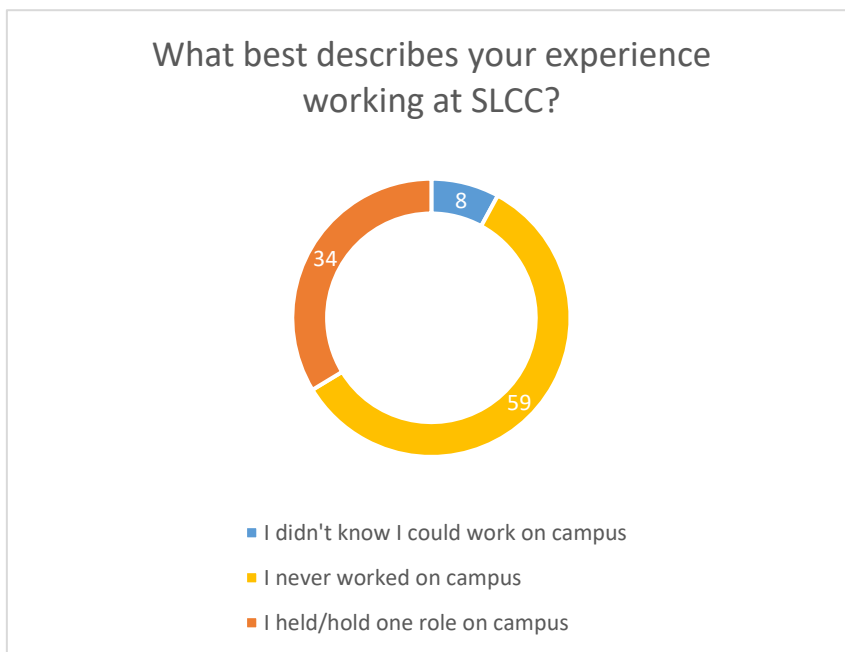
Orientation & Student Success (OSS), the Office of Diversity & Multicultural Affairs (ODMA), and Student Services.

As of February 22<sup>nd</sup>, approximately **101** students completed the survey. Below you can review each question, the degree of responses gathered from the survey, and the themes that emerged:

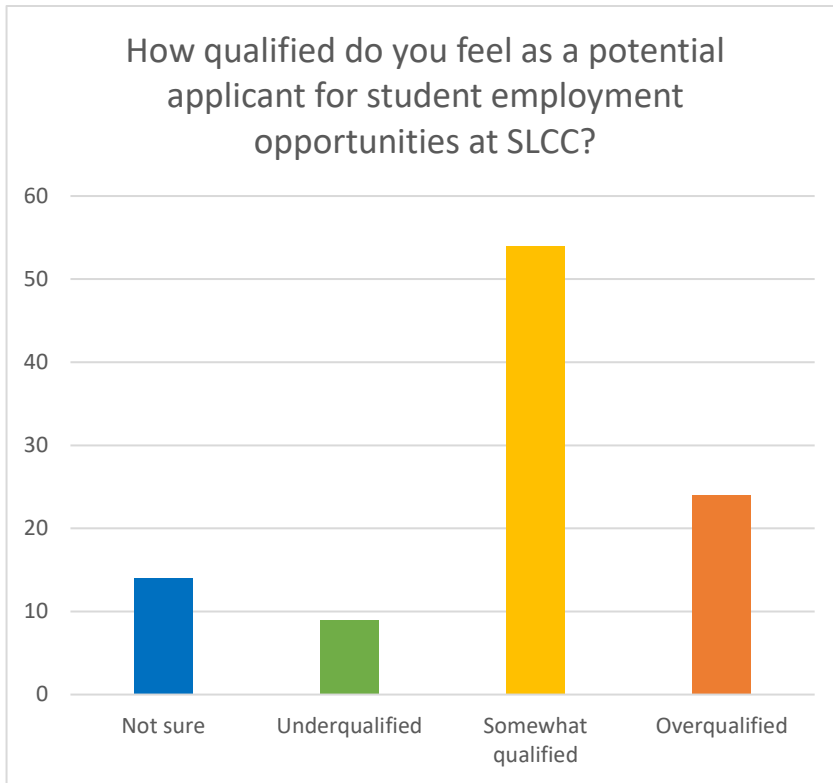
**1. How comfortable are you finding a job on campus at SLCC?**



**2. What best describes your experience working at SLCC?**



3. **How qualified do you feel as a potential applicant for student employment opportunities offered at SLCC?**



Most of the students surveyed believed that they were **somewhat qualified** for student employment opportunities. Students do not know what their responsibilities would be if they worked at the College, and the variety of offices they could work in. This preconceived notion may deter them from applying.

4. **Rank these factors on how they influence your selection of a campus job or internship to apply for? (1 = Most Influential, 9 = Least Influential)**

Due to technological errors, we were only able to capture responses from 47 survey participants.

Factors	1	2	3	4	5	6	7	8	9
Amount of compensation	14	5	4	2	4	3	1	4	10
Ability to work remotely	5	8	5	3	2	2	4	12	6
Location of campuses	3	4	9	6	6	6	6	4	3
Employs students without a work permit	7	3	4	1	1	6	7	7	12

Flexible schedule	7	6	5	5	7	3	9	3	1
Job duties	0	4	7	9	10	7	5	4	1
Benefits (paid parking, swag, etc.)	3	4	8	9	7	5	3	4	4
Employers with an inclusive and equitable mission or values statement	2	4	4	9	6	9	6	5	2
Tuition reimbursement instead of salary	6	9	1	3	4	6	6	4	8

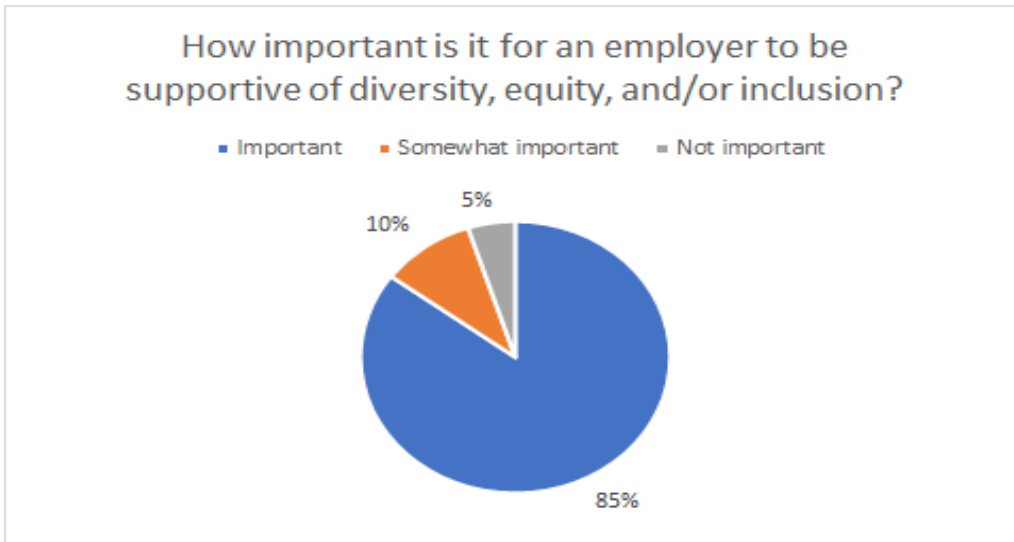
This chart demonstrates the number of occurrences for each factor based on how they were ranked. For instance, **42%** of survey participants indicated that the *amount of compensation* is an important factor for them when choosing an on-campus job or internship to apply for. Additionally, **41%** of the respondents selected *employs students without a work permit* as one of their top three factors.

Below is the mean, mode, and median for question #4.

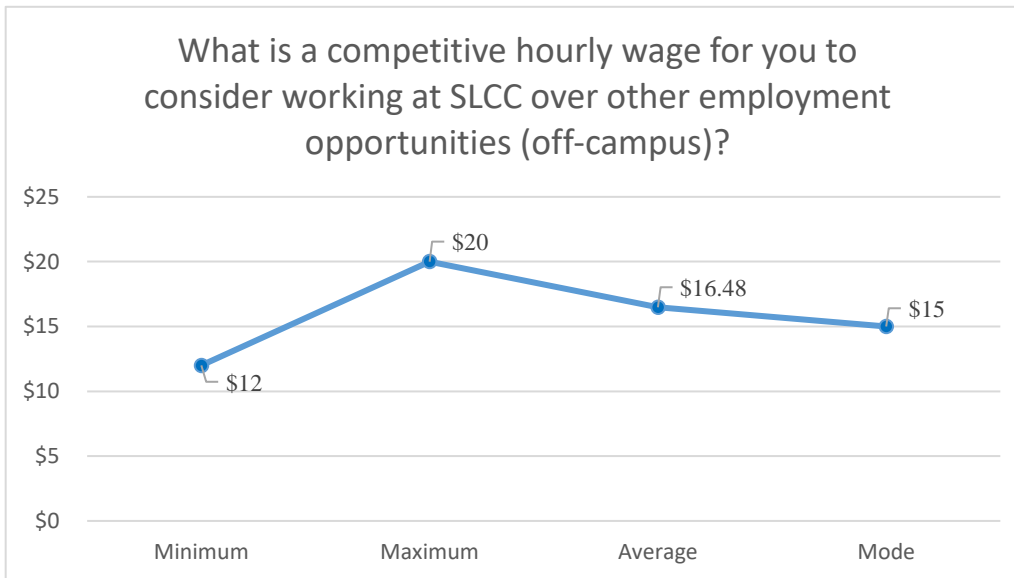
<b>Factors</b>	Mean among all ranks <b>(Ranked)</b>	Mode	Median
Amount of compensation	4.49 <b>(2)</b>	1	4
Ability to work remotely	5.02 <b>(6)</b>	8	6
Location of campuses	4.87 <b>(4)</b>	3	5
Employs students without a work permit	6.02 <b>(9)</b>	9	7
Flexible schedule	4.32 <b>(1)</b>	7	4
Job duties	4.95 <b>(5)</b>	5	5
Benefits (paid parking, swag, etc.)	4.78 <b>(3)</b>	4	4
Employers with an inclusive and equitable mission or values statement	5.17 <b>(8)</b>	4, 6	5
Tuition reimbursement instead of salary	5.13 <b>(7)</b>	2	6



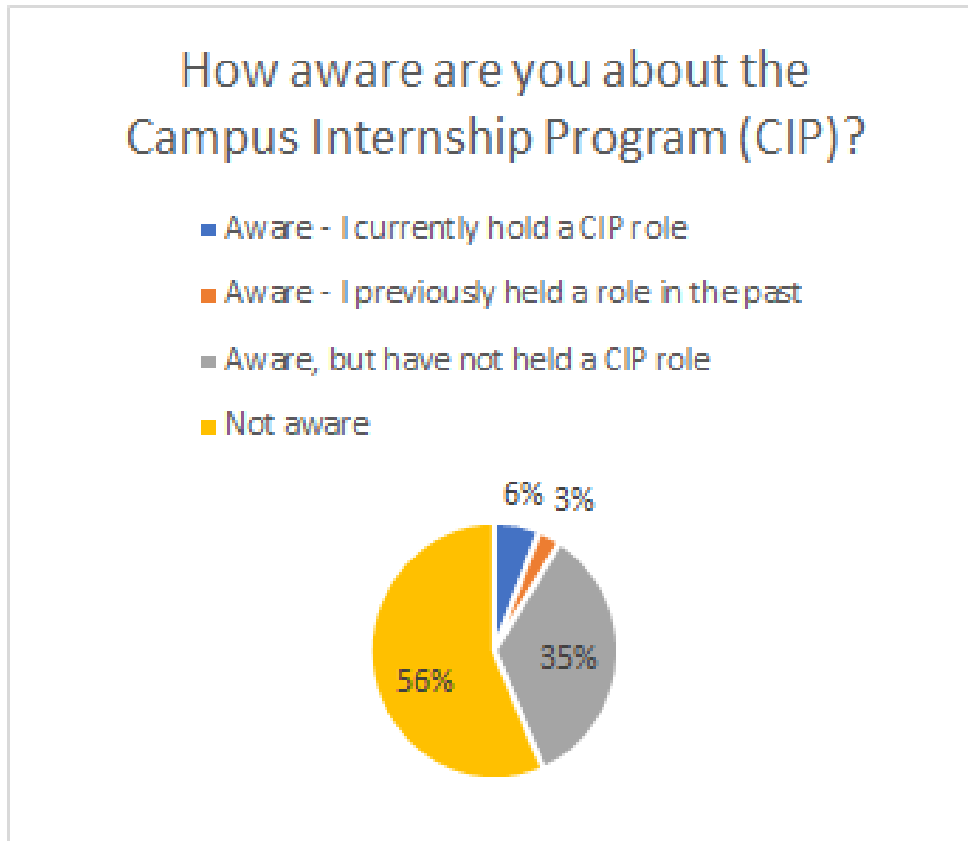
5. **How important is it for an employer to be supportive of diversity, equity, and/or inclusion?**



6. **What is a competitive hourly wage for you to consider working at SLCC over other employment opportunities (off-campus)?**



**7. How aware are you about the Campus Internship Program (CIP)?**



Many of the students surveyed were not aware of the Campus Internship Program. Of the 9 students who held a CIP role on-campus, they were directed to answer two follow-up questions (#8 and #9) to highlight their experiences participating in the program, and their reasoning for leaving the program, if applicable.

**8. Were there any significant experiences during the application and hiring process for CIP that you think should be shared?**

- a. The application process was easy (1) or made easy by a specific staff member within Career Services (1).
- b. First impressions are important! The candidate experience should be positive, and they should be treated well, regardless of them being hired at the College or not (1).
- c. The way a role/job opportunity is presented matters (1).
- d. Discontinue the one-on-one meeting with a Career Coach to start the hiring process. The meeting was not valuable and delayed the hiring process (1).
- e. N/A or None (4)

**9. What reasons were a factor in you leaving the CIP position?**

Factors	Occurrences (9 Respondents)
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Found a higher paying job on-campus	1
Found a higher paying job off-campus	0
Graduated/completed certificate program	1
Left SLCC	1
Financial reasons	1
Mental Health	1
Still employed in my CIP	6
Other	1 – GPA below standards

## RECOMMENDATIONS

This survey data reaffirmed many of the recommendations stated in other charges for this CWT:

- Compensation is an important factor in how students are recruited to work on-campus and retained to continue working at the College. As a result, increasing compensation for all student employment opportunities is necessary as an equitable practice and should align with our SLCC values. Simply put, the pay rate should be increased and should be equal across the board for all part-time employees regardless of what office or department they are hired in. On average, survey respondents believe that they should be compensated at \$16.48 per hour.
- The hiring process for the program needs to be simplified. Whether students must apply twice or meet with a Career Coach to start the hiring process, the current process is cumbersome and may deter students from applying or recommending their peers to apply. Refer to the Technology Support & Infrastructure section for additional guidance.
- How the program and its benefits are marketed matters. Generally, students are not aware of the program, how they benefit from participating, or what steps to take to start the hiring process. The expansion of student employment would require the support of a dedicated staff member who can utilize their technology and design skills to truly market its benefits.

This survey data also highlighted other themes and recommendations for this CWT:

- Make the experience of “student leadership” more prominent – rather than focusing on increasing more roles on campus. Create a uniform “Student Leadership” designation for certain roles – the chart listing “Current State of Student Employment” shows many pathways for student leadership, but they lack clarity on how to pursue each individual pathway and there is little differentiation from the student perspective.

- Equity, Diversity, and Inclusion are values that have overwhelming support and interest at the College. These values need to be represented in student leadership, whether that is through the positions offered outside of the Taylorsville Redwood campus, the diversity of students hired or the supervisors participating in the program, and the type of positions that conduct their work based on EDI principles.
  - This includes establishing an explicit hiring process for students without work authorization (i.e., undocumented, and asylum-seeking). We need to provide **ALL** students with the opportunity and inherent benefits of working on campus regardless of their immigration status.
- Other than increasing the amount of compensation, there are other factors that survey respondents that believe should be considered. Our suggestion would be to train supervisors on how they can address the ranked priorities highlighted in question #4 of the survey by offering flexibility and benefits to their student employees.

## EMERGING CONSIDERATIONS

Throughout this survey and analysis of student employment, one theme has remained at the forefront of our conversations. Undocumented students (without DACA) and asylum seekers without work authorization are excluded from participating in student employment opportunities at the College. Supervisors do not have clear guidance as to how to hire an undocumented or asylum-seeking student to work in their departments. As it stands, they are not even allowed to be registered as volunteers through Human Resources.

We cannot consider nor advertise ourselves as an equitable and accessible institution let alone a Hispanic-Serving Institution (HSI), if we continue to exclude this student population from participating in practices that are beneficial to their retainment, persistence, and success.

## PHASE 1

- Clarify the process for students without work authorization (HR, payroll, leadership, and ODMA).
- Elevate on campus jobs and CIP on our website and within MySLCC.
- Raise PT wage to \$15.00 for all students regardless of department or unit.
- Streamline the hiring process and create a supervisor's toolkit.
- Run student data in PARS semesterly.
- More institutional buy-in for work-study, this includes analyzing what is hard about the process and how we can fix it.
- Create buy-in for the institution to use Handshake. Share how Handshake and PARS can be used in unison.
- Educate supervisors and faculty on Student Employment.

## PHASE 2

- Centralize student employment.
- Add new positions to Career Services for Pt Student Employment Coordinator, Marketing Coordinator, and an Assistant Director over Student Employment.
- Create postings in Spanish and offer interviews in Spanish.
- Create an intentional team to translate documents and job descriptions.

## PHASE 3

- Reevaluate PARS and People Admin

