

2019 Student Employment Program Review

Program Review Guidebook for Non-Academic Departments 2018-2019

Student Employment

Program Review: Introduction

A. SELF-STUDY

I. INTRODUCTION

Reviews begin with an introduction that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and can include:

A) THE INTERNAL CONTEXT

This section should include the following items:

- o An overview of the program/department describing where the program/department is situated (school/division) as well as the programs and services offered.
- o A brief history of the program/department should follow; this should include a description of changes made in the program/department, since the last review. Changes agreed upon in the last Program Review should be specifically addressed.

I. Introduction

The Student Employment Office (SEO) is a department within Student Affairs reporting to the Associate Dean of Students for Planning, Operations, and Assessment.. The SEO is an integral part of the total educational experience by providing meaningful work opportunities and professional development for Pepperdine students. Student employment provides opportunities for students to build essential communication skills and the hard skills necessary to be successful in today's workplace. Through these learning experiences, students are supported as they build career readiness skills. Student employment supports the development of essential soft skills including professionalism, punctuality, dependability, attention to quality and personal responsibility. The soft skills gained will improve student marketability for future employment, along with preparing them for lives of purpose, service, and leadership.

Across all five schools, students are actively employed in roles that support the daily function of the University. The following internal report serves as part of the regular program review intended to assess and improve current practices, processes, and programming. In this report, the reader will see the work of dedicated professionals who are committed to offering a streamlined employment process and real-world work experiences which complements and enhances the curricular experience. The work completed by staff within the SEO is grounded within the University mission, focusing on strengthening lives for purpose, service, and leadership.

A. Internal Context

The Student Employment Office (SEO) is a department within Student Affairs reporting to the Associate Dean of Affairs for Planning, Operations, and Assessment. Prior to 2008, student employment operated under the umbrella of the Seaver College Career Center (SCCC). Student employment at Pepperdine is purposefully informed by a student development point of view; however, it necessarily also interfaces with the worlds of human resources, payroll, and financial

aid. This unique overlap in functions led to the realization that student employment was in fact disconnected from the Career Center mission. During the 2007-2008 Five-Year Program Review, both internal evidence and external review supported the need for an independent department, and in May 2008 the SEO was established with a director and student services coordinator. Although operating as two separate departments, the SEO and SCCC continue to collaborate in providing services to students.

SEO consists of the following full-time positions: Director, Professional Development Coordinator, and Student Services and Administrative Coordinator. In Fall 2017, the SEO added a part-time Compliance Coordinator to assist with background checks and support new departmental initiatives. Staff offices are located within the Tyler Campus Center. Each year 1,700 - 2,100 students participate in on-campus employment across the five schools. This includes students earning from Federal Work-study, Pepperdine Work Program, and departmental pay. Students make up the largest employee population at Pepperdine University.

The SEO serves these students and their supervisors in three major areas: 1) Human Resources, 2) Payroll, and 3) Professional Development. Specific services of each area include the following:

Human Resources

- Post on-campus job opportunities for students interested in working on-campus
- Manage Job Location and Development program to provide job opportunities for students interested in working off-campus or in community services programs
- Assisting students with employment paperwork (Form I-9, W-4, confidentiality agreement)
- Form I-9 retention and reverification
- PeopleSoft lead for Student Employment (e.g. query, analyze data, create positions, monitor all student jobs, set up job funding)
- Facilitate work-related grievance process between student employees and their supervisors

Payroll

- Coordinate payroll transactions for student employees
- Process student timesheets
- Process retro payments
- Authorize hand check request
- Manage work study programs with bi-weekly reconciliation

Professional Development

Student Training

- Present at New Student Orientation (fall and spring orientation)
- Present New Student Worker Orientation (multiple sessions)
- Provide Kronos training sessions
- Skills training for students

- Title IX/Anti-Harassment Prevention Training
- In office training upon student or supervisor request

Supervisor Training

- Developing Student Employees (multiple sessions)
- Develop Supervisor Resources (performance assessments, outcomes-based job descriptions)
- Provide Hire Module training (with request for access to module)
- Training sessions upon request (Kronos, hire module, student development)
- Monitoring of FWS and providing reports to departments

Since the past program review, the SEO has successfully addressed all five elements of the quality improvement plan. The following list shows the recommendations of the Student Employment 2012-2013 program review, the level of impact (low, medium, high) the recommendation would have on the office, and a brief description of Student Employments' actions to close the loop.

1. **Additional staff to focus on training and development. (Part-time or Restricted position)** (high): Prior to Fall 2014, human resources and payroll functions left little time to focus on training and professional development. To fulfill the mission and goals of student employment as a high impact practice, additional staff was needed for greater office efficiency and division of workload. In response to the Program Review completed in 2012-2013, the SEO submitted a budget request and was awarded funding to add a full-time staff member in the role of Professional Development Coordinator. Since the hire, the department has developed several training tools and resources to support student employees and supervisors. With this role, the department has been able to make several advancements in outreach to the University community:
 - Presentation with Human Resources New Employee Orientation
 - New Student Hire Training
 - Supervisor Training
 - Title IX and Sexual Harassment Prevention Training
 - Professional Training Videos
 - Department-specific Training and Development for Students

Since the last program review, The SEO has increased departmental student staff from nine students working 2000 hours in FY14 to 13 students working 3300 hours in FY18. Student staff are trained in general office expectations and also given an area of concentration to support efficiency and productivity. A Student Lead was added with the responsibility of focusing on timekeeping communications to students. In 2016, the SEO added a Graduate Assistant to focus on Employment Verifications for I-9 compliance and I-9 retention. Additionally, a Videographer and Social Media Intern was added to assist with marketing and professional training presentations.

1. **Develop a comprehensive training program in order to better equip supervisors to develop, supervise, and mentor student employees** (high): To ensure student employment is a high impact practice, supervisors need to be trained on how to develop high impact experiences in the workplace. Due to the need for prioritization of other initiatives, development of this comprehensive supervisor training program was delayed until Fall 2016. The training program focused on discussing supervisors' role in preparing students for lives of purpose, service, and leadership by teaching them how to tap into their students' full potential, hold them accountable, and propel accomplished students into leadership roles. The first supervisor training was held in October 2017 with 25 supervisors, from multiple departments across the University, in attendance. The comprehensive training program was well-received and will be expanded to meet the additional needs of supervisors. Additionally, participants identified a need to divide the session into two tracks, one for new supervisors and another for seasoned supervisors. This will allow SEO trainings to cover the most relevant materials for each group.

1. **Provide a well-organized, user-friendly website which supplies necessary information and creates efficiencies for staff** (medium): The Student Employment website received a much-needed upgrade in Fall 2015. With upgrades to the OU campus platform, the SEO recognized an opportunity to update outdated information, provide additional resources for students and supervisors, as well as provide necessary information to prospective students who are interested in seeking work while in college. In addition to re-organizing and enhancing informational content, the SEO added virtual copies of office forms, links to How-to videos for timekeeping processes, and virtual User Guides. The new Student Employment Website has increased visibility for the department and provides needed resources and information for supervisors to answer questions and troubleshoot routine issues.

1. **Develop strategic communication plan for both students and supervisors** (medium): The SEO has expanded the frequency and type of communications delivered to students and supervisors. In addition to the regular correspondence regarding payroll deadlines and work study balances, new communications have been developed to include I-9 compliance notices, transfer code information, and policy changes. This outreach has allowed the SEO to communicate clear and accurate information to students and supervisors, while also improving compliance goals and office efficiency.

Summary of changes to communication plan include the following:

- Standard communication with students regarding Kronos transfer codes and expectations
- Bi-weekly communication has been enhanced providing supervisors with critical information about payroll deadlines and expectations.
- Standard communication for hiring international students has been enhanced.
- Standard communication created for employees needing access to hire students and approve timecards.
- Student Employment Supervisor handbook was created and distributed in electronic format.
- Communication released 3 times per year regarding transitions to a new semester or fiscal year. Communication includes important dates, policies updates, and reminders of standard policy and practices.

- Communications regarding changes/increases to minimum wage are released annually, with a reminder communication shared prior to the change in wage taking place.
1. **Develop strategic partnerships with university departments that will allow SEO to have a greater impact on-campus and provide improved services and efficiencies.**

The SEO has established strong relationships with numerous departments across campus and continues to seek opportunities to develop new partnerships that can support current initiatives and enhance the services provided. It is through these partnerships that the SEO is able to produce a greater impact at the University and in the Malibu community. Over the past several years, the SEO has partnered more closely with Human Resources to increase visibility of the department. Every month, the SEO presents as part of the New Employee Orientation for new faculty/staff to ensure new employees have the resources and knowledge necessary to serve as a student employee supervisor.

Changes in initiatives for the Seaver College Career Center and Pepperdine Volunteer Center have resulted in less opportunities to collaborate than in year's past. The Pepperdine Volunteer Center no longer works with the America Reads program and the SEO was unable to reconfigure a partnership with the Malibu School District. Additionally, the Seaver College Career Center, now reporting under the Seaver Dean's office, has adopted new projects specific to undergraduates. As a result, the SEO only collaborates with the Seaver College Career Center to present during New Student Orientation and discuss issues related to the shared career management system.

Policy change initiatives along with an interest in streamlining employment processes provided SEO with the opportunity to develop new partnerships. General Counsel assisted in the review of policy changes and community service contract revisions. Human Resources assisted in writing policy for student employee sick leave, the implementation of background checks, and automation of the I-9 process. Auditing Services, Payroll, and PeopleSoft Support Team also served as key partners when carrying out these initiatives. During National Student Employment Week, the SEO partners with the University and local Malibu community to recognize the contributions student employees make to Pepperdine. Departments such as Advancement, Sodexo, and Housing & Residence Life offer invaluable financial and material support to ensure that the week's activities are a success for students. Without the relationships and partnerships established on campus and among local community members, the SEO would not be able to offer such a robust menu of appreciation opportunities and programming.

6) Elevate the status of Student Employment

The SEO recognizes that the foundation for all student employment opportunities starts with the job description. Prior to 2016, the majority of job descriptions were vague and lacked the information necessary to attract the best candidates. Requiring job descriptions to include learning outcomes allowed supervisors to reassess the contributions student employees are making in their roles. This change along with the introduction of a paperless onboard process, student employee background screenings, and additional opportunities for professional development training supports the culture of student employees as valuable members of the University staff.

Since introducing these changes we have seen an increase in the quantity and quality of students who are nominated for Student Employee of the Year. Based on nominations, students are being challenged with more responsibility and are being asked to use their creativity to solve problems and complete tasks assigned. While this is still a small number of the student worker population it

points to the transformational impact student employment positions have on the student and the University.

Some initiatives in the “Goals, Action and Quality Improvement Plan” section of the previous program report were not accomplished due to insufficient budget, lack of resources, lack of time, and prioritization of other initiatives.

1. Establish Brown Bag Lunch sessions for supervisors to discuss best practices
 - In Fall 2016, the SEO offered a Brown Bag Lunch session to supervisors on best practices for creating targeted job descriptions for their department. Due to low registration numbers and cancellations, the SEO shifted resources towards creating an annual supervisor training that would include this content.
2. Transition all Professional Development Trainings to an online platform
 - As of Spring 2018, the SEO is in process of transitioning all professional development trainings online. Once complete, all training sessions will be accessible to student workers and their supervisors upon request.

B) THE EXTERNAL CONTEXT

This should explain how the program/department responds to the needs of the area in which it serves. What are changes and trends, beyond Pepperdine that impact needed offerings of this program/department?

A. External Context

Student Employments’ mission is to engage the student body in high impact employment opportunities across campus and throughout the local Malibu community. Through these unique learning experiences, students are supported as they seek to explore and affirm their future career choice. The hard skills gained will improve student marketability for future employment, along with preparing them for lives of purpose, service, and leadership. The SEO serves as a foundation of support for these students as they take on the challenge of balancing academics, employment, and life at Pepperdine. In addition to serving the student body, the SEO also mentors student employee supervisors on best practices for creating a high impact work environment that challenge students and inspire their development as workplace professionals.

The success of student employment hinges on relationships throughout the university as well as Malibu and surrounding communities. These important relationships are fostered through strong community service partnerships and the Job Location and Development program (JLD).

The Federal Work Study Program (FWS) was originally created by the Department of Labor as part of the Economic Opportunity Act of 1964 with the intention of helping students with educational expenses and encouraging community service work that supports public interest. One year later the program was transferred to the Department of Health, Education, and Welfare, and the purpose of student work was re-confirmed to be “for the institution itself or work in the public interest for a public or private nonprofit organization.” The SEO has embraced the community service aspect of the FWS program by reaching out to local non-profit organizations in an attempt to offer students more community services opportunities. In 2012, there were six external non-profit community partners that employed 19 Pepperdine students. As of 2018, there are two main external non-profit community partners that employ 15 Pepperdine students, and three on-campus community service partners that employ 40 students. While the number of external community service partners have been reduced due to changing needs and the failure of

one organization to adhere to Federal labor laws, the SEO has grown its partnership with the Boys and Girls Club and Emily Shane Foundation. Pepperdine's stated mission of preparing students for "lives of purpose, service, and leadership" aligns well with the goals of the FWS program, and the department continues to seek out new and exciting partnerships amongst the community. Significantly, 20% of FWS earners held community service positions in the most recent year. This far exceeds the federally mandated 7% of FWS earning for community service and highlights the mission fit of our students

The SEO works to provide valuable work experiences to all students. It is often difficult for non-work study students to find work on campus. Many university departments do not have budgets to support 100% of the student wages, and therefore give hiring priority to students with work study awards. Each year the FWS program has provided \$75,000 for the purpose of a Job Location and Development (JLD) program. With this grant the SEO invests time in developing off-campus jobs that are suitable to the scheduling needs of students as well as discouraging the posting of jobs that do not align with the university mission. Malibu families provide the largest off-campus employer base. These families most often employ students as tutors and child care providers.

Recent federal budget proposals indicate a desire to cut federal funding, including federal work study allocated to universities each year. This poses a challenge to student employees. Student employment departments across the nation are discussing what student employment will look like should funding be discontinued or considerably reduced.

Over the past 5 years, higher education has been challenged to consider a degree which includes student learning experiences that develop career readiness skills. Employers are also looking to higher education to help students build the professional skills necessary to efficiently transition into the world of work with constantly changing technology and consumer needs. Additionally, student and parent have an expectation of college as a means of securing a better job upon graduation, earn more money, and satisfy their career goals. Colleges need to demonstrate a positive relationship between the value of earning a college degree and the high cost of attendance, or run the risk of losing prospective students and public support.

High impact student employment experiences align with employers' needs and the career expectation of students.. The SEO is one means by which Pepperdine supports the meaning, quality, and integrity of degrees. Every year the SEO distributes a survey to all student employees to assess student experience and satisfaction. Consistently, more than three quarters of students report that their campus jobs have a positive impact on their career readiness.

The percent of Pepperdine student employees who report that their student employee role has prepared them for their workplace and future career:

- 2018: 77.3% Strongly Agree/Somewhat Agree
- 2017: 81.5% Strongly Agree/Somewhat Agree
- 2016: 76.1% Strongly Agree/Somewhat Agree
- 2015: 79.5% Strongly Agree/Somewhat Agree

These statistics indicate that student employment is an important part of the educational process that prepares students for the world of work. The SEO seeks to expand current support services and opportunities for professional development for both students and supervisors through offering more targeted programming with an emphasis on workplace etiquette, diversity and inclusion, onboarding, conflict resolution, and work-life balance.

C) MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program/department's mission and goals.

- o There should be a general explanation of why the program/department exists, what it hopes to achieve in the future, and the program/department's essential nature, its values, and its work.**
- o Include program/departmental mission statement and list of goals.**
- o If applicable, include program/departmental student learning outcomes.**
- o Discuss how program/departmental mission, goals, and outcomes align with the mission and goals of the school and of the University.**

Mission, Purposes, Goals, and Outcomes

Student Employment exists to empower students to pursue and succeed within meaningful, high-impact college work experiences. From navigating the employment process to thriving within a professional work environment, we strive to help students build skills applicable to their lives inside and outside of work, add experience to their resume, inspire creative thinking, and practice problem solving and professionalism within a supportive workplace environment in preparation for the next step on their career journey. The services and programming offered through our department have been established to ensure student success in their roles and to provide support and training to supervisors. It is with hope that the conclusion of student work experiences results in a more advanced skill set, greater confidence in one's self, and a better understanding of one's career calling.

Student Employment hopes to expand the menu of support services and professional development opportunities offered to students and supervisors. We desire to find a greater balance between being a department that is transactional and transformational. We want students to become the next great leaders within their desired work industry and highlight the value that comes from working within a diverse work environment where collaboration and teamwork is celebrated. We also want to educate supervisors on best practices for managing their student employees and establishing a professional mentorship relationship. Lastly, we desire to better serve our local community through the establishment of partnerships where students can gain real-world workplace experience outside of campus and in roles that align with their career interests.

While Student Employment has a vision and plan for future endeavors, feedback from both students and supervisors reflect satisfaction with the current services, offerings, and support provided by the department. With 80-90% of all student employees and their supervisors expressing having had a positive experience throughout the employment process, the SEO looks forward to expanding its services and professional opportunities across the campus and greater Los Angeles community.

University Mission Statement

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Student Affairs Mission Statement

The mission of Student Affairs is to strengthen students for lives of Christian purpose, service, and leadership by providing high-quality co-curricular programs and services that promote student learning and development.

Student Employment Mission Statement

The SEO seeks to enhance students' educational experience by connecting students seeking jobs with employers who are interested in both hiring Pepperdine students and supporting their professional development.

Goals

As part of the co-curriculum, Student Employment seeks to facilitate opportunities for students to gain employment, work experience, and professional skills by:

- Providing both on and off campus employers with high-quality recruiting tools
- Providing employers with training and best practices related to employing students
- Providing students with resources to aid in the job search
- Providing students with opportunities for career exploration and real-world experience
- Supporting the development of essential skills including punctuality, dependability, attention to quality, and personal responsibility

Student Learning Outcomes

A student who participates in Student Employment programs should be able to:

- 1) Essential Job Skills: Demonstrate essential job skills such as punctuality, dependability, and career responsibility.
- 2) Calling & Career Exploration and Development: Engage in opportunities for calling and career exploration, resume building, and experience related to possible career path..
- 3) Life Balance & Time Management: Demonstrate improved time management and a life balanced between school, work, and social life.
- 4) Campus & Community Engagement: Show a positive connection to a multicultural campus and community which results in positive feelings of involvement, connectedness to others, and positive retention rates.
- 5) Engaged Citizenship: The recognition and fulfillment of responsibilities to self, community and society through engagement in life-long learning and utilization of one's knowledge and education to improve the well-being of others.

The mission of Student Employment is informed by the University's mission to strengthen students' lives in the areas of purpose, service, and leadership. Through students' employment experiences, they are given the opportunity to explore their career calling and cultivate purpose. Students provide a service to the departments and populations they serve through their role. Success within their positions requires the ability to work both independently and as a team with their supervisor and peers. These professional experiences often encourage a deeper understanding and appreciation for diversity and the unique skills that each person brings to the workplace environment. We mentor supervisors on how they can best inspire confidence in their student workers to become leaders within the workplace. The map below further speaks to how student employment further aligns with the mission and goals of Pepperdine.

Student Employment Alignment Map

Core Commitments	Values	Learning Environment Outcomes	Institutional Learning Outcomes	Department Learning Outcomes	Other Aspects of Alignment
Purpose	Knowledge and Scholarship	Promote a vibrant, intellectual life that cherishes the liberal arts and graduate/professional education and which exhibits intellectual rigor and practical relevance.	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline and engage in the process of academic discovery	1) Essential job skills	Student Employment provides a number of job opportunities in which students can find their purpose and develop competencies to lead a life of purpose.
	Faith and Heritage	Focus on the students and their whole development, educating the heart, soul, and mind, mission and values consistent with the University's.	Appreciate the complex relationship between faith, learning and practice.		
	Community and Global Understanding	Integrate principles that embrace human diversity in responding to pressing real-world problems.	Develop and enact a compelling personal and professional vision that values diversity.		
Service	Knowledge and Scholarship	Celebrate all forms of scholarship (Boyer 1990), including discovery, teaching, integration, and application.	Apply knowledge to real-world challenges.		By experiencing different job opportunities, students develop a sense of their calling/giftedness and what career paths may or may not be right for them.
	Faith and Heritage	Honor God and our heritage by welcoming and serving people from diverse religious, ethnic, and socio-economic communities.	Respond to the call to serve others.	2) Calling & Career Exploration and Development	
	Community and Global Understanding	Recruit and retain diverse faculty, staff, and student body and reflect the communities served by the university and out of which the university emerges.	Demonstrate commitment to service and civic engagement.	5) Engaged Citizenship	
Leadership	Knowledge and Scholarship	Provide curricula and co-curricula that are rigorous and relevant to the evolving needs of students.	Think critically and creatively communicate clearly, and act with integrity.	3) Life Balance and Time Management	By having the opportunities to engage in important relationships with supervisors and mentors as well as colleagues and community members, students develop important leadership skills.
	Faith and Heritage	Promote strong and meaningful ties with our religious heritage and maintain fidelity to the Christian mission.	Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.		
	Community and Global Understanding	Facilitate dialogue, action, and opportunities for local and global leadership.	Use global and local leadership opportunities in pursuit of justice.	4) Campus and Community Engagement	

Note – Student Affairs, like Seaver College, has adopted the IEOs as its Division Learning Outcomes.

Note---Department SLOs are listed in abbreviated form. Complete SLO report is included on pages 29-33.

II. ANALYSIS OF EVIDENCE

Evidence should be provided in the following areas:

A) SERVICE USAGE AND EVALUATION

1. What services does the program/department provide? Why are these services needed?
2. How does the program/department make students aware of the services?
3. How many students use each service? What are usage trends during this evaluation period?
4. Provide data disaggregated by gender, ethnicity and any other variables relevant to the department. How does this compare to university data? Are there student groups under-utilizing services?
5. How does the program/department obtain student feedback? Provide feedback/student evaluation data, disaggregated when possible.
6. Is there a demand for more or different services than the program/department is currently able to provide?
7. Provide benchmarking data. How do the services offered compare to those at peer institutions? Or best practices recommended by the related professional organization?
8. Provide a reflective discussion on the usage and evaluation items above.

Service Usage and Evaluation

Services

The SEO is in place to serve all student employees and their supervisors in three major areas: 1) Human Resources, 2) Payroll, and 3) Professional Development. Specific services of each area include the following:

Human Resources

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Professional Development

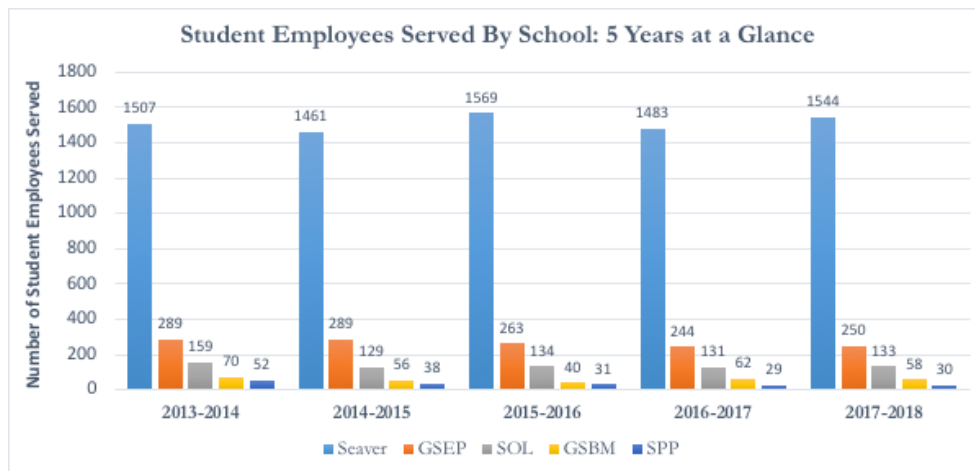
Student Training

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Supervisor Training

- Developing Student Employees (multiple sessions)
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- Provide Hire Module training (with request for access to module)
- Training sessions upon request (Kronos, hire module, student development)
- Monitoring of FWS and providing reports to departments

The SEO is in place to serve students from all five Pepperdine schools, handling all human resource functions and coordinating all payroll transactions for the largest employee population within the university system. The largest student employee population served is at Seaver College where, as of 2016-2017, approximately 78%* of students participate in student employment at some point during their college career. These student employees make significant contributions to the successful operations of the university, serving as teaching assistants, office and lab workers, and many other important positions throughout the Pepperdine community. Over the past five years, the SEO has recognized a general fluctuation in the overall student employment population due to departmental budget constraints and changing work study award allocations. Many campus departments have reduced the number of student employees to accommodate the rising cost of employee salaries due to the increases to minimum wage. The SEO is dedicated to supporting the university community as departments navigate these changes and is committed to helping find a solution that meets the needs of both students and the Pepperdine community.



Student Employees Served By School: 5 Years at a Glance					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Seaver	1507	1461	1569	1483	1544
GSEP	289	289	263	244	250
SOL	159	129	134	131	133
GSBM	70	56	40	62	58
SPP	52	38	31	29	30
Total Students	2077	1973	2037	1949	2015

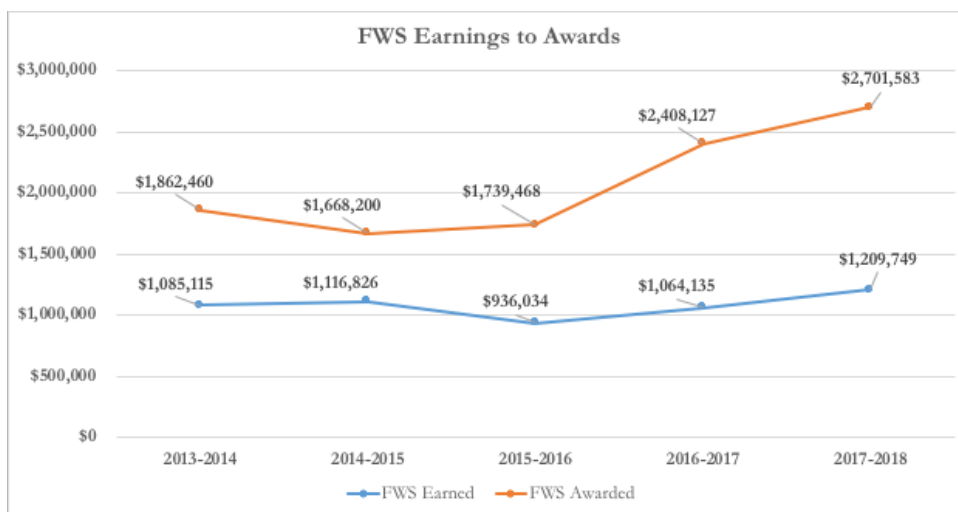
In 2011, graduating seniors surveyed at Seaver College indicated that participating in student employment had a positive impact on their success in regard to full-time employment at graduation. For many of these students, this was their first experience working in a professional setting where they were required to be dependable, professional, and keep accurate work records. These students also experienced all U.S hiring procedures, including compliance with federal and state laws. In so doing, they came one step closer to understanding the real world of employment that awaits them after graduation.

Due to the rising cost of living, students need to work more than ever. The 2015 National Student Financial Wellness Study reported 70% of college students feel stressed about their personal finances, with 50% of students surveyed worrying about being able to pay their monthly expenses. Although Pepperdine students were not part of this survey, feedback received from both undergraduate and graduate student employees indicates our students have some of the same concerns. Many have expressed a desire for increased wages and financial aid to meet their personal needs. While the number of students attending Seaver College has increased, the number of students working saw a general decrease from 2013-2014 to 2016-2017. In the most recent academic year, the number of student employees rose by 66 students from the year prior..

Overall, the average number of hours worked by student employees has decreased from 222 per student in 2013-2014 to 193 per student in 2017-2018. Additionally, the total number of hours worked decreased by 71,413 hours as compared to 2013-2014.

Students Working On-Campus				
	Number of Student Employees	Total Hours Worked	Average Hours Worked by Students Per Week	Total Earnings
2013-2014	2,077	461,547	8,875	\$4,820,752.30
2014-2015	2,007	431,608	8,300	\$4,676,242.00
2015-2016	1,990	418,385	8,046	\$4,643,849.00
2016-2017	1,949	388,858	7,478	\$4,565,000.00
2017-2018	2,015	390,135	7,503	\$5,012,298.00

The Federal Work Study (FWS) program was initiated to give students with demonstrated financial need access to the job market, both on and off-campus. Hundreds of students are awarded each year, but are under no obligation to use their awards. Some students choose not to work and take necessary aid in the form of additional loans. Over the past four years the number of students accepting and earning FWS awards has increased from 613 in FY14 to 648 students in FY18, with an increase in earnings of 31%.



# of Students Earning FWS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	613	643	587	621	648

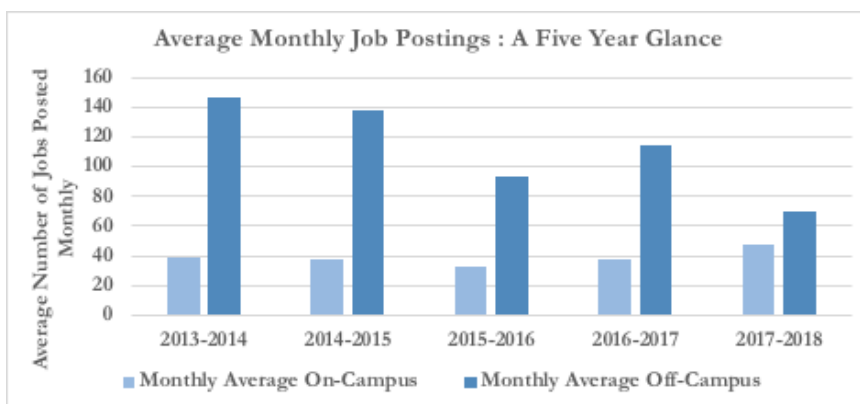
Community service involvement is one of the primary functions of the FWS program, whereby students are paid to work and learn in positions that benefit the greater good. Pepperdine's motto "Freely ye received, freely give" is clearly evident in the number of students working in service positions. On-campus community service jobs are located in the Pepperdine Volunteer Center, Center for the Arts, and Office of Student Accessibility. The Pepperdine Volunteer Center (PVC) is the largest on-campus community service employer through our literacy programs like Jumpstart. The SEO coordinates off-campus community service positions with local schools and non-profit organizations.

Community Service Trends				
	Jumpstart	America Reads	On-Campus	Off-Campus
2013-2014	92	11	28	21
2014-2015	77	5	14	17
2015-2016	80	**	17	17
2016-2017	92	**	49	22
2017-2018	82*	**	37	16*

***After the 2014 2015 academic year, Pepperdine discontinued the America Reads program*

**One student performed work for both Jumpstart and an off campus community service employer*

As students continue looking for quality work opportunities, there continues to be a need for diverse job opportunities. In July of 2015, Pepperdine transitioned from its career management system, CareerSpace to Handshake. Part of the initial transition was requiring former employers to re-register to post positions at the University. Since the transition of platforms, Pepperdine has noticed a decrease in the number of off-campus employment opportunities as compared to what was offered within CareerSpace. However, the average number of on-campus job postings has increased from 39 per month in 2013-2014 to 41 per month in 2017-2018. Although Handshake is not the only way for a student to find a job, we would like to see a continued increase in usage, giving more students equal access to a variety on-campus and off-campus jobs available. Handshake's popularity with off-campus employers continues to slowly rise with an average of 70 positions posted each month during 2017-2018.



Average Monthly Job Postings					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Monthly Average On-Campus	39	38	32	37	41
Monthly Average Off-Campus	147	138	93	114	70
Postings made on CarerSpace Platform			Postings made on Handshake Platform		

Student Employment appeals to a wide variety of students, and, as shown in the table below, employee ethnicity and gender is similar to that of Seaver College. In the future, data will be collected allowing for additional disaggregation by other variables (e.g. gender, first generation, etc.)

Table Attached

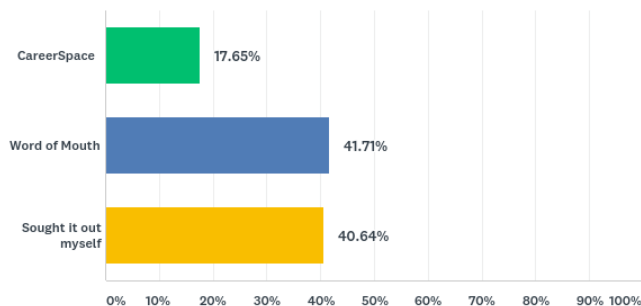
2012 - 2013

- *New Student Employee Training*: Survey with open-ended questions provided to all students who attended training after being hired as a new student employee. (non-mandatory).
- *Student Employment Annual Survey*: Survey with open-ended questions provided to all undergraduate and graduate student employees at the end of the academic year (236 total participants)
- *Student Employment Supervisor Annual Survey*: Survey with open-ended questions provided to all student employee supervisors at the end of the academic year (59 total participants)
- *JLD/Off-Campus Employment Survey*: Survey given to all students to estimate participation in off-campus student employment (34 total participants)

Student Employment Annual Survey: 236 total respondents; this survey was made available to all student employees to provide feedback on their experience as a student employee, their experience with their supervisor, and their thoughts on student employment as high impact learning opportunity.

1. **How did you find your job?**

Q1 How did you find your job?



Your Employment

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	TOTAL
Overall, how satisfied were you with your on-campus job?	3.45% 8	2.16% 5	5.17% 12	37.93% 88	51.29% 119	232
Overall, how was your experience with CareerSpace?	1.33% 3	6.67% 15	56.44% 127	24.44% 55	11.11% 25	225

1. **Excluding pay increases, what suggestions do you have to help us to improve the overall student employment experience at Pepperdine?**

Sample Responses

- “Make it easier for students who are at satellite campuses to complete the new hire paperwork.”
- “Make it less confusing to apply on career space.”
- “Clearly communicate what you expect the student workers to do and be very intentional in treating the positions as a real job.
- “Required hands-on training, especially in professionalism and thoroughness.”

2013-2014

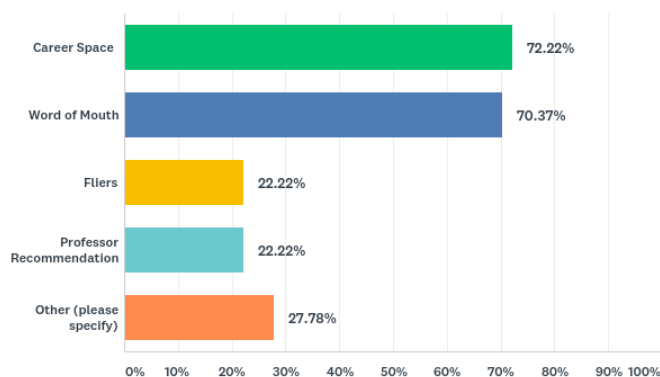
- *New Student Employee Training:* Survey with open-ended questions provided to all students who attended in-person training after being hired as a new student employee. (non-mandatory). (37 total participants)
- *Student Employment Annual Survey:* Survey with open-ended questions provided to all undergraduate and graduate student employees at the end of the academic year (386 total participants)

- *Student Employment Supervisor Annual Survey*: Survey with open-ended questions provided to all student employee supervisors at the end of the academic year (54 total participants)
- *JLD/Off-Campus Employment Survey*: Survey given to all students to estimate participation in off-campus student employment (27 total participants)

Student Employment Supervisor Annual Survey: 54 total respondents; this survey was made available to all student employment supervisors to provide feedback on their experience as a student employee supervisor, their experience with their student employees, and their ideas for improvement to the program.

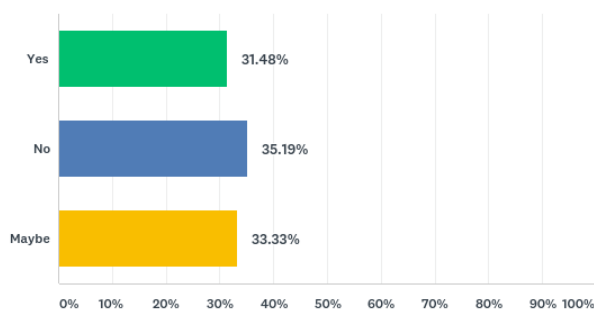
1. How do you promote student job openings in your area? Check all that apply.

Q3 How do you promote student job openings in your area? Choose all that apply.



2. Would you be interested in an On-Campus Job Fair to promote student positions in your department?

Q4 Would you be interested in an On-Campus Job Fair to promote student positions in your department?



3. What challenges do you encounter when hiring for other faculty or staff members?

Sample Responses

- “They do not understand the Student Employment hiring process and that the student needs workstudy and an I-9 to be employed.”
- “Don’t always know what hours they have worked. Requires more coordination.”
- “Communication with the students is not always timely.”
- “They are not aware of the hiring process or all the rules.”

2014-2015

- *New Student Employee Training*: Survey with open-ended questions provided to all students who attended training after being hired as a new student employee. (non-mandatory). (76% of all first-time student employees participated)
- *Student Employment Annual Survey*: Survey with open-ended questions provided to all undergraduate and graduate student employees at the end of the academic year (240 total participants)
- *Student Employment Supervisor Annual Survey*: Survey with open-ended questions provided to all student employee supervisors at the end of the academic year (29 total participants)
- *JLD/Off-Campus Employment Survey*: Survey given to all students to estimate participation in off-campus student employment (47 total participants)

New Student Employee Training 2015: 86% of all first-time student employees received training either online or in-person. This survey was created to assess student understanding of the rules and their rights and obligations as an employee of the university.

1. Where can you access Kronos? Please select all that apply.

- www.pepperdine.edu/kronos website: 0%
- mytime.pepperdine.edu website: 100%
- kronos.edu/pepperdine website: 0%
- Through your student profile in Wavenet: 100%
- Through the Pepperdine University main page: 0%

2. What is the maximum number of hours you are allowed to work in a standard work week?

- 15 hours: 3%
- 20 hours: 94%
- 30 hours: 1%
- 40 hours: 2%

2015-2016

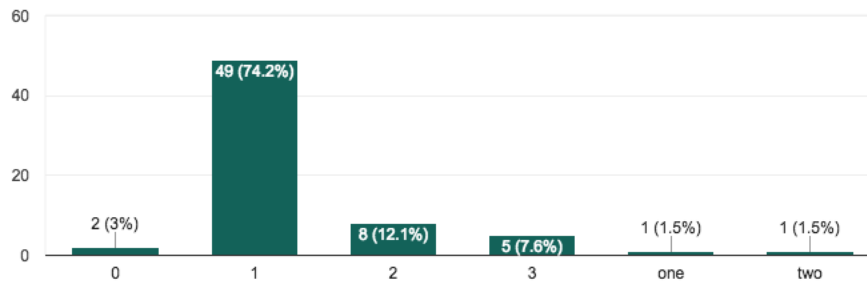
- *New Student Employee Training*: Survey with open-ended questions provided to all students who attended training after being hired as a new student employee. (non-mandatory). (86% of all first-time student employees participated)
- *Student Employment Annual Survey*: Survey with open-ended questions provided to all undergraduate student employees at the end of the academic year (197 total participants)
- *Graduate Student Employment Annual Survey*: Survey with open-ended questions provided to all undergraduate student employees at the end of the academic year (66 total participants)
- *Student Employment Supervisor Annual Survey*: Survey with open-ended questions provided to all student employee supervisors at the end of the academic year (49 total participants)
- *JLD/Off-Campus Employment Survey*: Survey given to all students to estimate participation in off-campus student employment (47 total participants)

Graduate Student Employment Annual Survey 2016: 66 total respondents; survey sought feedback on the overall graduate student employment experience.

1. How many student employment positions did you hold over the past year?

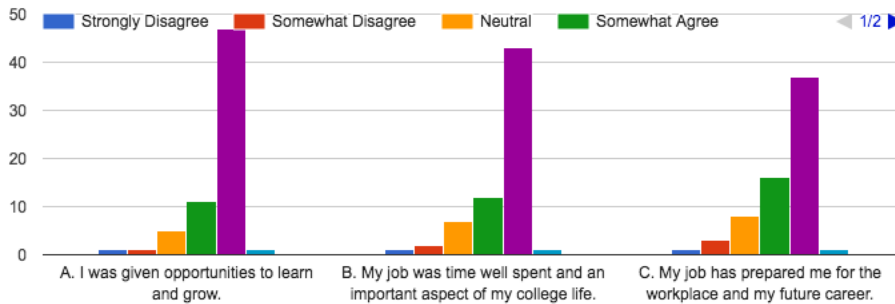
3. How many student employment positions did you hold over this past year?

66 responses



2. Describe how student employment has enhanced your learning experience:

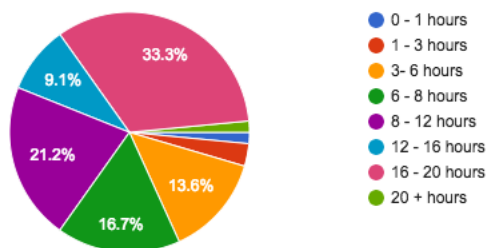
4a. Describe how student employment has enhanced your learning experience:



3. Reflecting back over this past year, on average how many hours did you work per week?

15. Reflecting back over this past year, on average how many hours did you work per week?

66 responses



Ne2016-2017

- *New Student Employee Training:* Survey with open-ended questions provided to all students who attended training after being hired as a new student employee. (non-mandatory). (94% of all first-time student employees participated)
- *Student Employment Annual Survey:* Survey with open-ended questions provided to all undergraduate student employees at the end of the academic year (227 total participants)
- *Graduate Student Employment Annual Survey:* Survey with open-ended questions provided to all undergraduate student employees at the end of the academic year (52 total participants)

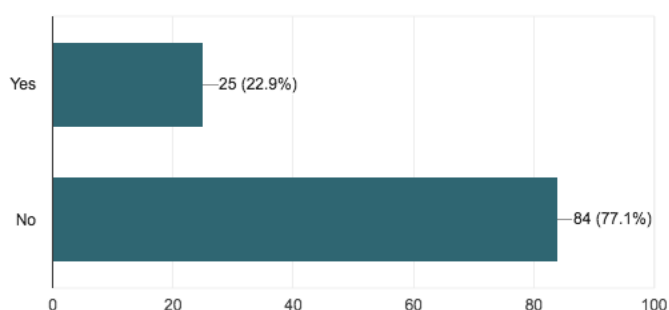
- *Student Employment Supervisor Annual Survey*: Survey with open-ended questions provided to all student employee supervisors at the end of the academic year (39 total participants)
- *JLD/Off-Campus Employment Survey*: Survey given to all students to estimate participation in off-campus student employment (69 total participants)

JLD/Off-Campus Employment Survey: 69 total respondents; survey given to all students to estimate participation in off-campus student employment.

1. **Name of Employer.** (Participants were instructed to name their off-campus employer for the 2016-2017 academic school year)
2. **What is your pay rate for this job.** (Participants were instructed to share their salary rate per hours for their employment position.)
3. **Did you acquire this job through Handshake?**

Did you acquire this job through Handshake or PepPro?

109 responses



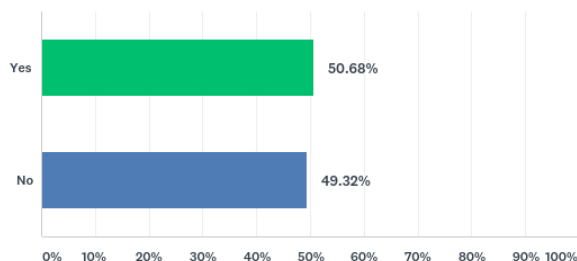
2017-2018

- *New Student Employee Training*: Survey with open-ended questions provided to all students who attended training after being hired as a new student employee. (mandatory). (91% of all first-time student employees participated)
- *Student Employment Annual Survey*: Survey with open-ended questions provided to all undergraduate student employees at the end of the academic year (227 total participants)
- *Graduate Student Employment Annual Survey*: Survey with open-ended questions provided to all undergraduate student employees at the end of the academic year (52 total participants)
- *Student Employment Supervisor Annual Survey*: Survey with open-ended questions provided to all student employee supervisors at the end of the academic year (39 total participants)
- *JLD/Off-Campus Employment Survey*: Survey given to all students to estimate participation in off-campus student employment (69 total participants)
- *Title IX Training Assessment*: Survey given to pilot group of student supervisors receiving the Title IX/Anti-Harassment 2-hour required training. (8 participants)
- *Student Employment Compliance Survey*: Survey sent out to all faculty/staff who have access to the student hire module or who have access to approve student timecards within Kronos. (224 responses)

Student Employment Compliance Survey: 224 total respondents; Survey sent out to all faculty/staff who have access to the student hire module or who have access to approve student timecards within Kronos. This survey gathered data regarding student access levels and departmental hiring information.

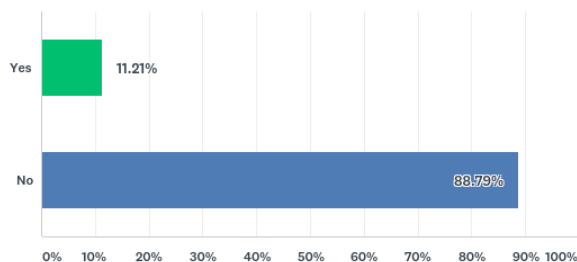
1. Does your department currently hire international students?

Q14 Does your department currently hire international students?



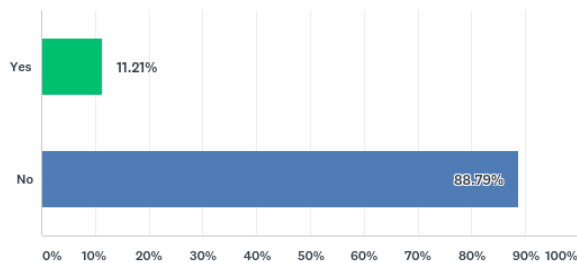
2. Does your department conduct background checks for student workers?

Q16 Does your department conduct background checks for student workers?



3. Does your department require students to sign a department-specific confidentiality agreement?

Q16 Does your department conduct background checks for student workers?



Demand for Different Services

Student employees are provided an opportunity in the annual survey to express their thoughts on ways the SEO can improve the overall student employment experience. Students are encouraged to provide both positive and constructive feedback that can be used to appropriately meet the changing demands of the student employee population.

A review of the feedback shared by all student employees and their supervisors is the desire for an expanded menu of professional development and training opportunities provided through different mediums. In addition to in-person trainings, many have expressed the desire for an online training platform so that it is easily accessible for all students from anywhere and at any hour. As the SEO does not have the resources to purchase ready-made online programs and workshops of this nature, the Professional Development Coordinator is designing and building these trainings from scratch. This allows the SEO to customize the training content to the Pepperdine community, however it is also a time consuming process. Feedback consistently shows that student employees and supervisors are interested in professional development opportunities related to: Professionalism, Conflict Resolution, Diversity/Inclusion, Leadership and the development of workplace readiness skills.

In reflecting on current processes within the department, the Student Employment team sees the need to update the employment onboarding experience to better reflect a true Human Resources experience. Currently, students' first impression of student employment at the University takes place as they complete their new hire paperwork in an open space shared with other departments conducting various business processes. The current environment often results in a lack of privacy for students to complete sensitive paperwork. Steps are taken to insure that the students' information is protected and confidentiality is maintained, however, the process is often met with interruptions and can feel less professional than desired. It is important for this process to reflect the Human Resources experience of the traditional workforce to better prepare students for what awaits them after graduation.

Every year, the department consistently receives requests for additional student salary funds that are not awarded based upon need. Additionally, students have expressed concern over the pay scale and whether the salary rates set are truly indicative of the work being completed in different roles. Due to a lack of resources, the SEO has been unable to dedicate the time to conduct a study on wage equality.

Finally, the SEO sees an increased demand from students for more diverse work opportunities both on-campus and within the local community. Many students have expressed interest in pursuing work more closely aligned with their degree, as well as opportunities that support the development of workplace readiness skills and contribute meaningfully to the campus community. However, the lack of resources has limited the department's ability to market and increase awareness of the student employment program and the value that students gain by working in roles that challenge them to develop the hard and soft skills that future employers are looking for in their new hires.

Benchmarking Data

Benchmarking with other institutions is an important way to assess services, discover new best practices, and ensure program quality. The following is an example of benchmarking Student Employment with other institutions from the National Student Employment Association (NSEA) (figures are based on the 2016-2017 annual survey). The 2017 NSEA Annual survey is a diverse

survey consisting of organization specific questions and questions directly related to participant institutions.

The following are examples of institutional workflow benchmarking questions from the National Student Employment Association 2016-2017 annual survey, with a blue outline highlighting where Pepperdine University ranks in the responses. Demographics of the institutions who responded to the survey are as follows:

- 4-Year Private Institution: 69 respondents
- 4-Year Public Institution: 40 respondents
- 2-Year Public Institution: 11 respondents
- HBCU: 2 respondents

Sample Questions:

1. About how many students do you employ annually at your institution?

ANSWER CHOICES	RESPONSES	
▼ Less than 100 students	5.74%	7
▼ 100 - 250 students	8.20%	10
▼ 251 - 500 students	6.56%	8
▼ 501 - 750 students	14.75%	18
▼ 751 - 1000 students	9.02%	11
▼ 1001 - 2500 students	27.05%	33
▼ 2500 - 5000 students	17.21%	21
▼ 5000+ students	11.48%	14
TOTAL		122

2. What job posting platform does your institution use for student employment?

ANSWER CHOICES	RESPONSES	
▼ Other (please specify) Responses	44.86%	48
▼ NACElink/Symplicity	19.63%	21
▼ GradLeaders - CSO	14.95%	16
▼ JobX	9.35%	10
▼ Handshake	5.61%	6
▼ College Central	1.87%	2
▼ SilkRoad (OpenHire/RedCarpet)	1.87%	2
▼ PageUp	0.93%	1
▼ HireRight	0.93%	1
▼ Focus 2	0.00%	0
▼ Guardian Tracking	0.00%	0
TOTAL		107

3. Does your institution require background checks for student employees?

ANSWER CHOICES	RESPONSES	
Yes	38.46%	45
No	61.54%	72
TOTAL		117

4. Which student employees are required to have background checks?

ANSWER CHOICES	RESPONSES	
All student employees	36.96%	17
Students working with minors	54.35%	25
Students working with cash or cash equivalents	32.61%	15
Students with access to Personal Identifying Information	21.74%	10
None	0.00%	0
Other (please specify)	Responses	15.22% 7
Total Respondents: 46		

***Pepperdine also has a few departments whose work with Personal Identifying Information or access to HIPPA records requires that they have a background check conducted.*

Based on the NSEA membership survey responses, Pepperdine SEO is part of a small group of institutions who are proactively responding to changing trends within Student Employment and the changing landscape of higher education. The nature in which college students communicate and interact with their peers is rapidly changing the tactics and strategies departments use to engage the student body and encourage participation in a number of ways.

First, Pepperdine recognized the need to adopt a smart career management system which acts like the social media platforms students are familiar with while serving as a one-stop shop for both schools and employers to connect and share employment opportunities. Recognition of this trend led to Pepperdine's early adoption of the career management system, Handshake. The platform provides a single space where employers can post positions to multiple schools without having to create multiple accounts. In turn, students gain access to a greater quantity of employers from across the nation seeking to hire students in various capacities. As early adopters of the system, Pepperdine was able to provide feedback to Handshake on how to improve the system to meet the needs of all users. To this day, Handshake recommends prospective clients to reach out to our department to gain a better understanding of how they can make the system work for student employment purposes.

Lastly, the SEO recognized the need for increased security measures related to vetting students for positions that interact with vulnerable populations or have access to sensitive and identifying information. A criminal background check prior to employment provides the University both a resource to determine fit as well ensure protection. Student employees are often candidates for positions that place them in a position of trust for some of California's most vulnerable citizens. The SEO anticipates that the increasing public interest regarding school safety and identity security will lead to policies requiring background checks for all individuals holding positions of this nature.

Reflective Discussion

The SEO continues to provide students with quality work experiences that not only provide financial support, but also enhances the educational experience. This is accomplished by a dedicated staff who work diligently to make resources available to students, supervisors, and the off-campus community. However, during the review process and analyzing student and supervisor feedback it is evident that more work is needed to balance the transactional duties required to ensure proper policy and procedures are followed, with the important transformational work of student development.

After benchmarking student employment with other institutions, one area that Pepperdine Student Employment seems to be lacking in is staff resources and support. Although many of the reporting institutions have 2-3 full-time staff similar to Pepperdine, their schools have a decentralized model, with student employment duties being divided between several departments across the campus, whereas Pepperdine has a centralized model for student employment with one office provides compliance, payroll, and training for student workers. Therefore, SEO staff are having to give priority to the daily tasks needed to keep the department running efficiently. This has impacted the time table for delivering a full library of professional development services. Significant gains are expected in the area of student and supervisor development with the addition of the part-time Compliance Coordinator, Student Affairs Intern, and a Graduate Assistance who will all help with the transactional duties.

Analysis of Evidence Attachment

[Gender_and_Ethnic_Diversity_of_Student_Employees_Compared_to_Seaver_College.docx](#)

B) STUDENT LEARNING

When applicable programs/departments should provide assessment of student learning outcomes. Annual assessment of program learning outcomes is the primary source of data. Additionally, programs/departments may request further data from OIE.

Provide Information to these prompts:

- 1. What are the program's/department's program learning outcomes?**
- 2. What are the program's/department's curriculum or program offerings?**
- 3. Provide curriculum map.**
- 3. What is the program's/department's assessment plan?**
- 4. Provide student learning outcome assessment data, including indirect and direct evidence collected during this program review period.**

B. Student Learning

Student Employment Student Learning Outcomes

A student who participates in Student Employment should be able to demonstrate:

1. Essential Job Skills: Demonstrate essential job skills such as punctuality, dependability, and career responsibility.

2. Calling & Career Exploration and Development: Engage in opportunities for calling and career exploration, resume building, and experience related to possible career path.
3. Life Balance & Time Management: Demonstrate improved time management and life balanced between school, work, and social life.
4. Campus & Community Engagement: Show a positive connection to a multicultural campus and community which results in positive feelings of involvement, connectedness to others, and positive retention rates.
5. Engaged Citizenship: The recognition and fulfillment of responsibilities to self, community and society through engagement in life-long learning and utilization of one's knowledge and education to improve the well-being of others.

Curriculum Map

Curriculum Map: Programs	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Training	✓	✓	✓	✓	✓
Job Location and Development	✓	✓	✓	✓	✓
Consultation and Outreach	✓	✓	✓	✓	✓

Detailed Curriculum Map

Training Programs	SLO 1 Essential Job Skills	SLO 2 Career Exploration	SLO 3 Time Management	SLO 4 Campus Engagement	SLO 5 Engaged Citizenship
New Student Worker Orientation	✓				
Supervisor Training	✓	✓	✓	✓	✓
Student Learning Outcomes Workshop for Supervisors	✓	✓		✓	✓
Job Location and Development					✓

On and Off Campus Job Posting		✓			
On-Campus Employment (FWS, PWP & Departmental)	✓	✓	✓	✓	
Community Service	✓	✓	✓	✓	✓
Consultation and Outreach					✓
Employment Paperwork and Compliance	✓				
Student Employment Week		✓		✓	

Assessment Plan

Year	SLO	Training	Program JLD	Consultation and Outreach
1	SLO 1 Essential Job Skills	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors Training session evaluations 	<ul style="list-style-type: none"> End of year survey for student Compare JLD placement 	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors Increased number of student

			#s year to year	employees with resumes
2	SLO 2 Career Exploration & Development	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors 	<ul style="list-style-type: none"> Cap and gown survey to show # of student employees with jobs at grad Survey seniors about job experience in relation to potential career 	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors
3	SLO 3 Time Management	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors Training session evaluations 	<ul style="list-style-type: none"> End of year survey for student Compare JLD placement #s year to year 	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors
4	SLO 4 Campus Engagement	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors Survey seniors regarding 	<ul style="list-style-type: none"> End of year survey for student Evaluate retention rates of 	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors

		supervisor relationships	student employees
5	SLO 5 Engaged Citizenship	<ul style="list-style-type: none"> • End of year survey/post-test for students and supervisors • Training session evaluations 	<ul style="list-style-type: none"> • End of year survey for student • End of year survey/post-test for students and supervisors

Student Learning Outcome Assessment Data

Each year, Student Employment assesses efforts on one of the five student learning outcomes for the department. Listed below are the five student learning outcomes and a representative sample of how our department addressed these learning outcomes through different initiatives.

Student Learning Outcome #1

In 2014-2015, the SEO focused on the first student learning outcome, as discussed below.

Essential Job Skills: Demonstrate essential job skills such as punctuality, dependability, and career responsibility.

To support the development of essential job skills in our student employees, increased efforts have been made to reach first time student workers by offering New Student Employment Training in both group and individual sessions. During 2017 - 2018, the SEO made this training mandatory for all first-time student employees while also compensating them for their time spent in training. The New Student Employment Trainings focused on sharing the rules and regulations of being a Pepperdine University employee, while also sharing ways in which students can take this learning experience as an opportunity to develop essential job skills that are necessary to be successful in the workplace. In the fall, 74% of first time undergraduate student workers received training. By the end of the academic year, 91% of all first-time student workers received training at the start of receiving their position. The SEO has received feedback from both student employees and their supervisors stating how beneficial the training has been in reducing the number of questions and encouraging students to see the value in their roles as employees. A year-end survey of student employees and supervisors further supports the value of student employment as a means of developing essential job skills. Survey results indicate that, 84.2% of students report that student employment encouraged punctuality, while 93.4% of students believed that they grew more dependable as a result. These numbers have increased from last year's results of 78% and 87%, respectively. Ninety-two percent of student employees surveyed

also cited student employment as a reason for seeing growth in personal responsibility. It is believed that this increase from last year's 86% is due in part to the mandatory requirement for first-time student employees to receive initial hire training which included a discussion on career development and how to gain the most out of their student employment position.

There is still more work to be done to ensure that both first time student employees and returning student employees see the value in their positions. Through their employment with the University, students are given the opportunity to develop the personal and professional skills necessary to lead purposeful lives as servant-minded leaders. In response to feedback provided in the student employment annual survey, the SEO has designed and made available, other professional development training opportunities for students both in-person and online. Before, only undergraduate students were invited to take part in trainings because campus location and conflicting schedules made it difficult for many graduate students to attend training despite being new to student employment. In 2014, graduate students gained access to this same training through our online training platform. A partnership was formed with GSEP to provide an initial face-to-face training for their student employees at the start of the academic year as well. At this time, departments may also place custom requests for training or request training through the content and material provided by Lynda.com. In 2016-2017, Pepperdine purchased a campus license for Lynda.com, giving platform access to all students. Lynda.com is a world-renowned platform containing thousands of training videos and courses that will help students build the skills needed to be successful in the workplace. Strategic marketing to students and supervisors has further encouraged the use of Lynda.com as a resource to be used to further develop students as professionals. Lynda.com has also been utilized for training purposes and topics can be requested for department-wide training sessions as well.

Student Learning Outcome #2

Calling & Career Exploration and Development: Engage in opportunities for calling and career exploration, resume building, and experience related to possible career path.

During the 2013-2014 academic year, the SEO focused on the second Student Learning Outcome: Calling & Career Exploration and Development: Engage in opportunities for calling and career exploration, resume building, and experience related to possible career path.

In 2013-2014, the Student Employment website was updated to encourage students to create resumes in order to apply for jobs on- and off-campus. Additionally, a link was added directing students to the Seaver College Career Center to provide students with resources to assist with resume development. During the spring semester, 62% of the 98 students who had resumes reviewed included student employment as part of their employment history. In addition, 82% of students participating in year-end surveys stated they intended to use their student employment supervisor as a reference, and 80% reported that their student employment position would enhance their resume.

In 2013-2014, the SEO strengthened its partnership with the Seaver College Career Center by participating in the Spring Career Week. All student employees and student supervisors received an email encouraging them to visit the career center during Career Week for resume review and to attend at least one of the many sessions offered during the week-long event. Students who both had a resume review and attended Career Week were entered into a drawing for prizes. Although only 34 students participated in the drawing this year, the SEO plans to provide similar incentives in the future with a more aggressive marketing strategy. This also marked the first time Student Employment participated in the Spring Career Fair. The booth was well received by the fair participants. Although most students were looking for internships or full-time positions upon

graduation, there were many students interested in one or more of the 16 on-campus departments that were represented at the Student Employment booth. Engaging with students during the Spring Career Fair inspired a desire to be more intentional with tabling to promote and market on-campus employment opportunities at the start of each academic year.

Student Learning Outcome #3

Life Balance & Time Management: Demonstrate improved time management and life balanced between school, work, and social life.

During the 2015-2016 academic year, the SEO focused on the third Student Learning Outcome: Life Balance & Time Management: Demonstrate improved time management and life balance between school, work, and social life. Optimal academic functioning requires a delicate balance between one's school, work, and social life. When coming to college, students may prioritize a single facet of their lives rather than finding balance. Unfortunately, this imbalance can lead to a decline in academic performance and holistic mental health.

The SEO provided New Student Employment Training, in both face-to-face and online formats, for both undergraduate and graduate students. One topic discussed was the importance of work-life balance. The goal was to encourage students to consider all their commitments when discussing work hours with their supervisor so they could plan for appropriate and healthy life balance. Additionally, during New Student Orientation and Transfer Student Orientation, the SEO hosted sessions that discussed the basics of student employment and the importance of life balance. This message was also shared throughout the year to various groups including Housing and Residence Life, Office of International Student Services, Pepperdine Volunteer Center, and Student Activities. The construct of life balance is highly individualized and there is not standard measure of balance. The SEO gathered indirect evidence on work-life balance through a series of questions on the annual End-of-Year Survey.

When addressing Life Balance and Time Management, the SEO asked the following questions to better gauge the student experience in relation to this matter:

1. How many hours do you work per week?
2. Please describe your current feeling of balance between your work-life and home life.
(select from a series of answers ranging from very well-balanced to very out of balance)
3. Using a Likert scale, indicate your level of agreement with the following statements:
 - a. The environment at Pepperdine University supports a work-life balance
 - b. My supervisor understands the importance of maintaining a work-life balance
 - c. I regularly have to make hard decisions between work and other obligations.

In reviewing the results to these questions, 11.6% of students described their balance between work-life and home life as being unbalanced, while 88.4% of students experience a healthy balance between their work-life and home life. Eighty-nine percent of respondents indicated being actively involved in activities in addition to their regularly scheduled classes and work hours. With the majority of these co-curricular activities requiring a significant time commitment, 38.5% of students shared that they regularly have to make hard decisions between their work and these other obligations. Often their participation in these activities conflicts with scheduled classes or work hours, resulting in the student having to prioritize one over the other. These decisions often

create feelings of stress and increased anxiety as students struggle to find ways to properly balance their commitments, make good grades in their courses, and meet their financial needs through working. Though over 75% of students agreed that both the University and their supervisor understand the importance of maintaining a work-life balance, having a community of students who cite struggling with work-life balance is a cause for concern. While the SEO addresses the importance and value of maintaining a work-life balance in all student-focused presentations and trainings, this data points to a need for continued education. Additionally, further interventions on behalf of students, may need to take place to ensure that they are using their knowledge to take action and balance their commitments so that a healthy lifestyle can be achieved.

The findings of the Student Employment End-of-Year Survey point towards approximately 90% of the student population experiencing feelings of balance in both their work and life. This leaves approximately 10% of students who are in need of additional support to regain balance. Within the survey, 21% of respondents expressed a desire for further training through our office or their department. The results from this SOL served as a learning experience for the SEO, and highlighted the need for more targeted partnerships with departments to educate their student employees on self-care and time management. In subsequent years, the SEO has created partnerships with the Counseling Center, Student Health Center and Student Activities that provides training programs addressing self-care and available resources around the campus community. The chart below indicates the number of students who have received training that includes content on self-care during the 2017-2018 academic year.

- Title IX/Anti-Harassment Training: 39 student leaders and 61 athletics student employees
- New Student Employee Training: 738 students
- Scheduled Breaks/Meal Periods: (Email Correspondence with Attached Training Resource Delivered to 247 Student Employee Supervisors with instructions for disbursement to their student employees)
- Sick Time Leave Policy Resources: 738 students (embedded in New Student Employee Training)

Student Learning Outcome #4

Campus & Community Engagement: Show a positive connection to a multicultural campus and community which results in positive feelings of involvement, connectedness to others, and positive retention rates.

During the 2016-2017 academic year, the SEO focused on the fourth Student Learning Outcome: Campus and Community Engagement: Show a positive connection to a multicultural campus and community which results in positive feelings of involvement, connectedness to others, and positive retention rates.

According to Astin (1975) and McKenzie (1981), students who work in moderation while taking classes have higher retention rates than students who choose not to work. Every year of the current program review term has reflected a similar trend, with first-time Freshmen student employees having at least a 2% higher retention rate than their peers who are unemployed. The tables below show the breakdown of retention rates over the current review period:

Seaver Only	First-Time Freshman		
	Cohort	Retention (Fall 2013 to Fall 2014)	1-Year Retention Rate
Student Workers	231	219	95%
Student Non-Workers	553	506	92%
Total	784	725	92%

Seaver Only	First-Time Freshman		
	Cohort	Retention (Fall 2014 to Fall 2015)	1-Year Retention Rate
Student Workers	192	185	96%
Student Non-Workers	464	434	94%
Total	656	619	94%

Seaver Only	First-Time Freshman		
	Cohort	Retention (Fall 2015 to Fall 2016)	1-Year Retention Rate
Student Workers	173	160	92%
Student Non-Workers	572	507	89%
Total	745	667	90%

Seaver Only	First-Time Freshman		
	Cohort	Retention (Fall 2016 to Fall 2017)	1-Year Retention Rate
Student Workers	219	207	95%
Student Non-Workers	524	465	89%
Total	743	672	90%

*Based on Fall Census Enrollment

*1-Year Retention = Fall to Fall

CollegeBoard (2018) notes that part-time work affords students opportunities to develop as a professional, earn a paycheck, and can evoke positive feelings of satisfaction and involvement. The Student Employment Office recognizes the importance of highlighting the value student employees bring to Pepperdine through recognition efforts.

Every year, the Student Employment Office works to expand its current recognition programming for student workers to create positive feelings of involvement and reflect the investment students have made in their work within the University community. In 2016-2017, student employees and the SEO were spotlighted in April by participating in the annual National Student Employment Week. This week of recognition took place April 10–14th, honoring the 1,941 students who effectively manage class schedules while concurrently contributing to the Pepperdine community through employment. On-campus supervisors recognized their student employees by hosting potluck meals, taking students to lunch, sending notes of appreciation, and posting signs and pictures of their students in the department. Examples of departmental recognition includes the Social Sciences Division honored their students with lunch and a trip to the movies. The

Admissions Department also hosted a small party in honor of their student employees to thank them for their hard work with recruiting and giving campus tours throughout the year. In addition, the SEO had candy and snacks available in the TCC Office suite for student employees to enjoy throughout the week. Baskets of treats were also delivered to supervisors at the School of Public Policy and the School of Law. Throughout the week, students were invited to visit the office and place their name in a raffle to win daily prizes donated by local businesses. This year, the Malibu community provided more than \$2600 of in-kind donations of gift cards and merchandise in recognition of student employees. Students were excited about these raffle prizes, with many intending to use their gift certificates over graduation weekend with family. The event is a great reminder to staff and faculty to thank our students for the valuable contributions they make to our campus and community. It also highlights the supportive role of SEO with our campus partners.

Student Employment Week culminated with its second Student Employee of the Year Luncheon at the Heritage Hall Trophy Room. Through this event, the SEO was able to honor and award the top 24 nominees for Student Employee of the Year with a luncheon in their honor and an awards ceremony. Both nominees and their supervisors were invited to enjoy a celebratory lunch sponsored by Stonefire Grill while engaging in fellowship with other departments and nominees. Following lunch, an awards ceremony acknowledged the achievements of all nominees who were then presented with small gifts of thank you for their service. This year, all nominees received a commemorative Student Employment Week Swell-style Water Bottle while the top 4 nominees received Pepperdine sweatshirt blankets. The Student Employee of the Year received a Water Bottle and \$100 gift certificate to Duke's Malibu. All nominees also received a certificate recognizing their accomplishments and nomination. The ceremony was brought to a close with the showcase of a surprise video where nominees shared the impact that student employment had on their experience at Pepperdine while also acknowledging and giving thanks to their supervisors.

Over the past five years, the SEO has seen continued growth in its recognition programming, resulting in increased participation and positive feelings of involvement. The following information represents data collected in the first year and final year of this review cycle:

1. Number of Students Participating in National Student Employment Week

2013-2014: 150 students

2017-2018: 833 students

These numbers indicate an 82% increase in student participation over 5 years.

1. Number of Students Nominated for Student Employee of the Year

2013-2014: 9 students

2017-2018: 36 students

These numbers indicate an 75% increase in student nominations over 5 years.

1. Donations made to National Student Employment Week

2013-2014: ~\$500

2017-2018: ~\$5,000

These numbers indicate an 90% increase in student participation over 5 years.

Percentage of students who felt valued in their Department:

2013-2014: 83%

2017-2018: 86%

Percentage of students who felt they were given enough recognition for work that was well done:

2013-2014: 80%

2017-2018: 86%

Percentage of supervisors who felt “student employees made a significant contribution to the department.”

2013-2014: 92%

2017-2018: 94%

The following comment was provided by a student at the end of National Student Employment Week:

“Student Employment Week was a blast! Receiving little treats everyday and getting surprised by candygrams from my supervisors [sic] me feel so appreciated!”

The following comments from the annual student employment survey explore the value students associate with their work and how their contributions to their department will also assist them in their future careers:

“I work for Jumpstart and I am on the Teacher Education track so this job has allowed me to gain fieldwork experience in a preschool classroom and learn about what it's like to work with kids in the educational field.”

“I am a communications major and everything I have learned has pushed me to be a great team leader which requires great communication skills.”

“I am majoring in International Business and everything I have learned in my BA 212 class is directly applied in my workplace in [sic] Financial Assistance Office. I create excel spreadsheets that streamline current department practices.”

Student Learning Outcome #5

Engaged Citizenship: The recognition and fulfillment of responsibilities to self, community and society through engagement in life-long learning and utilization of one's knowledge and education to improve the well-being of others.

Active citizenship includes understanding one’s individual responsibilities to demonstrate ethical behavior, be informed, and participate in communities. Students are employed in a variety of roles across the university system that require them to engage not only with the campus community but with visitors from across the nation and around the world. Currently, new student employees of the University are actively participating in a New Student Employee Orientation training that challenges students to view their student employment role as an opportunity to grow both as a professional and an individual. Currently, the SEO is identifying multiple methods for engaging students in leadership development opportunities that speak to their desire to make an impact on their community and serve as a leader amongst their colleagues. In Fall 2017, the SEO

identified 47 students whose employment role placed them in positions where they supervised other student workers. In partnership with the SEO, the Title IX Coordinator and Health and Wellness Coordinator created the Student Employment Title IX two-hour training workshop. The SEO recognizes the unique leadership role that these students hold and the importance of educating them on their additional role as responsible employee and the university's policies regarding discrimination and sexual harassment. Student leaders participate in an engaging workshop focused on increasing one's knowledge on discrimination, harassment, university policies surrounding these subjects, and the reporting process. Students gain a greater understanding of how they can best serve the university and their peers by being knowledgeable of resources available both on and off campus. As of January 1, 2018, in accordance with S.B. 396, the Title IX training workshop will include discussion surrounding the topics of gender identity and sexual orientation.

Students were given a post test following the training workshop. Ninety-two percent of participants were able to correctly answer eight out of ten questions. Students were also asked to share suggestions for improving the workshop. Eight students expressed the desire for further opportunities to practice responding to difficult situations that involve harassment or sexual violence. Overall, students left the training with more knowledge of Title IX and how to support their peers through the reporting process. Students also indicated a desire to discuss the language and wording that should be used when working with a student who has a concern. As a result of these suggestions, the SEO and Title IX Coordinator, and Health and Wellness Coordinator will make adjustments to the current curriculum. Additionally, 87% of participants indicated that they thought this training should be for all student employees.

In addition to creating and publishing the Title IX/Respect Training in an online format and providing open access to this educational programming, the Professional Development Coordinator will create a playlist of applicable courses available to students via their Lynda.com subscription which focus on civic engagement, leadership skill development, diversity, and inclusion. This playlist will be made available to supervisors in the event they choose to encourage their staff to explore these courses. The SEO will continue to partner with the Seaver College Career Center to guide students towards programming and assessments that encourage exploration of self and the development of workplace readiness skills.

Student Learning Attachment

[APPENDIX_A.docx](#)

C) STUDENT SUCCESS

In this category, the program/department is asked to provide any available data regarding the connection between program/department participation, educational outcomes, and other student success outcomes. For example, if possible, provide data regarding GPA, graduation rate, or employment data of participants in your programs/departments compared to the overall student body.

C. Student Success

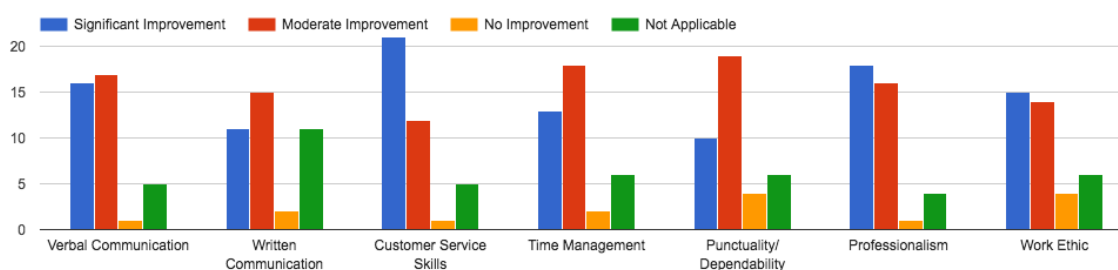
Student feedback and student employment data from the past five years demonstrates that participation in Student Employment leads to the development of workplace readiness skills and a greater understanding of professional expectations. Each year between 1,700-2,000 students

participate in on-campus employment. This includes students earning from Federal Work-study, Pepperdine Work Program, and Departmental pay. Student Employment appeals to a wide variety of students, and the SEO works with supervisors to structure jobs as High Impact Practices. George Kuh has identified the elements of a High Impact Practice as an understood sense of purpose, the value of relationships, the opportunity to experience diversity, a mentoring feedback loop, an environment of applied learning, and reflection on learned skills as explored below. Statistics are based upon feedback provided in the most recent 2017-2018 annual Student Employment survey. A comparison of the 2013-2014 data to 2017-2018 data from annual Student Employment Surveys can be found in Appendix A.

1. Students Devote Considerable Time/Effort to Purposeful Tasks and Daily Decisions Related to College (Purposeful Effort).

Student employees work an average of 10-12 hours per week. Ninety-four percent of student employees offered positive responses to questions related to job satisfaction. Eighty-six percent felt they were given sufficient responsibility to match their skills, 89% indicated their work contributed to the department's mission, and 86% felt valued in their department. Finally, 84% agreed or strongly agreed with the statement, "my job was time well spent and an important aspect of my college life." Supervisors valued student work greater than the students themselves valued their own work; 94% of supervisors agreed or strongly agreed with the statement, "student employees made a significant contribution to the department." Additionally, on average, supervisors reported that students showed moderate to significant improvement in all of the following areas including: Verbal Communication, Written Communication, Customer Service Skills, Time Management, Punctuality/Dependability, Professionalism, and Work Ethic. These individually and collectively point to an understanding of time well spent and purposeful effort.

12a. Do you see students' job skills develop over the course of the year?



2. Demands Interaction with Faculty, Staff, and Peers about Substantive Matters over an Extended Time (Relationships).

Students indicate strong professional relationship with their supervisors. When student employees were asked if they had confidence in the leadership of their supervisor, 92% agreed or agreed strongly. Similarly, 91% reported that their supervisor was effective in directing them regarding job responsibilities. Again, 93% agreed or agreed strongly that their supervisor held them to a high standard and work ethic. When asked about approachability and respect, 92% of student employees report that their supervisor treated them with respect, and 94% said their supervisor was friendly and approachable. Of students who participated in training, 84% percent felt that they received as much initial training as they needed, and 82% report having received as much ongoing training as they needed. These responses illustrate the nature and value of the relationship formed between supervisors and student employees.

3. Likelihood of Experiencing Diversity through Contact with People Different from Themselves (Engage Difference).

There were no questions on the survey that sought to understand to what extent student employees engaged those different from themselves. However, many positions do, in fact, require contact with diverse communities and perspectives. For example, in 2012-2013, 24% of Federal Work Study earners held community service positions, and this percentage increased in 2017-2018 to 27% held community service positions. Additionally, 85% student employees shared that they learned how to work and collaborate with others different from themselves.

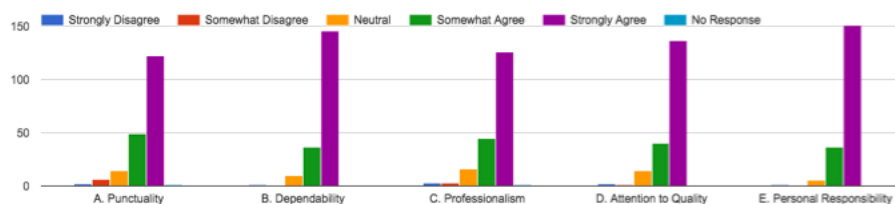
4. Receives Frequent Feedback on Performance (Feedback).

Ninety-four percent of students report having a clear idea of what was expected of them, and 92% report that their supervisor clearly stated job expectation in either a job description or during the interview. When asked if they received an assessment related to their job expectation or learning, 74% agreed or strongly agreed. Additionally, 83% agree or strongly agree with the statement, “my supervisor was intentional about my learning experience on the job. The 9% difference in these two items may point to more of a mentoring relationship between supervisors and students in which the feedback on the job was part of the general relationship.

5. Opportunity to See How Learning Integrates, Synthesizes, and Applies in Various Settings (Applied Learning).

Supervisors were asked if they encouraged students to apply what they were learning in class to their job responsibilities; 74% report this as their practice. Student employees were asked whether their job has prepared them for workplace and a future career; 77% percent indicated that it did. Further, students reported on areas of learning related to transferable career skills on a five-point scale, as seen below in the chart.

6. Career Development: I learned valuable life skills that may be applicable in the future such as:



6. Learning that Brings one's Values and Beliefs into Awareness (Reflection).

Ninety-seven percent of students report that their student job developed their sense of personal responsibility, and 94% report that it developed their dependability. Further, 89% state that in their positions they had the opportunity to learn and grow. To support students in their reflection on the learning process within the workplace, 69% of supervisors provide verbal feedback to their student workers at least once a week. Forty-five percent of these supervisors provide daily feedback. Additionally, 35% of supervisors implement formal performance reviews that give student employees a clear picture of their strengths and prospective opportunities for growth. These perspectives point to a level of informal reflection where students have assigned value to both their work and learning and have increased their self-knowledge.

D) MEANING, QUALITY, AND INTEGRITY

WSCUC asks that programs/departments define and ensure a distinctive and coherent educational experience for each of its "degree programs". Because this is a degree-focused requirement, this section will ask for quality, and integrity to be addressed in these ways.

This includes:

- 1. Explaining the quality of this program/department as evidenced by student feedback, evidence of student learning, benchmarking?**
- 2. Providing data, disaggregated by school or major demonstrating how this program/department contributes to a students' degree. (e.g., What percentage of School of Law students used the Counseling Center? How many Economics majors completed internships or had Student Employment?)**
- 3. Commenting specifically on ways the program/department contributes to the distinctive, holistic experience of students who earn degrees from Pepperdine.**

D. Meaning, Quality, and Integrity

The information in the student success section points to the meaning, quality, and integrity of the student employment program. Additionally, our process of evaluation ensures that student employment practice create high quality student experience. As part of the co-curriculum, Student Employment seeks to facilitate opportunities for students to gain employment, work experience, and professional skills by providing students with opportunities for career exploration and real-world experiences. Additionally, the departments provides employers with training and best practices related to employing students. The department upholds its mission by establishing a program and providing employment services consistent with our Christian mission and in alignment with the vision of Pepperdine. One example of our department's dedication to upholding the meaning, quality and integrity of Student Employment can be found in the remodel of the student employment program at the Graduate School for Education and Psychology in 2016-2017.

Annually, the SEO critically reviews its practices and reviews its model to determine whether or not the framework supports and meets the needs of all stakeholders. Feedback provided through the annual student employment survey also influences what decisions are made for the following year. The SEO recognized the need for a redesign of the current Student Employment model at the Graduate School of Education and Psychology after completing an internal evaluation, which included multiple student concerns. Students were being underutilized and spending many of their working hours on tasks unrelated to their job duties. There was an opportunity to provide better stewardship of financial resources and provide greater learning opportunities for the 263 student employees at GSEP. The scheduling practices of departments resulted in a poor use of University funding and limited students' ability to build new skills and grow professionally. The Administrative Manager of the Graduate School of Education and Psychology received approval to redesign their current student employment model to strategically address budgeting for student employment, modifications of student job descriptions and the hiring process. SEO staff in Malibu and West Los Angeles partnered together to implement this new model and disseminate the appropriate information to staff. A Student Employment Professional Development Review Committee, consisting of SEO staff and GSEP Career Services staff continues to be responsible for the review of GSEP staff student employee requests to ensure that requests meet the

requirements for approval, align with institutional learning outcomes as well as support the University's mission to prepare students for lives of purpose, service, and leadership. The annual End-of-year survey for student employees and supervisors served as a benchmark to determine how this new model has affected the student employment experience for both populations. The survey was adjusted to include questions that attempt to capture whether changes to the student employee model have increased the quality of positions offered for students such that students are improving their career readiness skills. The supervisors survey was also adjusted to gain their feedback regarding the hiring process and their perception of the strengths and weaknesses of the new model.

The initiative was measured through the continued review of the implementation process and the timely introduction of each phase as outlined in the redesign. Prior to Fall 2017, the Administrative Manager of GSEP ran spending reports to highlight the number of hours worked by student workers and the salary they receive per hour. With the intention of pursuing a minimum 30% cut to spending, the Administrative Manager forecasted how much it would cost to maintain the same level of student workers with respect to the increases in minimum wage set forth by the state's commitment to paying part-time employees \$15.00/hr. by 2020. The report also showed how many hours and dollars would need to be cut in order to fall within the department's current budget allowances. Staff at GSEP were also asked to review their current student employment positions and look at how GA's are being used, how many hours they needed, and whether or not the work they were completing is appropriate for a student position. GSEP staff who were interested in utilizing student workers were also asked to submit a new job description aligning with high impact practices and institutional learning outcomes, the number of hours they expect to utilize student workers, and the anticipated hourly wage needed to fairly compensate students for filling this role. All requests were reviewed to determine whether they met the standards set forth by the SEO for approval and funding. By implementing these changes, the Graduate School of Education and Psychology reduced the number of student workers needed by eliminating student employment positions that do not promote high impact practices or meet institutional learning outcomes. Student employment positions created during this process support student career development, increase the quality of positions offered, and make the employment process more equitable. The Graduate School of Education and Psychology is still in the process of implementing similar changes with Faculty. The Administrative Manager of GSEP is no longer working with the University, and progress on the implementation of this model with Faculty will remain in pending until a new individual is hired within that position.

At the end of the academic year, during Summer 2017, the Professional Development Review Committee was scheduled to gather to review the feedback provided within the student and supervisor annual end of year survey to guide decisions made regarding the future of the new model and changes needing to be made to insure continued success. With the Administrative Manager for GSEP position still vacant, the Professional Development Review Committee has not reconvened to revisit this project. However, the SEO has been able to analyze the data collected within the student and supervisor annual end of year survey. A review of the Graduate Student Employment Survey shows that student's satisfaction with their roles increased from 71% in 2016 per 66 responses, to 81% in 2017 per 52 responses provided. Additionally, increases were seen in student's perception regarding the impact that their employment had on them as professionals with 85% indicating that their job has prepared them for the workplace and their future career. As a result of this successful application, the SEO is considering the value of implementing a similar model across the University.

E) STAFF AND FACULTY

What are the qualifications and achievements of the staff/faculty in the program/department in relation to the program/department purpose and goals? How do faculty/staff members' backgrounds, expertise, research, and other professional work contribute to the quality of the program/department?

Evidence in this category should include:

- a. Degrees held by staff/faculty**
- b. List of staff/faculty specialties within discipline (and how those specialties align with the program/department curriculum)**
- c. Record of scholarship for each staff/faculty member, including publications and professional presentations**
- d. Staff/faculty participation in development opportunities related to service delivery, learning, and/or assessment**
- e. External funding awarded to staff/faculty**
- f. Distribution of staff across positions and years at Pepperdine**
- g. Diversity of staff/faculty**

E. Staff

The SEO is made up of a team of dedicated staff members who care about their work and are committed to providing Student employees with the tools needed to be successful in both current and future employment opportunities, while remaining in compliance with federal, state, and university labor laws and policies. JoEllen Sturgeon, Director of Student Employment has 10 years' experience in the area of student employment and higher education at Pepperdine University. JoEllen is also considered an expert in her field as a certified trainer of the Student Employment Essentials Program developed and offered through the National Student Employment Association. JoEllen has also served in various leadership roles with two student employment professional associations. Kate Suriyatip, Student Employment Coordinator has completed six years of service with the SEO. Kate also serves as a trainer for the Western Association of Student Employment Administrators. Kate is a Seaver graduate and served with the Advancement Office prior to her work with student employment. Molly Gonzales, has served as the Professional Development Coordinator for the past four years. The Professional Development Coordinator position was created as a result of the departments 2012-13 Program Review. Molly is also seen as a leader in the field of student employment by serving as President of the Western Association of Student Employment Administrators and several committee positions with the National Student Employment Association. Lydia Folkerts serves as the Compliance Coordinator, she began her part-time work with the office in August 2017. Lydia's primary focus has been the implementation and execution of background checks for student employees.

The demographics of the office include four female professional staff members, one male graduate assistant, one female media intern, three male student assistants, and eight female student assistants who represent diverse backgrounds and serve all student populations.

Staff Credentials

JoEllen Sturgeon, Director, Student Employment. B.S. Accounting, 10 years at Pepperdine.

Professional Memberships and Service:

- NSEA – National Student Employment Association
- WASEA – Western Association of Student Employment Administrators
- Student Employment Essentials Training – Regional Trainer
- Executive Board Member – Vice-President of Finance
- Conference Planning Committee

University Services:

- Emergency Management Food Committee
- Women's Faculty – Staff Advisory Board

Community Involvement:

- Malibu Community Labor Exchange – Former Board Member
- University Church of Christ - House Group leader
- Boys & Girls Club Career Launch Partner

Kate Suriyatip, Student Services and Administrative Coordinator. B.A. Political Science; M.Ed. Organizational Leadership, 7 years at Pepperdine.

Professional Memberships and Service:

- WASEA – Western Association of Student Employment Administrators
- Student Employment Essentials Training - Regional Trainer

University Services:

- Humanities 295 Professor and Administrative Support for the International Programs Office – Thailand Summer 2017 Program
- SEE Cohort - Member

Community Involvement:

- Hollywood Church of Christ – Member
- Sunday School Nursery Teacher, Worship Committee Member

Molly Gonzales, Professional Development Coordinator, B.S. Interdisciplinary Studies; M.E. Curriculum and Instruction; Ed.D. Learning Technologies. 4 years at Pepperdine.

Professional Memberships and Service:

- NSEA – National Student Employment Association

Jim Campbell Rookie of the Year Award – NSEA

- WASEA – Western Association of Student Employment Administrators
 - Student Employment Essentials Training – Certificate of Completion
 - Executive Board Member – President
 - Bill Mayes Memorial Award – Outstanding Service of a New Member

Community Involvement:

- Malibu Chamber of Commerce

Lydia Folkerts, Compliance Coordinator, B.S. Human Development, University of California, Davis, Multiple Subject Teaching Credential, California State University, Sacramento

University Services:

- AWP Board 2016 to Present
- Past Lecture Pie Coordinator
- Current President

Community Involvement:

- University Church of Christ
- Children’s Ministry Volunteer
- Webster Elementary School
- Classroom Volunteer and Room Parent
- Community Bible Study, Malibu
- Core Group Leader

F) SUSTAINABILITY: EVIDENCE OF PROGRAM VIABILITY

With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning their long-term stability are ensured. In order to demonstrate this, each program/department should address questions about the level of student demand for the program/department and the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.

1. Demand for the Program/Department

What are the trends in numbers of students who are participating in various programs and services offered by the program/department? (Note—this was addressed in an earlier section, but briefly summarize here before addressing the following question.) What is happening within the profession, local community, or society generally that identifies an anticipated need for this program/department in the future? (If appropriate, include market research.)

2. Allocation of Resources

Staff/Faculty – Are there sufficient numbers of staff/faculty to maintain program/department quality? Do program/department staff/faculty have the support they need to do their work?

- a. Number of full-time staff/faculty members; number of FTEs
- b. Student body: to staff ratio
- c. Staff/faculty workload (e.g., caseload, patients per day, etc.)
- d. Staff/faculty review and evaluation processes
- e. Mentoring processes
- f. Professional development opportunities and resources (including travel and research funds)
- g. Sufficient time for research, program/department development

3. Facilities

- a. Office space
- b. Programming venues
- c. Other space considerations

4. Financial resources

Trends regarding operational budget (revenues and expenditures) over this review period.

F. Sustainability: Evidence of Program Viability

Demand for the Program

As the cost of attendance continue to rise and employers seek graduates with multiple professional experience, Student Employment programs will continue to an important part of the co-curricular experience for Pepperdine students. Student employment not only provides students an opportunity to financially contribute to their education, it also provides opportunities for student to build their resume, develop critical job skills, and develop diverse relations outside the classroom.

Data shows there continues to be a great demand for our programs. The table below outlines the number of students working for the University over the past several years.

Student Employees Served By School: 5 Years at a Glance					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Seaver	1507	1461	1569	1483	1573
GSEP	289	289	263	244	260
SOL	159	129	134	131	131
GSBM	70	56	40	62	58
SPP	52	38	31	29	32
Total Student Workers	2077	1973	2037	1949	2054

Additionally, we continue to see an increase in the number of students who report finding employment off-campus through Handshake job postings. Every year the SEO requests that students self-report off-campus employment they personally have acquired with University community partners or that they have secured through the University's career management system, Handshake. Unfortunately, students and employers are not required to report off-campus hiring and earnings information, resulting in a lower yield of data to analyze. The SEO recognizes that the final projections provided in the chart below, do not fully reflect all off-campus earnings by students. However, the University easily exceeds the federal mandate for reporting which requires the total reported earnings to exceed the federal share spent on the Job Location and Development (JLD) program. In 2017-2018, Pepperdine's total reported earnings were over four times higher than JLD spending.

Job Location and Development: 5 Years at a Glance					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Local Off-Campus Employers Posting Temporary Jobs	331	342	238	178	189
Number of Students Responding to JLD Survey Request for Earnings	27	47	63	51	50
Total Projected Earnings of Survey Respondents	\$111,864.00	\$268,460.00	\$697,633.40	\$470,288.00	\$359,926.00

Students who are employed are also provided the opportunity for additional training which enhance their workplace competency and employability. Such training opportunities include New Hire Training, Anti-Harassment Training, and Time and Labor Reporting.

Allocation of Resources

The SEO is tasked with Human Resource, Payroll, and development needs for approximately 2,000 student employees who work more than 3,500 jobs each year. There are three full-time staff members and one part-time, 10 month employee, who are dedicated to providing excellent service and care to this student group. Although serving students is the primary focus, the staff is also dedicated to supporting over two hundred on-campus student supervisors, and hundreds of off-campus employers.

The Student Services and Administrative Coordinator oversees the processing of employment paperwork for first time student workers, approximately 900 per year. She also utilizes PeopleSoft to approve new job records, update existing jobs, verify student information, and assist with the payroll process. In addition, she assists students and supervisors with questions and issues involving work history, logging hours, payment issues, and job searches. She is also responsible for the daily customer service needs of the Student Affairs suite by training and supervising a staff of student workers who serve as receptionist for the Student Affairs Suite. In addition, she trains these students to answer questions from students, on- and off-campus employers, and local community members.

The Professional Development Coordinator is responsible for creating, presenting, and evaluating training programs for student employees and student supervisors. These include, but are not limited to new hire training, anti-harassment training, Kronos training, supervisor orientation, and various workshops and video sessions. She is also responsible for maintaining and updating the job listing database. This includes troubleshooting issues that often arise due to system limitations, building relationships with potential employers, supporting constituents on using the platform, and assisting with creating job descriptions that target the department's student learning outcomes. In the past year she has started overseeing the Community Service and Job Location and Development Programs. This requires her to seek out new partnerships with non-profit organizations who are interested in utilizing the Federal Work study program to employ Pepperdine students. A great amount of time has been spent meeting with these now organizations to develop relationships and deliver contracts that are in line with the program and University policy. The Coordinator is also responsible for conducting annual surveys and analyzing data for reporting purposes. She has also taken a lead role in writing program reports, updating the website, developing policy around background screening and other initiatives. In addition to all of this, she plans and executes a week long student employee appreciation week. This position is supported by a student media intern who works to develop online training modules and plan events.

The Compliance Coordinator is a new position for the office. This is a restricted position funded at 15 hours per week for 40 weeks per year. The coordinator is responsible for identifying student employees who require a background check for their work assignment, initiating the process through HireRight, monitoring the results, and posting the results. This requires a great deal of organization as the process is currently a manual process. The coordinator has also assisted with student training and events when time allows. Additional resources are needed to fund this position at 20 hours per week as the number of background checks increase in the coming fiscal years.

The Director of Student Employment supervises the Professional Development, Student Services, and Compliance Coordinators. The director is responsible for seeing that student employment policies are in compliance with federal, state, and local labor laws, as well as mirroring University staff policy as closely as possible. In addition the director monitors student earnings to insure student payroll is processed timely and accurately. She also monitors work study awards so that students do not exceed award totals and works closely with Financial Assistance to reconcile the work study allocation each year. Outside the division, the director partners with the PeopleSoft core development team, Human Resources, Benefits, and Payroll on a regular bases to implement changes to hiring and payroll systems and develop best practices for employees. The director is also responsible for maintaining accurate employment paperwork and records, which includes federal form I-9 and W-2, state mandated reporter and wage theft forms, and University confidentiality forms. Finally, she works to develop partnerships across Seaver College and the graduate campuses to elevate the importance of providing high impact work opportunities for students interested in working as part of their educational experience.

Since the last program review the department has seen a number of new duties added to the daily workflow. Some have been the result of internal initiatives, while others have been new regulations, these new duties have increased the demand on the current staff. While we are able to function within the constraints of a small staff, some personnel are currently performing duties and taking on responsibilities beyond the scope of their current job description. Moving forward it would be beneficial to revisit the duties of each position and evaluate what staffing adjustments need to be made in order to operate with more efficiency, while honoring the commitment of the dedicated staff.

Facilities

The SEO shares work space with several other Student Affairs departments and the Seaver College Career Center. The director has dedicated office space with adequate work space, an adjustable work desk, and dual computer monitors with a docking station for laptop. This provides a private space for the director to meet with students, complete confidential tasks, and focus on time sensitive projects. The student Services and Professional Development coordinators each have dedicated cubical space with the larger suite, and the compliance coordinator shares an open cubical space with a part-time student affairs staff member. While these cubicle spaces are adequate space with dual monitors and adjustable Varidesk work stations, they do not provide the level of privacy or security that is desired for the type of work these positions are required to perform. In addition to these spaces, there is a dedicated desk for student staff located in the suites teaching space. The SEO is also responsible for reception duties for all departments operating from the suite, this provides one additional student workspace located at the entrance of the suite.

In addition to the lack of privacy, the dedicated workspaces are disjointed in regards to location. Three spaces are located at the front of the suite, one cubical and one office located in the back of the suite, and the student desk is located in the middle of the suite. This limits the amount of organic collaboration that can take place during the work day. It also limits the appearance of a unified team and hinders productivity and professionalism.

Financial Resources

As a result of the last program review, the SEO received base funding for a third full time staff member. Molly Gonzales has filled this role since August 2015, serving as the Professional development coordinator. Along with funding for salary and benefits, an additional \$10,000 was granted for equipment and other job related needs. This was the first base funding the office received outside of a small amount of funding for basic services and supplies.

The FY18 budget included an additional \$44,650 in base funding to process background screening for student employees. These funds are used to support the salary of a part-time staff member (\$12,000), with the remaining \$32,650 used to process screening through Hireright.

At this time two full time staff salaries and one part-time salary is covered by base funding. The director salary is covered 23% with base funding with the remaining amount funded through the federal work-study Job Location and Development program.

Job Location and Development Grant – The Federal Work Study program allows institutions to use up to \$75,000 of the work study allocation to locate off-campus job opportunities for student. Over the past ten years the SEO has operated a robust JLD program. Initially, the \$75,000 in funds were used to cover 77% of the directors salary and benefits, supplies, portion of phone line expense, professional dues, and other job location expenses. However, as the director's salary has risen over the years less of the funds have been available to cover operating expenses. In the FY19 fiscal year \$74,000 of the JLD grant will be need to cover salary and benefits for the director. This will live only \$1,000 to cover necessary costs such as the JLD phone line, office supplies, and professional dues. With the JLD grant being maxed out with salary and benefit expenditures, it will be necessary to find additional base salary dollars to support staffing needs at the current level.

Community support for National Student Employment Week continues to grow with each year. In 2013-2014, the SEO would partner with a few community businesses to provide \$1,000 worth of raffle prizes in the form of gift cards and donations. In 2017-2018, the SEO received over 45 unique donations totaling over \$5,000 in the form of gift cards, free services, or merchandise. The Malibu and greater Los Angeles community have been extremely supportive of National Student Employment Week and are seeking ways to grow these relationships. The SEO continues to seek out external partnerships of this nature and encourage community employers to post open opportunities to our students. In response to the growing external partnerships, the number of student participants has increased from 150 students in 2013-2014 to over 700 students in 2017-2018.

Attachments

Summary and Reflections

III. Summary and Reflections

The SEO enjoys a strong reputation on campus as being customer-focused and providing timely solutions to issues and problems. The full-time staff is well-liked and respected by supervisors and students. The SEO staff spends a considerable amount of time with assistance and inquiries related to the Student Hire Module and Kronos; these interactions have led to strong relationships with on-campus supervisors. Additionally, the SEO has worked hard to increase its visibility on campus through professional development offerings as well as student employee recognition events.

The SEO continues its commitment to following United States Citizenship and Immigration Services guidelines for completing Form I-9. The SEO has taken the opportunity to reengineer its processes in order to provide a more streamlined process to consistently comply with federal employment regulations. Strong relationships with the Department of Human Resources, Benefits, Auditing Services, Information Technology, and the General Counsel's Office made it possible to develop new features within the Student Hire Module to make the onboarding process more streamlined for students and their supervisors.

Student Employment continues to serve as a high impact practice at Pepperdine by offering students meaningful work experiences that support them in building the skills necessary to be successful in their future career. For many of these students, this was their first experience working in a professional setting where they were required to be dependable, professional, and keep accurate work records. As a result, they have begun to explore their identity in an authentic, workplace environment where they are challenged to develop both personally and professionally. The SEO has set the following three initiatives for the 2018-2019 academic year.

1. Develop and implement an Anti-Harassment & Discrimination/Respect in the Workplace training to educate student employees on how to identify harassment and the steps of the reporting process.
2. Introduce and require background checks, through HireRight, of all student employees who work with vulnerable populations or sensitive information.
3. Evaluate the current Student Pay Scale and the impact of minimum wage increases to the current structure.

Strategic Initiative #1: Anti-Harassment & Discrimination/Respect in the Workplace

In Fall 2017, the Student Employment Office's Professional Development Coordinator collaborated with the Title IX Coordinator for Students, LaShonda Coleman, and Health and Wellness Coordinator, Allie McIntosh to develop content that addresses, but is not limited to the following areas: definition and examples of harassment; addressing inappropriate behavior; clarification of legal issues; employee/supervisor rights and responsibilities; valuing differences; heightening cultural awareness and sensitivity, resolving conflicts; models of appropriate responses; reporting processes; and how to build a culture of respect. In March 2018, the Athletics Department reached out to the Title IX Coordinator and Student Employment Office to share their need for an Anti-Harassment Training that could be conducted with all Athletic Department Student Employees. The Athletics Department was made aware that they were out of compliance with NCAA labor laws because their student employees in addition to full time and part time staff were required to receive anti-harassment training every academic year. In order to remain in compliance and report success training completion to the NCAA, the Athletics department requested the establishment of a yearly anti-harassment training for all student employees within their department. While the initial roll-out of this training has been conducted in a face-to-face setting, all parties recognize the need for greater accessibility to this training, especially for students in non-traditional education programs that limit their presence on campus but still place them in an employment position that would benefit from this training. Additionally, with students being hired in Athletics on a rolling basis, it would be difficult to coordinate an in-person training around every hire.

The Student Employment Office Professional Development Coordinator will collaborate with the Title IX Coordinator for Students and the Health and Wellness Coordinator to develop web-based content that effectively addresses the same content as provided in the current face-face anti-harassment trainings for student employees. This condensed training will require students to spend a minimum of 45 minutes to an hour, engaging with the content through the use of multimedia and interactive slides. The main challenge will be ensuring that students have effective and authentic ways with which to practice use of the knowledge being gained. Once the content has been established and reviewed, a pilot test group will serve as the first recipients of this training to determine areas needing improvement as well as the opportunity to restructure the flow of the program as needed. Additionally, the Professional Development and Title IX Coordinator/Associate Dean of Student Affairs will work together to identify a learning management system platform that could support the delivery of the training in an online format. Currently, the Student Employment Office is planning on producing its content within Articulate Storyline 2 and utilizing Amazon S3 services to host published material and training modules. Students in need of taking the training will be identified through targeted reports pulled from Peoplesoft that identify all students hired into roles that require this educational training.

Feedback received from the pilot test group will be utilized to adjust content material and assist in troubleshooting delivery errors. The updated module will then be rolled out in the late Fall 2017 – early Spring 2018 to all students in need of this training to remain in their current positions. Failure to complete the training within a reasonable time from hire will result in an early termination of the assignment. Successful completion of the training module will be tracked through Google Forms and recorded within Peoplesoft to ensure documentation of compliance.

Strategic Initiative #2: Background Checks

During the 2017-2018 academic school year, the Student Employment Office and General Counsel worked closely together to discuss the department's interest in conducting background checks on student employees with access to sensitive or confidential information, and their future goal of requiring background checks for all student employees of the University. The determination was made for the Student Employment Office to adopt the same procedures and

utilize the same vendor for background checks as Human Resources, through HireRight. In late Fall 2017, the Student Employment Office utilized feedback from a survey sent out to all supervisors identified as having access to the Student Hire Module or to approve student timecards within Kronos to estimate which departments would be targeted for background checks during the three-year phasing process as outlined below:

- Phase Two: Fingerprinting of all current student employees who interact or have supervision of minors, access to sensitive or personal information, or access to HIPAA information (approximately 600 student employees/ 1st year).
- Phase Three: Fingerprinting of all student employees who have direct access to cash or cash equivalents, access to class rosters or enrollment information, access to PeopleSoft, HR, Finance or Budget Information, or access to sensitive personal payment information. (approx.. 600 student employees per year/three years)
- Phase Four: Ongoing fingerprinting of additional students hired by departments whose role gives them access to individuals or information as presented above. (approx. 400 student employees per year)

In February 2018, Student Employment Office worked closely with Human Resources and General Counsel to establish policy for conducting background checks on student employees. These guidelines serve as the foundation for the program and inform students about their obligations and right during the vetting process. In March 2018, the Student Employment Office conducted a pilot test for the background check process with its own student employees as well as student employees from the Office of Student Accessibility. During this pilot, the Student Employment Office successfully completed 19 background checks. In Summer 2018, the Student Employment Office completed background checks with 90 student employees hired for Pepperdine Bible Lectures and 26 students hired to work with the Special Programs Office. Due to the delay in contract negotiation and setup of the Student Employment Office's background check account, the Student Employment Office is retaining this strategic initiative from the 2017-2018 year to ensure that all goals can be met successfully. By conducting the background screening process at the start of an academic year, the Student Employment Office will more accurately be able to test the efficacy of their communication and screening processes with multiple departments and a bulk population consecutively.

The Student Employment Office's Compliance Coordinator will continue to work within Peoplesoft to ensure that all students who have completed successful background checks are documented appropriately. These records will be updated with each screening and provide a historical record for review as needed. The Student Employment Office will conduct Phase Two of the Background Check phasing process which includes fingerprinting of all current student employees who interact or have supervision of minors, access to sensitive or personal information, or access to HIPAA information (approximately 600 student employees/ 1st year). The Student Employment Office will send invitations to all affected students on a rolling basis upon hire and/or rehire into these specialized roles.

To ensure successful completion of Phase Two, the Student Employment Office will pull reports from Peoplesoft that identify all students who have successfully completed background checks during the 2018-2019 academic year and compare it to the report of all students holding specialized positions requiring a background check. Upon successful completion of Phase Two, the Student Employment Office would then prepare to roll out Phase Three of the Background Check phasing process as early as Fall 2019.

Strategic Initiative #3: Student Compensation

The student pay scale is set up as a five tier level system with multiple step options at each level. This system was implemented to see that student employees are compensated fairly for the work performed. With this system jobs are assigned to a level based on specific job requirements and responsibilities. The supervisor then has a minimum of six pay steps within the assigned level to set the pay rate. This level approach worked well for many years, however as the minimum wage rises there is less of a need for the multiple levels.

During the past several years California and Los Angeles County has passed legislation that will see minimum wage increase from \$9.00 per hour to \$15.00 per hour by July 2020. At the current minimum rate of \$13.25 most student positions are going to fall within the lower level of the pay scale leaving the current module outdated.

The Student Employment Office will benchmark other California institutions, our peer and aspirational institutions, and other institutions to evaluate trends and best practices regarding student pay. Based on this research along with conducting focus groups among campus partners, the Student Employment office will determine if there is a need to revise the current pay scale module. One possible revision would be to reduce the scale to two levels, consisting of an undergraduate scale and a graduate scale.

To ensure pay equity among student staff, the SEO will collect data from multiple sources to determine the best pay structure that will provide fair wages and respect staffing needs and budget limitations. Upon completion of evaluating the evidence, if it is determined a new pay structure is needed, the SEO will work with the PeopleSoft development team, and General Counsel to propose and implement approved changes to be in effect Fall 2019.

In addition to the established strategic initiatives for 2018-2019, the SEO recognizes the need for continued development in additional areas. Over the past five years, the landscape of student employment has broadened and changed in response to the evolving needs of federal and state policy, the University, and its students. In response to feedback received over the past several years, there is an increased desire from students and supervisors for the following:

1. a review of student compensation practices
2. a larger menu of transformational programming and services geared towards students' and supervisors' development as working professionals.
3. an initiative promoting a growth mindset culture

This feedback serves as the foundation for the SEO's current goals and objectives for the 2018-2019 academic year and are described more fully in detail below.

Student Compensation Practices

In addition to strategic initiative #3, the SEO recognizes the opportunity to evaluate current student positions and pay rates to evaluate pay equity across the University community. Each year, the Student Employment Annual Student Survey receives comments and suggestions reflecting many student employees' dissatisfaction regarding compensation and pay equity. As a result, the SEO will evaluate the current student pay scale and project the impact of minimum wage increases to the current structure. This will also provide an opportunity for the department to address pay inequity across the university as related to student positions. While students' desire to receive more pay for work completed has been addressed with the minimum wage increases, pay equality has become increasingly challenging as budgets are limited and more

departments are wanting to pay the minimum versus paying in relation to the job duties and requirements. This review will ensure that University departments are in compliance with the California Equal Pay Act (SB 358).

Supervisor Training Program

In Fall 2017, the SEO hosted a comprehensive training program for student employment supervisors. The workshop was well-received by attendees with a desire for this program to be offered through multiple mediums as well as the addition of new programs. The creation of professional development programs for student employment supervisors will be a priority in the coming years. The current comprehensive supervisor training will be offered as a two-track classroom style supervisor training with attendees given the option of attending one or both tracks, dependent upon their needs. Additionally, these sessions will be adapted for multiple methods of delivery (i.e. in-person, mobile compatible) with increased accessibility options (i.e. transcripts, closed-captioning, etc.). Participants within each track will be placed into learning cohorts where they will have the opportunity to build stronger relationships with other supervisors across the university system. Once these cohorts are developed, the SEO will revisit hosting brown-bag lunch opportunities where the different cohorts can come together to share best practices and address their specific needs and concerns. To further support supervisors in their role, the SEO would look into the creation of a supervisor listserv and Google Team Drive where all supervisors can share resources and collaboration is encouraged. In reaching all of these goals, the SEO would have additional means of recognizing student supervisors for their dedication to providing meaningful work experiences.

Growth Mindset

Dr. Carol Dweck describes a growth mindset as having the understanding that abilities and intelligence can be developed (2006). By establishing a growth mindset culture within student employment, student employees will be empowered to learn and grow through their roles across the university. Intentionally fostering this type of mentality is in direct alignment with student employment serving as a high impact practice. In 2017-2018, only 35% of supervisors stated that they utilized formal performance reviews for their students. Promoting and encouraging the use of bi-annual performance evaluations will help students understand areas where they are doing well in their work, as well as areas in which there are opportunities for growth and improvement. Additionally, the SEO will help implement a self-performance evaluation for students where they can provide feedback related to their job duties, work environment and supervisors. Performance reviews provide learning opportunities for both the employee and the employer. Through the feedback received, departments and supervisors will be better able to identify the needed resources to be successful, promote a healthier work environment, inform future practices, and increase student employee retention.

In order to effectively reach these goals over the coming years, the SEO will need to review the current division of departmental staff responsibilities. The SEO recognizes that these changes are a natural response to students' and supervisors' increased desire for authentic, meaningful work experiences, and the need for the department to find a greater balance between its transactional functions and transformational calling as a high impact practice.

B. EXTERNAL REVIEW

I. GUIDELINES FOR ORGANIZING THE EXTERNAL REVIEW

The external review typically occurs after a program or department completes its self-study report, but the selection and invitation of external reviewers can occur during the self-study process to ensure the availability of the best reviewers. However, programs with concurrent accreditation (e.g., AACSB, APA, ABA) can use the visiting team for that discipline-specific accreditation as the external review. The report from the site visitors should be included in the final report. For an illustration of potential areas for the reviewers to consider, see PEPPERDINE UNIVERSITY EXTERNAL REVIEW SHEET

II. CHOOSING REVIEWERS

The size and composition of the review team can vary, depending on the size of the program/department under review. Usually, the team involves one or two people. At the time a program/department is notified that it will be conducting a program review, appropriate individuals should submit a list of names of possible reviewers. These reviewers should be external to the school/University. External reviewers should be distinguished practitioners in the field and be familiar with campuses that are similar to Pepperdine University and the program/department undergoing review. It is also helpful for external reviewers to have had experience with program/department administration and with program/department assessment. At least one of the reviewers should be experienced with student learning outcomes assessment in order to review and analyze the program's/department's assessment processes and results.

III. MATERIALS FOR THE EXTERNAL REVIEW TEAM

Prior to the scheduled department visit, the information from the program/department self-study and appropriate additional materials are sent to each member of the external review team. An identical information package should be provided to appropriate members of the administrators overseeing the program/department. The reviewers should compile a report that includes observations, strengths, weaknesses, and recommendations based on evidence.

IV. CATEGORIES FOR EVALUATION

- Offerings in terms of relevance, currency, and quality.
- The appropriateness and effectiveness of assessment methodologies and Program Learning Outcomes.
- Whether changes in response to assessment data reflect the best practices of the discipline.
- The program's/department's ability to recruit and retain successful students.
- The program's/department's strengths and growth areas, based on evidence-based analysis and comparisons to peer/aspirational programs.

Please list the external reviewer(s)

Paula McLain, Senior Human Resources Generalist/Student Employment, Northwestern Missouri

State University

V. EXTERNAL REVIEW TEAM VISIT AND REPORT

The review team visit typically lasts for two days, during which time the review committee members meet with department staff/faculty, academic advisors, students, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit.

The team is expected to submit its written evaluation to the campus program review committee as soon as possible after the visit. The written evaluation should include a review of strengths and challenges, resource allocation, and program/department viability as well as suggestions for policy and resources. Upon submission of the report, off-campus reviewers receive a previously agreed upon stipend and travel expense reimbursement (to be determined by the department under review).

As soon as the program/department receives the report from the external review team, it is distributed to the appropriate individuals. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. To maximize the effectiveness of program review, the findings and resulting decisions should be shared with all of the stakeholder groups. Such sharing of findings generates buy-in to the program's/department's and/or institution's goals. To facilitate and track the implementation of improvement plans, each year the relevant faculty members should review the progress of programs/departments reviewed in previous years. If the program/department was not successful in implementing all aspects of the plan, they may follow up with their appropriate administrative unit regarding resource allocation or other barriers involved in preventing successful implementation.

Please attach or paste the external reviewer's report

Full External Report Attached

Attachment

External_Review_Final.pdf

C. QIP - QUALITY IMPROVEMENT PLAN

QUALITY IMPROVEMENT PLAN

Quality Improvement Plan: Goals, Actions, and Plans Based on Initial Self-Study
Self-study reports conclude with a section devoted to future planning and improvements (action items). Findings from all prior sections of the report serve as evidence for the action item to strengthen the program/department. This section should address goals for the next few years and how the program/department will achieve the goals through planning and evaluation. Considerations should be given to resource-neutral ways or

reallocation of resources for improving the program/department as well as a review of current internal resources and improvements that could only be addressed through additional resources. This portion of the self-study interprets the significance of the findings in the analysis of program learning outcome evidence. Its purpose is to determine a program's/department's strengths, weaknesses, and opportunities for improvement.

The following prompts may be helpful in considering your QIP:

- Are program/department outcomes aligned with the institutional learning outcomes (ILO's)?
- Is the level of program/department quality aligned with the school/University's acceptable level of program/department quality? Is it aligned with the constituents' acceptable level of quality?
- Are program/department goals being achieved?
- Are student learning outcomes being achieved (if applicable)?
- How have the results of program review been used to inform decision-making and improve instruction and student learning outcomes?
- Are the curriculum, practices, processes, and resources properly aligned with the goals of the program/department?
- What was identified in the process of examining the institution's program review process that may require deeper reflection, changes, and/or restructuring? What will be done as a result? What resources will be required?
- What have the internal and external reviewers learned?

Many of the changes that occur following program review are related to curricular adjustments that are in essence, resource-neutral. Department directors should make note of the ways that they used data to make decisions. Changes that are outside the control of the program/department or need additional support should be noted and reviewed by the dean in the final section, the Memorandum of Understanding (MOU).

QIP Form

Please find the link below for the "QIP Form".

<https://drive.google.com/file/d/0B6ufJTOgPx32M3JiNTM3bV9KNVk/view?usp=sharing>

Please attach the QIP form

Please attach the completed form.

Please paste the QIP (if not attached below)

Student Employment Office – Quality Improvement Plan (QIP)

In order to successfully achieve the SEO's mission and student learnings outcomes, all three elements of the Quality Improvement Plan are essential and are prioritized for planning and budgeting purposes.

1. Implement Structured and Consistent Training and Development Programs.

Evidence to support action: To continue providing high impact learning opportunities for student employees, supervisors will require ongoing training to be effective coaches and mentors for

student staff. While the current supervisor training program provides the basic tools needed for this supervisory role, consistent training for all supervisors is necessary to have a uniform, professional work experience for the student staff members. While 83% of students reported their supervisor “was intentional about the learning experience on the job”, only 43% of supervisors report completing assessments with their student staff on a semester bases, with an additional 20% reporting they do not employ any type of formal assessment tools. Closing this gap must be a priority as the SEO continues to lead student employees in a high-impact experience.

Expected outcome: Additional training will provide a greater understanding of the role supervisors have in the professional development of the student staff members. Supervisors have the opportunity to provide regular feedback and assign tasks that develop student employees in the area of the identified learning outcomes in a way the SEO is unable to create or assess. Requiring supervisors to attend and complete a comprehensive training curriculum, will provide supervisors with professional development opportunities, students with transferable employment skills, and the SEO with higher rates of compliance, uniformity, and data to support student employment as a high-impact practice.

Timeline for action: Continue building on the current training structure with one to two additional modules available each fall.

Type of action: Resource necessary: Implementing the use of a Learning Management System to provide

additional training modules and track participation would require reallocation of current resources or additional financial resources. This type of system will become increasingly important as the training modules are created. (Approximately \$10,000 for LMS licensing agreement)

Resource neutral: Building on current programming will remain resource neutral.

Responsible Party: Student Employment Director and Professional Development Coordinator

2. Reassess Job Location and Development Program Salary Match.

Evidence to support action: According to federal regulations, a portion of the Federal Work-Study allocation can be utilized to fund a Job Location and Development Program (JLD), including an employee’s salary that is administering the program. In 2008 when the SEO budget was proposed and approved the director had sole responsibility for administering the JLD program for the University. Over time these duties have shifted with the director spending approximately 20% of her time developing jobs for the JLD program, while the Professional Development Coordinator spends approximately 50% of her time on these duties. To better align with the federal regulation it is necessary to adjust the base and matching funds being utilized for these two salaried positions.

Expected outcome: To more closely align the SEO salary structure with Federal Work-Study Program regulation (34 CFR 675 Subpart B).

Timeline for action: August 1, 2019

Type of action: Resources necessary: Realignment will require an additional \$25,000 in base funding.

Responsible Party: Student Employment Director; Brad Dudley, Associate Dean of Student Affairs; Jody Semerau, Associate Provost of Finance

3. Reevaluate Student Employment Office Space and Additional Staffing

Evidence to support action: While there is adequate workspace for the SEO professional and student staff members, the current location limits organic collaboration, staff uniformity, privacy and productivity. Due to the nature of the SEO work a high level of privacy and security is needed. The current space configuration does not always provide the appropriate environment for students who are completing sensitive paperwork or discussing sensitive topics, leaving the University at risk..

Expected outcome: Create a more efficient work space and flow with current office and staffing structure while exploring the possible need for relocation or additional staffing.

Timeline for action: Summer 2019 with continued reflection as the needs of the department change and grow.

Type of action: Resource neutral during study process

Responsible party: Student Employment Director, Associate Dean of Student Affairs, Vice-President of Student Affairs.

In addition to the above goals, actions, and plans, the SEO will commit to the following recommendations through program study, resource availability, and strategic planning.

- Review the content and layout of the Student Employment Website
- Conduct a study of wage equity and the centralization of certain program aspects
- Work with campus partners to reevaluate the job application process

D. CLOSING THE LOOP: MEMORANDUM OF UNDERSTANDING