

STUDENT EMPLOYMENT

PROGRAM REVIEW REPORT
2012-2013



PEPPERDINE UNIVERSITY
STUDENT AFFAIRS

Program Review Report

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Student Employment

Program Review Report 2012 – 2013

A. Self-Study

I. Introduction

Internal

The Student Employment Office (SEO) is a department within Student Affairs reporting to the Associate Dean of Students for Career Services and Civic Engagement. The SEO is an integral part of the total educational experience by providing meaningful work opportunities and professional development for Pepperdine students.

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 Student Employment Office (SEO) was established with a director and student services coordinator. Although operating as two separate departments, the Student Employment Office and Seaver College Career Center continue a collaborative effort in providing services to students.

Each year 1,700–2,300 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 Student Employment Office is in place to serve all 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 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)

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
- 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

External

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 services partnerships and the Job Location and Development program (JLD).

The Federal Work Study Program 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-profits in an attempt to offer student more community services opportunities. In 2009 Webster Elementary School was the only off campus partnership; in 2012 there were six external non-profit community partners that employed 19 Pepperdine students. Pepperdine’s stated mission of preparing students for “lives of purpose, service, and leadership” aligns well with the goals of the FWS program. Significantly, 24% of FWS earners held community service positions in the most recent year compared to 17% just five years ago. This exceeds the federally mandated 7% of FWS earning for community service.

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 priority hiring 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 are not in line with the mission of the university. Malibu families provide the largest number of off campus employment opportunities for our students as tutors and child care providers.

Mission, Goals, and Outcomes

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 Student Employment Office 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.

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.		
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 SLOs are listed elsewhere in the document.

Approach to Review

Each member of the SEO staff participated in the five-year program review process. As manager, JoEllen Sturgeon took the lead in the review process. The student assistants worked on data collection, as Student Services Coordinator, Kate Suriyatip, assisted with research, benchmarking, and self-assessment. In addition, Associate Deans Brad Dudley and Connie Horton provided guidance during the process.

The five-year program review process for the Student Employment Office rests upon four avenues of assessment: 1) a self-assessment based on the CAS (Council for the Advancement of Standards in Higher Education) Standards, 2) a student review from the Business Administration Service-Leadership Course, 3) Student Employment annual reports, and 4) an external review.

At this time the National Student Employment Association does not have a self-assessment guide for the profession. The SEO adapted and completed the CAS Standards of self-assessment for Career Services.

Although parts of the assessment did not apply to the student employment programs, the assessment did provide insight of the strengths and deficiencies of the programs and services provided.

During the fall of 2012, staff members conducted a benchmarking study of peer and aspirational schools to determine how Pepperdine’s student employment module compared to other institutions. One of the clearest findings was that most of the benchmark 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 providing compliance, payroll, and training for student workers.

School	Department Student Employment is under	Responsible for I-9 completion / retention	Provide Training for New Students	Provide Training for Supervisors	Do they have a role in Payroll?	Monitor Work-Study Earnings?	# of Staff dedicated to Student Employment
Pepperdine University	Stand-alone	YES	Yes	Yes	Yes	Yes	Two full-time staff
Calvin College	Financial Services	YES	NO	Yes	No	Yes	One full-time staff member
Occidental College	Human Resources	YES	Yes	No	No	No	Three full-time staff members
Pomona College	Financial Aid	No	No	Yes	Yes	Yes	Information not provided
University of San Diego	Office of Financial Aid	Yes	No	Yes	No	Yes	Two full-time staff
Baylor University	Financial Services	No	No	Yes	No	Yes	One full-time staff member
Carleton College	Financial Services	No	Yes	Yes	No	Yes	One full-time staff member and one part-time staff member.
University of Notre Dame	Financial Services	No	No	No	NO	Yes	Two full-time-staff, one student assistant.

II. Analysis of Evidence

Evidence of Program Quality

Student

The SEO is in place to serve student from all five Pepperdine schools, handling all human resource functions and coordinating all payroll transactions for this very large employment pool. The largest population served is Seaver College where approximately 65% 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. All five Pepperdine schools have seen an increase in the number of student employees over last four years.

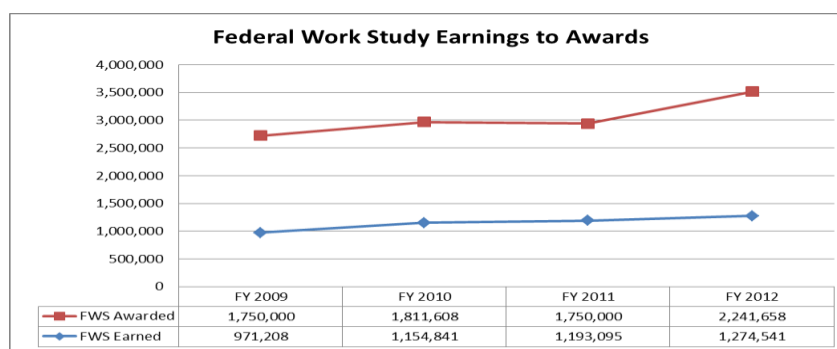
Employed by school 2008 - 2012				
	FY09	FY10	FY11	FY12
Seaver	1,398	1,505	1,517	1,566
GSEP	252	264	290	396
SOL	185	207	201	226
GSBM	114	84	50	120
SPP	43	58	56	56
Total	1,992	2,118	2,114	2,364

In 2011, graduating seniors surveyed at Seaver College indicated that participating in student employment had the greatest positive impact on student 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.

With the state of the nation's economy, students need to work more than ever. The 2012 National Survey of Student Engagement reported 60% of first year students worried about having enough money for regular expense, and 40% of students surveyed looked into working more hours to pay expenses. Although Pepperdine students were not part of this survey, our increase in students working indicates our students have some of the same concerns. Over the past four years, the total number of students working on campus has increased by 15%, and the number of hours worked by student employees has increased from 391,000 in 2009 to 496,648 in the most recent year.

Students Working On-Campus				
	Students	Hours	Weekly Avg	Total Earnings
FY 2009	1,992	391,000	7,500	\$4,054,272
FY 2010	2,118	476,000	9,150	\$4,951,201
FY 2011	2,114	443,832	8,535	\$4,576,810
FY 2012	2,364	496,648	9,550	\$5,214,984

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 562 in FY09 to 863 students in FY12, with an increase in earnings of 23%.



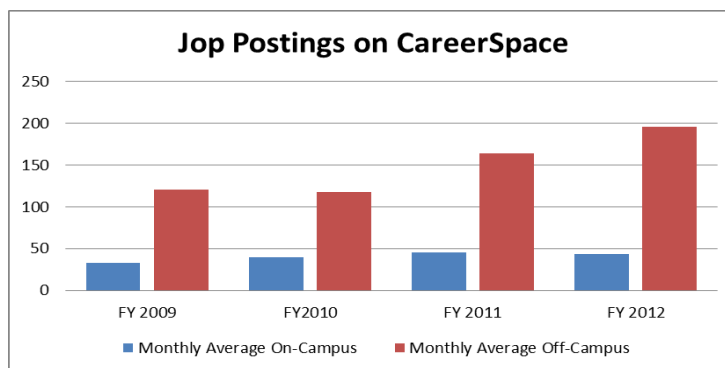
# of students	FY 2009	FY 2010	FY 2011	FY 2012
earning FWS	562	654	684	741

Student Employment appeals to a wide variety of students, and, as shown in the table below, employee ethnicity 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.)

Student Employees Compared to Seaver College	2009 - 2010		2010-2011		2011-2012	
	Employed	Seaver College	Employed	Seaver College	Employed	Seaver College
Blank/other/undeclared/unknown	6%	7%	6%	7%	6%	7%
American Indian or Alaskan Native	2%	1%	1%	1%	1%	1%
Asian/ Hawaiian/ Pacific Islander	11%	10%	11%	11%	12%	12%
African American	8%	6%	8%	7%	9%	7%
Hispanic	11%	10%	13%	12%	16%	13%
Caucasian	59%	59%	54%	54%	48%	50%
Two or More Races	NA		2%	2%	4%	4%
Non Resident Alien	3%		5%		4%	
International	NA	6%	NA	7%	NA	8%

As the number of students looking for work increases there has also been an increase in the number of employers posting job opportunities. Since implementing CareerSpace as the job posting site, the average number of on-campus job postings has increase from 33 per month to 44 per month. Although CareerSpace 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 the many on-campus jobs available.

CareerSpace’s popularity with off-campus employers continues to rise with an average of 196 positions posted each month during FY12.



Community service involvement is one of the primary functions of the FWS program, whereby students are paid to work and learn in positions that have benefit for 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 PVC, and Disability Services Office; the Pepperdine Volunteer Center (PVC) is the largest on-campus community service employer through our literacy programs like Jumpstart and America Reads. The Student Employment Office coordinates off-campus community service positions with local schools and non-profit organizations.

Community Service Trends			
	AM Reads and JS	On Campus	Off Campus
FY 2009	86	0	2
FY 2010	136	15	15
FY 2011	138	21	20
FY 2012	123	146*	13

* Prior to FY2012 student note takers were not included in on campus community service totals.

Curriculum and Learning Environment

a. Curriculum Map & Assessment Plan

Student Learning Outcomes

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

- 1. Essential Job Skills;** teach essential job skills such as punctuality, dependability, and personal responsibility.
- 2. Career Exploration and Development;** provide opportunities for career exploration and resume building, gaining knowledge, and experience related to possible career path.
- 3. Time-Management;** encourage students to better manage time and strike positive balance between school, work and social life.
- 4. Campus Engagement;** give student a positive connection to campus and community, resulting in positive feeling of involvement, connectedness to others, and positive retention rates.

Curriculum Map: Programs	SLO 1	SLO 2	SLO 3	SLO 4
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
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	Program		
		Training	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 #s year to year 	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors Increased number of student 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 supervisor relationships 	<ul style="list-style-type: none"> End of year survey for student Evaluate retention rates of student employees 	<ul style="list-style-type: none"> End of year survey/post-test for students and supervisors

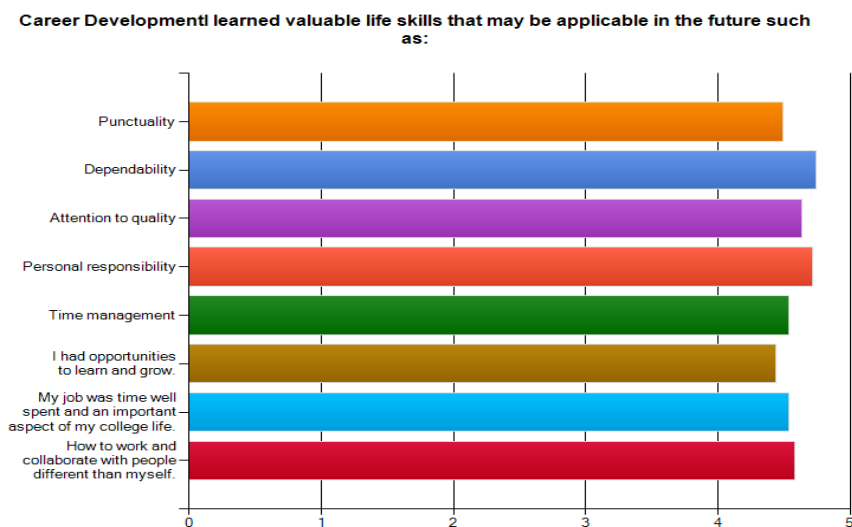
b. Professional Standards

Staff stays current on professional standards and practices at other institutions by attending conferences, membership in professional associations, and list serves. The Student Employment manager is a member of the National Student Employment Association, Western Student Employment Association, and NASPA – Student Affairs Administrators in Higher Education. The manager has also attended the national conference and Student Employment Essentials training through NSEA. Additionally, staff follows the NSEA *Principles of Professional Practice* adopted in 2010, setting the professional and knowledge standards for student employment professionals.

c. *Measure of Effectiveness*

When surveyed about overall job satisfaction, 96% of on-campus student employees were satisfied or very satisfied with employment. Student employees feel they are gaining valuable life skills that may be applicable in the future. Of the students surveyed, 90% view their student employment job as time well spent and an important aspect of college life. Further, students reported on areas of how their student employment job related to valuable life skills on a five-point scale. One student commented, “My on-campus employment experience has provided me with skills I could never learn in the classroom alone. I plan to open my own business in the future, the skills I’ve learned from my supervisor, as well as, learning to work with a diverse group of people will help make be a better business owner.”

Supervisors were also positive about the contribution of student employees, with 93% viewing student employees making a significant contribution to the work in their department. Finally, 90% agreed or strongly agreed with the statement, “My job was time well spent and an important aspect of my college life.”



Student Learning and Success

a. *Desired learning outcomes*

Indirect assessment---The table above shows that student employees, when surveyed, report they are doing much more than earning a pay check. For these students, employment is part of the total educational experience, teaching students essential employment skills while providing career exploration and resume development. Student employees are transferring these job skills into full-time employment upon graduation.

Direct assessment---Seventy percent of 2011 graduating seniors who had accepted a full-time offer of employment by graduation and had worked as a student employee indicated that their new positions had career potential. Additionally, on-campus supervisors are echoing what is reported by student employees. When recently surveyed, 93% of supervisors agreed or strongly agreed that student employees made a significant contribution to the work area.

Future assessments will include much more direct assessment of student employee learning, through a variety of direct methods. However, one very exciting part of what has been done to date is to recognize that

the data available does support the notion that Student Employment is a High Impact Practice. Following is a discussion of this investigation.

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

Student employees work an average of 10 hours per week. Ninety-two 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, 87% felt their work contributed to the department's mission, and 87% 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; 95% of supervisors agreed or strongly agreed with the statement, "student employees made a significant contribution to the department." These individually and collectively point to an understanding of time well spent and purposeful effort.

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

Students indicate strong professional relationship their supervisors. When student employees were asked if they had confidence in the leadership of their supervisor, 91% agreed or agreed strongly. Similarly, 91% reported that their supervisor was effective in directing them regarding job responsibilities. Again, 91% agreed or agreed strongly that their supervisor held them to a high standard and work ethic. When asked about approachability and respect, 95% of student employees report that their supervisor treated them with respect, and 95% said their supervisor was friendly and approachable. Of students who participated in training, 85% percent felt that they received as much initial training as they needed, and 84% 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 2010-2011, 24% of Federal Work Study earners held community service positions, and in the prior academic year 19% held community service positions. Certainly there are other positions that provide students an opportunity to experience diversity, and this is an area for future study.

4. Receives Frequent Feedback on Performance (Feedback).

Ninety-four percent of students report having a clear idea of what was expected of them, and 88% 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, 66% agreed or strongly agreed. However, 85% agree or strongly agree with the statement, "my supervisor was intentional about my learning experience on the job. The 19% 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; 65% report this as their practice. Graduating seniors who had accepted a full-time offer of employment by graduation and had worked as a student employee were asked if their new positions

had career potential; 70% indicated that it did. Further, students reported on areas of learning related to transferable career skills on a five-point scale.

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

Ninety-three percent of students report that their student job developed their sense of personal responsibility, and 89% report that it developed their dependability. Further, 84% state that in their positions they had the opportunity to learn and grow. 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.

Conclusion: In sum, available data of a variety of different types show that Student Employment is having positive impact on students' success, learning, and development. Student success data show that rates of attaining a job offer upon graduation is very favorable for students who worked while attending Seaver College. Supervisors are supportive and interested in student learning, and students show evidence of learning in many areas. Student Employment is a High Impact Practice at Seaver College evident through 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.

b. Closing the Loop

The Student Employment office uses data collected from employers and students to improve service and practices. In fact, the SEO exists because of the Seaver College Career Center's program review completed five years ago. It became evident during the review process that student employment had grown beyond the Career center's mission making it seem disconnected from the Career Center. Based on this evidence, student employment became an independent department serving students from all five Pepperdine schools in August, 2008.

In that first year, the SEO worked to advance two strategic initiatives, namely to support supervisors and to support student career development. When surveyed in May 2009, 46% of supervisors indicated interest in additional training if it were provided by the SEO. Armed with this information, the SEO partnered with the Career Center and the Center for Human Resources to develop and host a new training seminar "Developing Student Employees: Raising the Bar." The training encouraged supervisors to teach students essential job skills and the importance of helping students build their resumes. It also addressed the necessity to clearly communicate expectations and learning outcomes. Finally, since a common area of student dissatisfaction was related to compensation, the training explained the Student Pay Scale and encouraged supervisors to give appropriate pay increases for job performance and increased responsibility. The first training session was held in the fall of 2009 with 93% of participants finding the training very good or excellent. The SEO continues to offer supervisor training on an annual basis, as well as individual training to supervisors requesting access to the student hire module.

As a result of this focus on supervisor training, there has been a significant increase in student employees' satisfaction with regards to compensation and feeling valued by their hiring department. In 2012, 85% of students responding to our survey agree or strongly agree that their salary was fair in relation to their responsibilities, compared to 46% in 2009. The percentage of students feeling valued by their hiring department has increased from 52% to 71% over the same time period.

Since that first year, the SEO has built on the success of these initiative to advance supervisor training based on what we learned each year. This has included initiatives to develop supervisor-training curriculum including a supervisor handbook. Additionally, in 2010 there was a renewed focus on student learning through helping interested departments to develop intended student learning outcomes. Recognizing the high impact of student employment, a recent initiative focused on working with faculty to increase the

number of students working in assistantships. This focus yielded a 10% increase in FY12. There was an overall rise in student satisfaction from 92% to 96%. Yet, we were surprised to find that there was a decline in the number of supervisors who reported that they worked to connect student learning on the job with a student academic course work; a decline from 65% to 58%. At the same time, 86% of students felt that supervisors were intentional about their learning, a 1% increase from the previous year.

While supporting high-quality supervisors helps students develop professionally, during this period there was additional focus on student opportunities and career development. These initiatives included efforts to have more jobs searchable via CareerSpace so all students could have equal opportunity and the extension of FWS awards into the summer.

These two initiatives remain at the heart of student employment's mission, and continue to be measured and improved each year. Equally, student employment has been responsive to systems improvements related to PeopleSoft and the student hire module, Kronos timekeeping, and I-9 compliance reviews.

Staff

Student Employment had its first major staff change in 2012 with Director, Kimberly Hogan, accepting a new position with the University. The department operates with a staff of two full time professionals.

JoEllen Sturgeon, Manager of Student Employment

Degrees:

- B.S., Accounting, Arkansas State University

Professional Associations:

- National Student Employment Association
- Western Student Employment Association
- Student Affairs Administrators in Higher Education

Kesaporn Suriyatip, Student Services and Administrative Coordinator

Degrees:

- B.A. Political Science, Pepperdine University
- Certificate in Conflict Management, Straus Institute for Dispute Resolution

Evidence of Program Viability and Sustainability

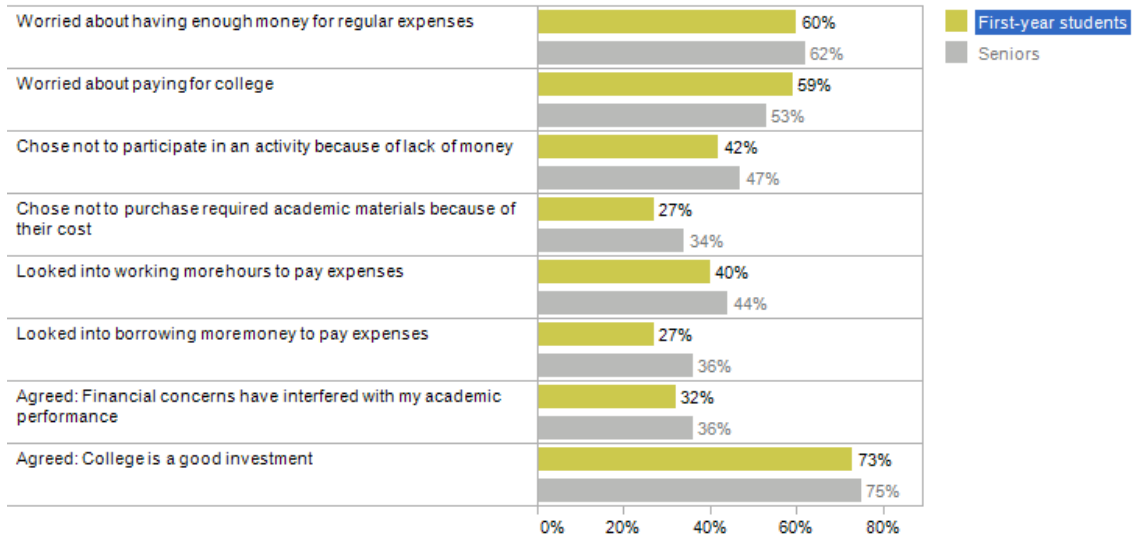
Demand of the program

Demand for jobs is great and participation rates high for on and off-campus employment. The number of students that receive work study and seek employment continues to grow. Each year as new students arrive on campus the office is overflowing with students eager to secure a job to fulfill his or her work study award, earn extra money for expenses, or earn money to cover tuition.

Over the past four years we have seen the number of students accepting FWS increase from 562 to 863, and FWS earnings increase by \$303,000. The overall number of student workers has increase by 17% over the same time period. With the rising cost of education and state of the economy these numbers are expected to continue increasing over the next several years.

The 2012 National Survey of Student Engagement reported 60% of first-year students worried about having enough money for regular expenses, while 59% worried about paying for college. Although Pepperdine was not among the 546 colleges surveyed the growing number of students looking for and accepting work seems to mirror these concerns. As the number of student workers increase so does the demand for services from the SEO.

How Students Experience Financial Stress



Source: National Survey of Student Engagement



Demand on Human Resource Services:

It is the SEO’s responsibility to provide work opportunities for students interested in working. Although students are not guaranteed to find work, jobs should be reasonably available to all students eligible for FWS and looking for employment. The number of students looking for work always exceeds the number of positions available on campus. Therefore, it is critical to build on existing off-campus partnerships and develop new partnerships, to expand opportunities for students. Developing off-campus relationships takes time and attention. Often the staff finds this task takes a backseat to time sensitive operations.

As the number of student employees increases, the number of employment files maintained by the SEO increases. USCIS guidelines require Form I-9 to be retained for three years after date of employment, or one year after termination, whichever is later. As a result the SEO currently has 3,700+ manual Form I-9 files that contain completed forms and employment authorization documents. This process is very laborious, may be prone to errors, and does not ensure proper monitoring and compliance.

Demand on Payroll Services:

Student employees are on a bi-weekly payroll schedule. The SEO is tasked with the accurate and timely processing of payroll for student employees. Payroll processing is the most time sensitive operation performed by the office. The staff is required to meet strict deadlines before handing processing over to the Payroll Office. Failure to meet the deadlines can result in additional work for the Payroll Office or delays in processing payments.

Demands on Professional Development:

The Student Employment Office provides New Student Worker Orientation and New Supervisor Training each year. These trainings have been well received but do not serve the full needs of our campus community.

To help reach those student and supervisors unable to attend the one time training the SEO offers individual training to all new student employees and new hiring managers. Demand for training is great, with many supervisors asking for mandatory customer service and basic skills training. Students are asking for more training with regards to job search, time management, and record keeping.

In viewing student employment as a High Impact Practice, professional development should be a driving force within the SEO. Student Learning Outcomes are built around developing the student employee as a professional, ready to transfer these skills into the full-time workforce that awaits them after graduation.

Allocation of Resources

a. Staff

Student Employment has two staff members:

JoEllen Sturgeon, manager of Student Employment
Kesaporn (Kate) Suriyatip, Student services and administrative coordinator

JoEllen began her role as manager in April 2012 after serving over three years in the role of student services and administrative coordinator. Her role is 100% dedicated to student employment. She is responsible for human resource functions, coordinating student payroll functions, develop and facilitate student and supervisor training, manage work study programs, and oversee Job Location and Development program.

Kate began her role as student services and administrative coordinator in June of 2012. Her responsibilities include processing student employment paperwork, supervise student staff, maintain student employee files and review for accuracy, assist manager with student payroll, and oversee staffing of Student Affairs receptionist area. Approximately 20% of time is allocated to Student Affairs receptionist, 80% dedicated to student employment.

Staff members are evaluated yearly through the regular Human Resources process. During the recent staff changes the coordinator's workspace was relocated from the front desk reception area to a less visible location in the suite. Student assistances now serve as receptionist to Student Affairs suite, minimizing interruptions for the coordinator.

b. *Student Support*

Students receive a high level of support with initial training and ongoing support throughout their employment. Staff has an open door policy where students feel welcome to drop in to ask questions or seek advice. Staff often takes time to counsel and mentor students outside the area of normal job responsibilities. Staff often attend chapel or convocation services, attend student productions, join students for lunch or coffee, and send notes of support.

A major highlight for Student Employment is the celebration of National Student Employment Week. The SEO hosts a week-long event honoring the 2,000+ students working on and off campus, and commending their ability to manage their workload and school schedule. The highlight of Student

Employment Week is the awarding of Outstanding Student Employee of the Year. Each year a committee of staff and students select one very deserving student employee from supervisor recommendations.

c. Facilities

The SEO has adequate workspace for the current staff. Office space for the manager and cubicle space for the coordinator are located in the Student Affairs suite. The suite contains a large shared space used for presentations and training sessions. This space is also used for student assistance. Offices are visible to students and located in a high traffic area, making it convenient for students to take advantage of employment services.

d. Attention to legal and ethical issues

Student employees are temporary employees of Pepperdine University; therefore all federal and state employment laws must be followed.

United States Citizenship and Immigration Services (USCIS) Compliance:

Pursuant to the Immigration Reform and Control Act of 1986, employers are required to verify the identity and employment authorization of all individuals hired on or after November 6, 1986. The SEO is responsible for ensuring that all employed students complete a Form I-9. Policies and procedures are established by the guidelines established in the *Handbook for Employers: Instructions for Completing Form I-9* as published by the USCIS.

Federal Labor Standards Act (FLSA)

The SEO monitors student employee wages, overtime, hours worked, recordkeeping, and standards for youth employment by following the guidelines established in the FLSA.

Federal Insurance Contribution Act (FICA)

Student employees are generally exempt from FICA because they work for the institution at which they are enrolled and are enrolled at least half-time. The SEO monitors this enrollment during the summer terms to insure that students who do not meet these criteria are paying the proper insurance rate.

Title VII of the Civil Rights Act

Student Employment does not discriminate on the basis of race, color, religion, sex, or national origin. Student employees have the right to a work place where they are treated with respect and dignity. Harassment of any form or any form of illegal discrimination against any individual is inconsistent with the values and ideas of the University community.

American with Disabilities Act (ADA)

The SEO provides access to all students interested in working. Supervisors are prohibited from discriminating against a qualified individual with a disability in all aspects of employment. Supervisors are encouraged to focus on what an employee can do, not what he/she cannot do. The SEO maintains a close relationship with the University's Disability Services Office to insure students needing additional assistance have access to all services offered.

Family Educational Rights and Privacy Act (FERPA)

Student employment records are considered educational records under FERPA; therefore the SEO staff must follow the guidelines regarding access, amending, and disclosure of employment records.

Federal Work Study Program Management and Administration (FWS)

It is the responsibility of SEO to make FWS jobs reasonably available to all eligible students at the school and provide FWS jobs that complement and reinforce each recipient's educational program or career goals. SEO is also tasked with maintaining FWS position information, posting available positions through our online data base (CareerSpace), and monitoring earnings.

e. Financial resources/operational budget

The budget for the SEO is comprised of two distinct funding sources. The university provides base funding in the amount of \$75,000 and funding for the JLD program provides \$75,000. The majority of the budget, 85%, is spent on salaries and benefits with the remainder spent on operations. One particular challenge that needs to be addressed in this area is related to the grant funding. While the university periodically increases base dollars for both salaries and operational expenses, the money from JLD does not increase. This creates a burden on the department operationally, but even more so when allocating performance increases for staff.

III. Summary and Reflections

Strengths

- The Student Employment Office enjoys a strong reputation on campus as being customer-focused and providing timely solutions to issues and problems. The full-time staff are 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. In turn, SEO's visibility has increased, as has the trust in its abilities.
- The SEO is committed 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 more consistently comply with federal employment regulations. Strong relationships with the Department of Human Resources, Auditing Services, Information Technology, and the Seaver Dean's Office made it possible to develop new features within the Student Hire Module and move toward an electronic I-9 system.
- Student Employment is viewed as a high impact practice at Pepperdine by offering students meaningful work experiences. For many of these students, this was their experience working in a professional setting where they were required to be dependable, professional, and keep accurate work records.

Weaknesses

- Task based work and troubleshooting issues for students and supervisors leave little time for developmental work. The Manager of Student Employment spends 60% of her time processing bi-weekly payroll, and another 25% on human resource duties. This leaves little time to revise or develop training materials.

- Inconsistent training for supervisors and student employees. With a small staff and limited resources, the SEO is unable to fulfill the need for new initiatives in regard to training and student development.
- Limited number of available jobs. The SEO refers students seeking employment to view job postings on CareerSpace. Students become very frustrated at the limited number of job listings and the lack of response when they do apply to these positions. The number of students looking for work always exceeds the number of positions available on campus. Therefore, it is critical to build on existing on- and off-campus partnerships and develop new partnerships to expand opportunities for students.
- The SEO website should be updated to provide resources, information, and training for staff and students. A well-organized, user-friendly website should create a huge efficiency over time by reducing the need to contact the SEO staff for assistance many issues.

B. External Review

I. Strengths and Challenges

Strengths:

- SEO Staff – The full-time Staff is committed to serving students and supervisors and providing timely solutions to issues and problems.
- SEO Student Workers – Student workers provide “excellent customer service” and perform “critical tasks”.
- Data on positive employment outcomes for graduating students who have worked on campus
- Outstanding mission and goals. Specifically work that demonstrates student employment as a high impact practice.
- Support from Student Affairs and Seaver College Dean’s Office.

Challenges:

- Task based work and troubleshooting issues for students and supervisors is so intense that there is little time for developmental work.
- Inefficient processes which take up staff time, but which SEO has little control over.
- Constant interruptions to daily work due to Pepperdine culture.
- Not enough staff to accomplish goals.
- Silo culture. No sign that HR or Payroll will assist with any SEO functions in the future.
- Potential gap in supervisor training.
- Increasing job postings on CareerSpace.
- Due to specialized nature of SEO’s human resources and payroll work there is not much opportunity for student affairs colleagues to provide functional support.
- The fact that over the next few years work study funding will decrease, which means jobs for students may decrease. At the same time, enrollment is increasing and so will tuition.

II. Resource Allocation and Viability

One of the top findings during the review was the excellent reputation of the SEO staff. A solid consensus among the Pepperdine University staff and students interviewed is that SEO employees have a customer service focus and friendly nature. SEO is known for its commitment to serving students and supervisors and providing timely solutions to issues and problems.

In order to successfully achieve SEO's mission, goals, and student learning outcomes, SEO must develop a strategic plan that includes the six areas list in the attached report. Creating efficiencies in the student hiring, payroll, and human resources functions will save staff time. Enhancing supervisor and student training opportunities will allow SEO to have more impact in ensuring students have opportunities for career exploration, the development of essential job skills, and a strong connection to the campus community.

III. Suggestions for Policy and Resources

The external review process identified a number of opportunities for improvement. A detailed explanation of the recommendations is in the following report. Six recommendations are listed below that in the reviewer's opinion are the highest priorities and will allow for the most improvement and impact for the Student Employment Office.

1. **Hire Additional Staff:** Add a full-time staff member to develop and implement professional development and training for student employees and supervisors of student employees. Increase number of SEO student workers. Provide for increasing levels of positions and work to expand student worker responsibilities.
2. **Develop a Comprehensive Training Program:** Build a comprehensive training program in order to better equip supervisors to develop, supervise and mentor student employees. Train managers to provide a "high impact" environment which explores career and professional opportunities for student employees. Provide professional development opportunities for student employees.
3. **Create and Enhance Partnerships:** Develop strategic partnerships with other university departments that will allow SEO to have greater impact on-campus and provide improved services and efficiencies. Examples are provided.
4. **Enhance the SEO Website:** Provide a well-organized, user-friendly website which supplies necessary information and creates efficiencies for staff. Enhancements to the website should include: materials, resources, and training for supervisors, student employees and students seeking work.
5. **Design and Implement Strategic Communication Plans:** Develop strategic communication plans for both students and supervisors. Communications regarding hiring, payroll, Federal Work Study, and training will allow for a reduction in staff time on administrative tasks and improvement Federal Form I-9 compliance.
6. **Elevate the status of Student Employment:** Develop SEO into a model for the rest of the university in its training and utilization of its own student workers. Create a process to measure high impact learning experiences. Build university-wide respect by providing high quality service and programs. Conduct a study on retention outcomes of student employees compared to non-student employees.

C. Response to External Review

The external reviewer, Erik Friedman, listed six recommendations he sees are the highest priorities and will allow for the most improvement and impact for the Student Employment Office. He provided a well-written and insightful report that has been a valuable part of developing the Quality Improvement Plan. This report highlights the commitment of the SEO staff, while providing practical recommendations to improve services, compliance, and student success outside the classroom.

1. **Hire Additional Staff:** The SEO agrees with the reviewer's assessment regarding the need for addition staff hours focused on professional development and training. While a full time position is desirable, accomplishments in this area could be achieved by the addition of a part-time professional staff member.

The review also suggested increasing the size of the student worker team. The student worker team consists of seven students who share two designated work spaces. Space and technology issues limit the department to a maximum of two students working during each shift. While increasing the number of students is not advantageous, restructuring job duties will allow current student assistants to provide additional support.

2. **Develop a Comprehensive Training Program:** The SEO agrees with the reviewer that a comprehensive training program is critical to the continued success for the department. Additional training will provide supervisors with the tools needed to develop learning outcomes and high impact experiences in the workplace. These experiences will help provide students with the necessary skills for entering the workforce after college.
3. **Create and Enhance Partnerships:** The SEO has existing partnerships with many departments on campus. Continuing to develop the current partnerships and developing new ones will only enhance the services provided, allowing SEO to have a greater impact at the University and the Malibu community. The SEO sees the advantages in collaborating in areas where services overlap or complement each another.
4. **Enhance the SEO Website:** The SEO feels very strongly that major improvements need to be made to the website. The reviewer provides very practical suggestions for improvement.
5. **Design and Implement Strategic Communication Plans:** The SEO finds the current electronic communications regarding work study notices and the student hire module are helpful and appreciated by supervisors. Students tend to be less receptive to this form of communication. A strategic communication plan is something that can evolve over time to develop greater efficiencies and compliance over time.
6. **Elevate the status of Student Employment:** The SEO has made great strides in elevating its status on-campus over the past five years. Across campus student employment is seen as an opportunity for students to gain meaningful work experiences that will have a positive impact on the students' success in regard to full-time employment at graduation. Implementing the Quality Improvement Plan below will further elevate the SEO and provide additional opportunities for student learning.

D. Quality Improvement Plan

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

1. Additional staff to focus on training and development. (Part-time or Restricted position)

Evidence to support action: To fulfill the mission and goals of student employment as a high impact practice additional time needs to be allocated to training and development. Supervisors interviewed stated they would be interested in attending trainings and participating in best practices sessions. The current staff spends most of its time on human resources and payroll functions leaving little time to focus on training and professional development. A part-time staff member dedicated to training and professional

development is required to build a training program that will equip supervisors with the tools they need to develop and mentor student employees.

Expected outcome: Greater office efficiency and division of workload. Allow staff to focus on the demands of assessment, reporting, Student Learning Outcomes, strategic initiatives, and quality improvement, while continuing to provide a high level service to both supervisors and students.

Timeline for action: Fall 2013

Type of action: Resources necessary

Responsible Party: JoEllen Sturgeon, Student Employment Manager

2. Develop a Comprehensive Training Program in order to better equip supervisors to develop, supervise, and mentor student employees.

Evidence to support action: To ensure student employment is a high impact practice, supervisors need to be trained on how to develop high impact experiences in the workplace. The lack of consistent training leads to more errors and issues effecting student employees which causes additional work for the SEO staff.

Expected outcome: Additional training will provide higher rates of compliance with Federal and State labor laws, more uniform hiring practices among hiring managers, and additional evidence to support student employment as a high impact practice. By providing comprehensive training, students will have more opportunities to develop job skills and training that will be transferable into employment after college.

Timeline for action: Begin developing in fall 2013 with comprehensive program complete by fall 2015.

Type of action: Resources necessary

Responsible Party: JoEllen Sturgeon, Student Employment Manager

3. Provide a well-organized, user-friendly website which supplies necessary information and creates efficiencies for staff.

Evidence to support action: Updates to the SEO website have been minimal over the past five years. As a result students and supervisors must contact the SEO directly to get information to general questions.

Expected outcome: Needed resources, information, and training will always be available for staff and students eliminating the need contact the SEO for assistance with routine issues or questions. Over time, this will provide the SEO staff with a more balanced workflow. This balanced workflow result in a more positive feeling of community and meaning in work assignments.

Timeline for action: Initial redesign will begin summer 2013 with additional resources added as they are developed.

Type of action: Resource neutral

Responsible Party: JoEllen Sturgeon, Student Employment Manager

4. Develop strategic communication plans for both students and supervisors.

Evidence to support action: Currently, the SEO provides communication regarding payroll deadlines and work study balances. Supervisors have expressed appreciation for these notices. Providing regular correspondence allows supervisors to get in last minute hires and adjust schedules for students who are close to depleting work study awards.

Expected outcome: Similar communications in other areas will improve I-9 compliance, payroll accuracy, and general customer service. Communicating clear and accurate information provides students with an example of essential job skills needed and provides a more positive view of their employment and value to the University.

Timeline for action: Fall 2013

Type of action: Resource neutral

Responsible Party: JoEllen Sturgeon, Student Employment Manager

5. Develop strategic partnerships with university departments that will allow SEO to have a greater impact on-campus and provide improved services and efficiencies.

Evidence to support action: The SEO has existing partnerships with many departments on campus. Continuing to develop the current partnerships and developing new ones will only enhance the services provided, allowing SEO to have a greater impact at the University and the Malibu community.

Expected outcome:

On-Campus Supervisors: Inviting supervisors to be part of the conversation when developing trainings programs and best practices for student employees. Collaborating in this way will allow the SEO to address many of the issues on-campus face when hiring and supervising student employees. It will also allow supervisors to gain a better understanding of state, federal, and University policy regarding employees.

Career Center: Partner with the Career Center to build student training programs and resources that will facilitate opportunities for students to gain employment, work experience, and develop professional skills. The SEO can promote the Career Center services and events by showing students how on-campus employment will prepare them for future internships and career.

Pepperdine Volunteer Center: Consolidating outreach efforts to will allow for greater efficiency and increased off-campus community partnerships. This will increase the number of students working in community service jobs and civic engagement within our local community. Additional Community Service positions will also offer students more opportunities to explore possible career paths.

Human Resources: Partner with HR to introduce the SEO to new full-time employees during orientation. This can be accomplished through an email communication sent to new employees or a brief presentation during new employee orientation. Early exposure to the SEO could help elevate the status of student employment on-campus. This will also be a direct method of improving I-9 compliance.

Timeline for action: Fall 2013

Type of action: Resources neutral

Responsible Party: JoEllen Sturgeon, Student Employment Manager

Appendix I:

Student Employment

Description: George Kuh has raised the question whether employment can be high impact (George D. Kuh, “Foreward,” *Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality* by Jayne E. Brownell and Lynn E. Swaner, AAC&U, 2010). In the same article Kuh defines High Impact Practices as “an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior.” Our data indicated that indeed Student Employment makes a high impact on students and should be regarded as a High Impact Practice at Seaver College where Student Employment is housed in Student Affairs and therefore has a student development philosophy. Student Employment, as an integral part of the total education experience, teaches students essential employment skills while providing career exploration and resume development. Further, graduating Senior surveyed at Seaver College indicate that participating in student employment has the greatest positive impact on student success in regard to full-time employment at graduation, even greater than that of internships. The Student Employment office supports students through a new employee orientation and supports supervisors through on-going training including workshops on setting learning outcomes as a part of the hiring process for every student.

Employment and Experience						
	2011			2010		
Pepperdine Grads	Employed	Related to Field of Study	Career Potential	Employed	Related to Field of Study	Career Potential
Student Employment and Internship(s)	44%	85%	70%	46%	87%	72%
Student Employment Only	30%	81%	69%	35%	61%	56%
Internship(s) Only	25%	100%	63%	29%	92%	84%

Status: 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 employee ethnicity is similar to the Seaver College.

Student Employees Compared to Seaver College	2009 - 2010		2010-2011		2011-2012	
	Employed	Seaver College	Employed	Seaver College	Employed	Seaver College
Blank/other/undeclared/unknown	6%	7%	6%	7%	6%	7%
American Indian or Alaskan Native	2%	1%	1%	1%	1%	1%
Asian/ Hawaiian/ Pacific Islander	11%	10%	11%	11%	12%	12%
African American	8%	6%	8%	7%	9%	7%
Hispanic	11%	10%	13%	12%	16%	13%
Caucasian	59%	59%	54%	54%	48%	50%
Two or More Races	NA		2%	2%	4%	4%
Non Resident Alien	3%		5%		4%	
International	NA	6%	NA	7%	NA	8%

Evidence of Learning:

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

Student employees work an average of 10 hours per week. Ninety-two 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, 87% felt their work contributed to the department's mission, and 87% 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; 95% of supervisors agreed or strongly agreed with the statement, "student employees made a significant contribution to the department." These individually and collectively point to an understanding of time well spent and purposeful effort.

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

Students indicate strong professional relationship their supervisors. When student employees were asked if they had confidence in the leadership of their supervisor, 91% agreed or agreed strongly. Similarly, 91% reported that their supervisor was effective in directing them regarding job responsibilities. Again, 91% agreed or agreed strongly that their supervisor held them to a high standard and work ethic. When asked about approachability and respect, 95% of student employees report that their supervisor treated them with respect, and 95% said their supervisor was friendly and approachable. Of students who participated in training, 85% percent felt that they received as much initial training as they needed, and 84% 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 2010-2011, 24% of Federal Work Study earners held community service positions, and in the prior academic year 19% held community service positions. Certainly there are other positions that provide students an opportunity to experience diversity, and this is an area for future study.

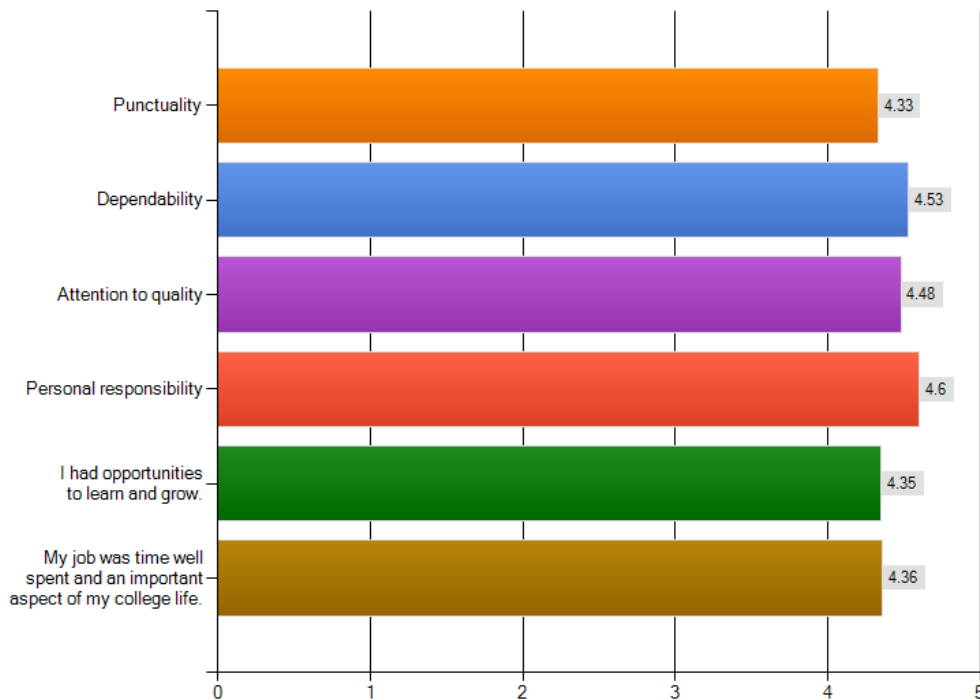
4. Receives Frequent Feedback on Performance (Feedback).

Ninety-four percent of students report having a clear idea of what was expected of them, and 88% 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, 66% agreed or strongly agreed. However, 85% agree or strongly agree with the statement, "my supervisor was intentional about my learning experience on the job. The 19% 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; 65% report this as their practice. Graduating seniors who had accepted a full-time offer of employment by graduation and had worked as a student employee were asked if their new positions had career potential; 81% percent indicated that it did. Further, students reported on areas of learning related to transferable career skills on a five-point scale.

Career Development: I learned valuable life skills that may be applicable in the future



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

Ninety-three percent of students report that their student job developed their sense of personal responsibility, and 89% report that it developed their dependability. Further, 84% state that in their positions they had the opportunity to learn and grow. 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.

Conclusion: Student success in attaining a job offer upon graduation is very favorable for students who worked while attending Seaver College. Supervisors are supportive and interested in student learning, and students show evidence of learning in many areas. Student Employment is a High Impact Practice at Seaver College evident through 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.

Next Steps: Student Employment revisited their learning objectives in the last year and going forward will conduct assessment to learn if we are supporting students in the follow areas of learning:

Student Learning Outcomes

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

- Demonstrate essential job skills such as punctuality, dependability, and career responsibility.
- Engage in opportunities for calling and career exploration, resume building, and experience related to possible career path.
- Demonstrate improved time management and a life balanced between school, work, and social life.

- Show a positive connection to a multicultural campus and community which results in positive feelings of involvement, connectedness to others, and positive retention rates.

Pepperdine University

Student Employment External Review

February 2013

Erik Friedman
Director, Office of Student Employment
DePaul University

Pepperdine University Student Employment External Review

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I. Executive Summary

This report summarizes the findings of an external review of Pepperdine University's Student Employment Office (SEO) that was conducted February 4-5, 2013. The external review was conducted by Erik Friedman, Director of the Office of Student Employment at DePaul University in Chicago, Illinois. As part of the external review process, Pepperdine students and staff were interviewed to provide feedback on SEO's programs, strengths, and weaknesses. The assessment and recommendations provided in this report are based on documentation provided to the reviewer, and in-person interviews conducted by the reviewer with over 35 different Pepperdine University community members.

In recent years, more focus has been placed on student employment due to trends in university compliance, Federal Work Study, student learning outcomes, graduate placement outcomes, and retention. SEO's challenges are also faced by many other institutions. Since many of the challenges are beyond the control of SEO, having a strategic plan to move the SEO department forward and address these challenges is recommended.

One of the top findings during the review was the excellent reputation of the SEO staff. A solid consensus among the Pepperdine University staff and students interviewed is that SEO employees have a customer service focus and friendly nature. SEO is known for its commitment to serving students and supervisors and providing timely solutions to issues and problems.

The external review process identified a number of opportunities for improvement. A detailed explanation of the recommendations is in the following report. Six recommendations are listed below that in the reviewer's opinion are the highest priorities and will allow for the most improvement and impact for the Student Employment Office.

- 7. Hire Additional Staff:** Add a full-time staff member to develop and implement professional development and training for student employees and supervisors of student employees. Increase number of SEO student workers. Provide for increasing levels of positions and work to expand student worker responsibilities.
- 8. Develop a Comprehensive Training Program:** Build a comprehensive training program in order to better equip supervisors to develop, supervise and mentor student employees. Train managers to provide a "high impact" environment which explores career and professional opportunities for student employees. Provide professional development opportunities for student employees.
- 9. Create and Enhance Partnerships:** Develop strategic partnerships with other university departments that will allow SEO to have greater impact on-campus and provide improved services and efficiencies. Examples are provided.
- 10. Enhance the SEO Website:** Provide a well-organized, user-friendly website which supplies necessary information and creates efficiencies for staff. Enhancements to the website should include: materials, resources, and training for supervisors, student employees and students seeking work.

11. Design and Implement Strategic Communication Plans: Develop strategic communication plans for both students and supervisors. Communications regarding hiring, payroll, Federal Work Study, and training will allow for a reduction in staff time on administrative tasks and improvement Federal Form I-9 compliance.

12. Elevate the status of Student Employment: Develop SEO into a model for the rest of the university in its training and utilization of its own student workers. Create a process to measure high impact learning experiences. Build university-wide respect by providing high quality service and programs. Conduct a study on retention outcomes of student employees compared to non-student employees.

In order to successfully achieve SEO's mission, goals, and student learning outcomes, SEO must develop a strategic plan that includes the six areas listed above. Creating efficiencies in the student hiring, payroll, and human resources functions will save staff time. Enhancing supervisor and student training opportunities will allow SEO to have more impact in ensuring students have opportunities for career exploration, the development of essential job skills, and a strong connection to the campus community.

If additional staffing is not possible to achieve at this time the recommendations may be difficult to accomplish. Therefore, one or all of the following options may need to be considered:

- Outsourcing professional work projects (instructional design, technology resources)
- Increasing the size of student employee team and providing them with more responsibility
- Revising the department goals to match allocated resources

Additionally, there is both an opportunity and a challenge of SEO being under the Student Affairs division. Nationwide, student employment offices typically fall in one of 4 university areas (in no particular order): Career Center, Financial Aid, Human Resources, or a standalone office. These fall in divisions all across the board including: Academic Affairs, Enrollment Management, Student Affairs, Financial Affairs or Operations.

Student Affairs has an opportunity to sponsor and highlight programming which can allow student employment at Pepperdine University to become a true high impact practice. By implementing and measuring its effectiveness over time, Student Affairs will be able to show how its programs can impact and influence significant university issues of retention, career outcomes and job placement, and on-campus community engagement.

II. Methodology

The external review occurred on February 4-5, 2013 at Pepperdine University. On-site interviews were conducted with 35 different members of the University community. Interviewees were asked to reflect in detail about the quality and effectiveness of the Student Employment Office's programs, services, resources, process and operations.

This report will focus on the information gathered during these interviews, as well as materials reviewed prior and during the campus visit.

- Appendix A: Documents the materials reviewed prior to the campus visit.
- Appendix B: Lists Pepperdine community members involved in each interview.

III. Biography of Reviewer

Erik Friedman currently serves as Director for the Office of Student Employment at DePaul University. With over 20 years' experience working in higher education, Erik has significant experience with Career Services, on-campus Student Employment, and Internship and Co-op Programs.

For the past 11 years, Erik Friedman has worked at DePaul University managing career development and student employment based programs. DePaul University has an annual enrollment of over 25,000 students in which over 4500 students work on-campus each year. In 2011, he created DePaul's EDGE Program, a financial aid program that infuses career development and skills based experiences for first-year students.

Erik also manages the technology systems for the Career and Money Management area at DePaul which has given him a solid understanding of managing information, systems and websites. Prior to working at DePaul, Erik worked at both the Illinois Institute of Technology in Chicago, Illinois, and Slippery Rock University in Slippery Rock, Pennsylvania.

Erik holds a B.A. degree from Bowling Green State University and an M.A. in Counseling and Educational Psychology with a specialization in College Student Personnel, from Slippery Rock University. In addition, Erik holds professional certificates in Mediation, Dispute Resolution and Employee Relations, and Employment Law from DePaul University's College of Law and a Training Certificate from the American Society of Training and Development (ASTD). Erik has presented at national conferences including the National Association of Colleges and Employers (NACE), National Student Employment Association (NSEA) and the National Society of Experiential Education (NSEE).

IV. Summary of Feedback from Pepperdine Community

Student Employment Team

The SEO team is made up of JoEllen Sturgeon, Student Employment Manager, and Kate Suriyatip, Student Employment Coordinator. Several student workers also support the office. The staff is well-liked and respected. They are looked at as problem solvers with excellent customer service skills. The staff is well versed on the administrative duties and respected by both staff and students.

There was solid consensus among the Pepperdine University staff and students that the SEO staff is customer service focused and committed to serving students and supervisors. They are known for providing timely solutions to issues and problems. Interviewee's descriptors of staff included: "Excellent", "responsive", "welcoming", "customer-focused", and "amazing".

SEO's work revolves around three major areas of responsibility: Human Resources, Payroll and Professional Development. However, staff is concerned and feels overwhelmed with the payroll and human resources administrative duties. Their current responsibilities leave little time for work on professional development initiatives.

For example, payroll duties take 60% of JoEllen's time. Since the payroll cycle occurs every 2 weeks she has very little time for other duties. Human resources duties take approximately 25% of her time leaving only 15% to spend on professional development and other administrative work. JoEllen mentioned that she could find time to deliver training sessions, but does not have the "thinking" time to revise or develop trainings from scratch.

Kate spends 50% of her time on payroll duties and 40% on human resources duties. This leaves her with 10% to put towards her other duties such as managing and training the front desk student workers and providing customer service.

Community Service Partners

Pepperdine's community service partners feel the strengths of SEO are the flexibility of staff and quality of students they hire. The general feeling among the off-campus partners is that SEO "always provides good follow up", and is "quick to respond". They are very fond of the Pepperdine students and find working with SEO to be a pleasure.

The challenges discussed include, working with the Kronos time keeping system, the Federal Work Study process and the challenge of meeting program hour requirements (e.g. JumpStart) since Federal Work Study dollars have been reduced. The fact that students must have a car to work off-campus was also presented as a challenge. The partners mentioned that they are very happy with the work that the off-campus work study students perform. The Volunteer Department seemed very open to partnering with SEO on any related initiative such as reaching out to off-campus work study locations where they already have an existing relationship.

Financial Assistance, Payroll Office, and Human Resources

The representatives of Financial Assistance, Payroll and Human Resources work very closely with SEO and believe that SEO is always available to help whenever an issue arises. The fact that two former SEO staff persons had moved to Human Resources and Payroll was interesting to the reviewer. When probed why each person left SEO, responses indicated that Student Employment is a challenge to run and has limited resources. They also expressed that student employment work was overwhelming and there was little work-life balance for the person in the position.

When asked if the Kronos time entry system presented any challenges, the Payroll representative stated that Kronos was an improvement from the past and that the challenges have been overstated.

Financial Assistance representatives were very positive about their interaction with SEO, but were not as forthcoming about challenges or issues. The feeling the reviewer took away was that the Federal Work Study process itself is a challenge and that they have little control to change it.

The Human Resources and Payroll representatives seemed open to helping and partnering with SEO, but there was not a strong feeling that they would be willing to take on any significant work from SEO.

Student Assistants in the Student Employment Office

SEO Student workers believe that both JoEllen Sturgeon and Kate Suriyatip are “amazing mentors” and that SEO is a “fun place to work”. Student workers feel their supervisors are “very busy” and want to do anything they can to assist office operations. The students agreed that they can contribute more than they are currently performing and would be glad to do more if provided the appropriate training and opportunity.

The student workers also feel they are growing professionally through their positions and they have appropriate training to do their work. Students have great passion for SEO and the work they do. They feel they are making a difference at Pepperdine.

Some of the concerns expressed were that internal communication could be improved so there is no gap in service delivery between shifts or expectations of what is to be done. Turnover and consistency were mentioned as service gaps which could be improved.

Pepperdine University Student Workers

The consensus among the 8 Pepperdine student workers that were interviewed was that they really like SEO office staff and believe the SEO provides a welcoming environment with “very accessible” staff, and “good people”. They all really liked their positions on-campus and feel they have learned something in their position which will help them in their future.

The biggest complaint the students described was dealing with the Kronos time entry system. Every student had an issue or complaint about Kronos and spoke very negatively about their experiences using the application. The feelings are that it is an inconvenient process, but that SEO really takes time to help them whenever they are having an issue or problem. Several students had used paper time sheets at some point during the last year.

Table 1 show questions asked to student workers about the CareerSpace job posting system.

Table 1

Questions asked to student workers	% Yes
Did you utilize CareerSpace?	12% (1 of 8 total)
Did you find your job using Career Space?	0% (0 of 8 total)

Career Space was indicated as “confusing”, “not useful” and presented “log-in issues”. Only 1 of 8 students had used CareerSpace to look for a job.

Students were also dissatisfied with the Federal Work Study process and that when their work study funding runs out, they can no longer work. Those students not on Federal Work Study said that it was extremely hard to find and obtain a position. The process was described as “brutal” to get a job without a Federal Work Study award.

Not having a car seemed to be another big challenge for students getting off-campus work. This was expressed as a reason that most students want to work on-campus as getting off-campus can be a “hassle”. Students really spoke favorably of the Pepperdine Work Program and asked to have it expanded.

One student did have a bad experience trying to get a resume critique in the Career Center and will not return. She experienced a gap between student worker shifts and was left sitting in the waiting area for one hour before anyone realized why she was waiting.

Hiring Supervisors

The overall feedback from the 7 hiring supervisors interviewed was that JoEllen & Kate are “amazing” and that supervisors can “call or stop by anytime” for information and/or training. Hiring supervisors consider SEO staff to be great problem solvers who are very accessible.

All of the supervisors interviewed would be interested in attending training and participating in best practices sessions. There seemed to be a lack of knowledge about the hiring processes as supervisors talked among themselves about these issues. There were conversations and reactions among the group which showed confusion about the different rules and policies regarding hiring, payroll and student employee supervision.

Regarding their current practices the group answered the following questions in Table 2 with the response rate indicated:

Table 2

Question to Hiring Supervisor	% Yes
Do you offer a departmental orientation?	86% (6 of 7 total)
Do you provide performance appraisals?	29% (2 of 7 total)
Do you have learning goals for your employees?	14% (1 of 7 total)
Do you offer professional development within your positions?	14% (1 of 7 total)
Do you provide career development guidance to your students?	86% (6 of 7 total)
Do you post jobs on CareerSpace?	57% (4 of 7 total)
Would you attend training if/when it is offered?	100% (7 of 7 total)
Would you attend or participate in a best practices sessions?	100% (7 of 7 total)
Would you attend or participate in roundtable discussions?	100% (7 of 7 total)

Hiring supervisors detailed they would like to see training for student employees in the following areas:

- Customer Service
- Sexual Harassment
- Office Professionalism and Etiquette
- New Employee Training

Hiring supervisors mentioned they would be interested in the following training topics for themselves:

- Motivating and Engaging Students
- New Supervisor Training
- Hiring Process
- New Employee Information or Training
- Performance Evaluation
- Updates on labor codes
- Policies and Procedures
- Webinars on different topics

Feedback was also provided about the frequency of training. The consensus was that training should be offered more than one time a year as schedules and busy times are different for each area. Hiring supervisors recommended times for supervising training listed below:

- May/June (preferred)
- The first week back to school in January

- The last week before December vacation
- Surveying supervisors for more information on the best time for training was recommended

Other general feedback included:

- Supervisors were very happy that the self-service hiring module prevents a hire going through without an indication of Federal Form I-9 completion.
- The hiring supervisors who hire for a department or faculty were unhappy with the process of initiating the hire and being responsible for an I-9 Form for someone they do not directly supervise.
- Summer hiring was described as a “huge hassle”.
- It was noted that communication could be improved to better inform supervisors when a student has completed all of the hiring paperwork and can begin working (e.g. acknowledgement of hire).

V. Student Employment Strengths and Challenges

Some of the major strengths and challenges are outlined below. Most of the challenges are addressed through the recommendations.

Strengths:

- SEO Staff - The full-time staff is committed to serving students and supervisors and providing timely solutions to issues and problems. Descriptors of staff include: "Excellent", "responsive", "welcoming", "customer-focused", and "amazing".
- SEO Student Workers – Student workers provide "excellent customer service" and perform "critical tasks".
- SEO has an excellent reputation for customer service on-campus.
- Data on positive employment outcomes for graduating student who have worked on campus
- Outstanding mission and goals. Specifically work that demonstrates student employment as a high impact practice.
- Support from Student Affairs and Seaver College Dean's Office

Challenges:

- Task based work and troubleshooting issues for students and supervisors is so intense that there is little time for developmental work.
- Inefficient processes which take up staff time, but which SEO has little control over.
- Constant interruptions to daily work due to Pepperdine culture.
- Not enough staff to accomplish goals.
- Silo culture. No sign that HR or Payroll will assist with any SEO functions in the future.
- Potential gap in supervisor training.
- Increasing job postings on CareerSpace.
- Federal Work Study funding issues which SEO has little control over.
- Due to specialized nature of SEO's human resources and payroll work there is not much opportunity for student affairs colleagues to provide functional support.
- The fact that over the next few years work study funding will decrease, which means jobs for students may decrease. At the same time, enrollment is increasing and so will tuition.

VI. Recommendations

The Student Employment Office does a tremendous job of managing the hiring and payroll processes for over 2000 student employees at Pepperdine University. The following six recommendations are offered to enhance the current program and provide the most improvement and impact for the Student Employment Office over the next 5 years.

1. Hire Additional Staff
2. Develop a Comprehensive Training Program
3. Create and Enhance Partnerships
4. Enhance the SEO Website
5. Design and Implement Strategic Communication Plans
6. Elevate the Status of Student Employment

Detailed explanations of the recommendations are listed below.

1. Hire Additional Staff

SEO's work revolves around three major areas of responsibility: Human Resources, Payroll, and Professional Development. The current staff spends most of its time on human resources and payroll functions. To meet SEO's goals and mission, an additional Student Employment staff member should be added to focus on training and professional development.

Increasing the SEO student worker team and providing them with more training and responsibilities will also help provide increased services and reduce the amount of task based work for full-time staff.

The model outlined below should help the focus of the SEO as it divides the professional staff into 3 strategic areas: HR and Payroll, Training and Development, and Customer Service.

1. Experienced Professional - Payroll and HR functions (Task focused)
2. Experienced Professional - Training and development (Student outcome focused)
3. Entry Level Administrator - Administrative duties, front desk management, tasks (Customer service focused)
4. Student Employee Team – Increase number of team members and build different levels of positions and responsibilities so a student can master duties and then move up the ladder to more responsibility and higher level work. (Customer service, administrative & training focused)

If additional staffing is not possible to achieve at this time the recommendations may be difficult to accomplish. Therefore, one or all of the following options may need to be considered:

- Outsourcing professional work projects (instructional design, technology resources)
- Increasing the size of student employee team and providing them with more responsibility
- Revising the department goals to match allocated resources

2. Develop a Comprehensive Training Program

a. Assess supervisor training plan

Supervisors indicated a strong desire for training in the interviews and said they would attend if it was offered. There was a consensus that managers of students are not being offered consistent training opportunities. This training gap could lead to more errors and issues effecting student employees which in the end will take up more SEO staff time answering one-off questions and issues. With a strong supervisor training program in place, the number of daily questions and issues received will reduce over time. A needs assessment may need to be developed to measure the specific type of training subjects required.

Training for supervisors of student employees has not occurred recently. With the SEO staff's current workload, it may not be offered this academic year. A plan for the future must be put into place to address the current gap. Otherwise more and more SEO staff time will be needed on troubleshooting administrative issues.

To ensure student employment is a high impact practice, supervisors need to be trained on how to develop high impact experiences in the workplace. These types of experiences can help students achieve positive employment and community outcomes. Also, a consistent method of evaluating training effectiveness should be implemented to ensure training sessions are meeting learning goals.

Developing a program that offers a variety of training options is recommended. Examples are provided in the chart below.

Training Type	Examples	Frequency
Informal Training	<ul style="list-style-type: none"> • Best Practices Sessions Roundtable Discussions “Brown bags” • Take training “on the road” • On-line • One-on-one • Information, training guides and resources (website) 	1-2 sessions per semester As needed Always available on demand As needed Always available on demand
Formal Training	<ul style="list-style-type: none"> • Traditional Classroom Style Training Topics • On-line 	Twice per year (each topic) Always available on demand

- b. Provide student employees with career and professional development training and opportunities
 - Offer training on topics such as “professionalism”, “how to succeed on the job”, and “turning your student position into great points on your resume”.
 - Develop SEO into a model for the rest of the university in its training and utilization of its own student employees.
 - Offer on-line training opportunities for students.
- c. Utilize partnerships to help achieve training goals (examples below):
 - Utilize already established trainings by other areas to insert an SEO topic. (i.e. HR’s New Employee Orientation, New Manager Training, etc.)
 - Find supervisors who are your best customers and “do everything right” and partner with them to show their “best practices” to other managers.
 - Have roundtable discussions on topics that relate to a certain segment of your population (i.e. those hiring for faculty or departments that are not the direct supervisor) so they can share challenges and talk about solutions that work. SEO should bring people together to facilitate discussion and help solve problems.
 - Long term: Partner with HR to develop a certificate training program for supervisors that involves some HR training and some SEO training to help provide career development for staff and help your training goals at the same time.
 - Partner with other areas on-campus to help with the development of student training for both students and supervisors. (e.g. Career Center, Student Affairs, Residential Education)
- d. Find creative ways to address training needs
 - If a high quality training program cannot be achieved with the current staffing model one option would be to outsource instructional design to develop quality training for both students and supervisors.
 - Train SEO’s student employees to provide training which that can be taken to a department. Develop a program that takes training “on the road”.
 - Sponsor a program or speaker series that brings in an outside expert to discuss relevant training topics.

3. Create and Enhance Partnerships

Develop strategic partnerships with university departments that will allow SEO to have greater impact on-campus and provide improved services and efficiencies. Through the development of strategic partnerships, SEO will be able to have a greater impact at the university, reach more people, and get others in the community to help spread its critical messages.

Several potential partners are listed below with ideas and examples on how to partner with each area. Some of these ideas may take several years to develop, but will provide significant impact.

On-Campus Supervisors

- Supervisors can be your best partners. Implement a best practices program facilitated by SEO that highlights a department that excels in a certain area.
- Develop a “Supervisor of the Year” program as part of National Student Employment Week to highlight the great work supervisor do each year in mentoring and developing their student workers. This program will help increase overall campus partnerships, provide an incentive to be a great supervisor, and create a positive experience on-campus.

Career Center

- Partner with the Career Center in building student training programs and/or resources that are useful for students in both on-campus jobs and off-campus internships. Programs or materials focused on topics such as professionalism, workplace expectations, and workplace ethics could be developed that could assist each area.
- Communicate directly to Student Employees about Career Center events and initiatives.

Human Resources

- Short Term: Get a list of all new employees hired from HR on a regular basis and send them an email communication with an introduction to SEO and its services as well as hiring instructions and the quick hit initiatives you would like to address.
- Partner with Human Resources to present at the full-time new employee orientation. Even five minutes exposure to new staff could help significantly in getting the word out about SEO and the issues of concern. This could also be a direct method of improving I-9 compliance. The New Manager Training program offered by Human Resources provides the same type of opportunity.
- Long term: Partner to create an HR/SEO training certificate program which packages some existing HR trainings with SEO training. This can provide a strategic professional development incentive for hiring supervisors to attend training at the university. Also, student employee managers are often left out of full-time manager training programs if they do not also manage full-time staff and this type of program could address any gaps.

Payroll

- Partner with payroll to get support on the Kronos system and offer some training sessions for managers in conjunction with the Payroll department. Also, Payroll presents at HR's New Employee Orientation so if you can't get into it yourself, ask Payroll to relay your most important messages to new staff (i.e. Kronos issues).

Financial Assistance

- Set up regular meetings with Financial Assistance to review changes and updates to the Federal Work Study program.
- Long term: Develop an action plan (in partnerships with Financial Assistance) for if/when Federal Work Study (FWS) funding continues to get reduced in the years to come.
- Provide clear communication and partnership with the Financial Assistance office to ensure students and supervisors are getting up-to-date Federal Work Study information that may affect their programs and staffing (i.e. JumpStart). Develop a process to inform supervisors whenever there are significant changes.

Student Affairs

- Utilize Student Affairs team and resources to develop and roll out new ideas and programs. Have student affairs professionals assist in the development of a high impact workshop that can be presented to supervisors of student employees.
- Once training programs have been established leverage Student Affairs to have the entire division go through the training and provide feedback before rolling it out to the entire university.
- Have areas within Student Affairs develop high impact experiences and/or activities for their student workers which could be used as a model for the university and presented at a "best practices" session.

General Counsel

- Use the influence of the General Counsel's office to help enforce Federal Form I-9 compliance. Send a letter from General Counsel's Office to departments who are having consistent compliance issues.
- Have a representative from the General Counsel's office present for 5 minutes during a portion of a manager training session addressing Federal Form I-9 compliance and other significant initiatives.

Volunteer Department

- Partner with the Volunteer Department to reach out to off-campus work study partners. There is very little time to do this for SEO staff so consolidating efforts may allow for greater efficiency and increased off-campus community partnerships.

Information Technology

- Get support for web site development, mass emails, and online training. Sponsoring technology training for student employees could be explored.

Seaver College Dean's Office

- Once trainings are developed and rolled out, use support of Dean's office to leverage wider university attendance at trainings.
- For areas with significant problems, draft a letter from the Dean's office to each department that has extensive Federal Form I-9 issues.

There may be other Pepperdine specific partnerships that the external reviewer is not aware of so be creative and explore other possible partnerships to improve SEO goals.

By showing the positive outcomes of on-campus work to the university community, the Student Employment Office can gain strategic allies and partners that realize how their partnership with SEO can positively affect the entire University and contribute to its success.

4. Enhance the Student Employment Office website

The SEO website is the face of the department and is largely how most Pepperdine students and staff will initially interact with the department. It is very important to have a well-designed and comprehensive website for both students and supervisors. It should contain all the pertinent information that a student or supervisor would want to know.

Currently, there is very little information on the website regarding the hiring process. There are also very few instructions provided on any of the problematic issues being faced by SEO. Also, none of the hiring supervisors interviewed said they used the website for any purpose.

Enhancing the website and its design is critical to the future success of SEO. The website should provide resources, information, and training for staff and students. The design should allow for those using it to find information easily. It should be well-organized, user-friendly and intuitive. Students and staff will not need to contact the SEO staff for assistance on every little issue if they can find what they need online, themselves. Improving the website experience should create a huge efficiency over time.

Consider resources such as:

<ul style="list-style-type: none"> Detailed policies & procedures 	<ul style="list-style-type: none"> Employer Handbooks 	<ul style="list-style-type: none"> Student Handbooks
<ul style="list-style-type: none"> Forms 	<ul style="list-style-type: none"> Hiring and I-9 process instructions 	<ul style="list-style-type: none"> Supervisor training resources
<ul style="list-style-type: none"> Payroll information and Kronos tips 	<ul style="list-style-type: none"> Labor laws 	<ul style="list-style-type: none"> Federal Work Study guidelines
<ul style="list-style-type: none"> Student worker career outcomes 	<ul style="list-style-type: none"> Resources on creating a “high Impact” environment 	<ul style="list-style-type: none"> Videos

SEO should benchmark several student employment websites to determine the appropriate changes and updates needed. SEO may need to outsource, obtain consulting, or partner with IS to make significant website improvement. Viewing and using the website with a mobile device should be taken into consideration when planning for updates and changes.

Both students and supervisors indicated that they did not use CareerSpace very often to post or look for jobs. To provide a fair and equitable process for students to find a job, it is recommended to implement strategies to increase positions being posted on CareerSpace. A policy could be developed to provide guidance on when a job should or should not be posted. This can be accomplished, but may take several years of communication and training to implement.

5. Develop and implement strategic communications to both student employees and supervisors

Regular communication with students and supervisors can help improve compliance goals and provide efficiencies over time. Strategically drive messages to supervisors about trending or critical topics. Provide regular messaging on hiring, payroll, federal work study, policies, training opportunities and special events. Utilize SEO student worker team to send email communications on a regular basis.

Examples of potential communications with their strategic purpose are listed below:

Communication	Strategic Purpose
Provide messaging to supervisors indicating that a student worker has completed an I-9 and other hiring documents and may begin working.	<ul style="list-style-type: none"> • Improve I-9 Compliance • Process improvement
Email newly hired student employees that have <u>more than one job</u> the correct Kronos codes and instructions for entering in time with 2 jobs.	<ul style="list-style-type: none"> • Provide efficiency in time entry for those with more than one job. • Reduce office visits and one-on-one assistance.
Email newly hired student employees welcome information.	<ul style="list-style-type: none"> • Provide on-boarding instructions to give employee workplace information • Create efficiencies
Develop a "Supervisor Newsletter"	<ul style="list-style-type: none"> • Highlight the work being done on Pepperdine's campus • Address upcoming deadlines, events, training opportunities and strategic objectives
Contact supervisors whenever there is an out of compliance instance	<ul style="list-style-type: none"> • Improve I-9 Compliance
Email Federal Work Study students (and supervisors) regarding their award status	<ul style="list-style-type: none"> • Customer Service • Process Improvement
Provide clear information on policies and procedures on SEO website	<ul style="list-style-type: none"> • Improve I-9 Compliance • Hiring Process • Supervision • On-boarding
Provide "Just-in-time messages" regarding upcoming events, trainings and programs	<ul style="list-style-type: none"> • Student Development • Professional & Career Development

The development of a communication plan can address issues such as compliance, training, and providing instructions which are taking up a lot of SEO staff time and hindering progress.

6. Elevate the Status of SEO on-Campus

Student Affairs has an opportunity to sponsor and highlight student employee programming which can allow student employment at Pepperdine University to become a true high impact practice. By implementing and measuring its effectiveness over time Student Affairs will be able to show how it's programs can impact and influence significant university issues of retention, career outcomes and job placement, and on-campus community engagement.

By showing the positive employment outcomes of graduates who worked on-campus to the university community, the Student Employment Office can gain strategic allies and partners that realize how their partnership and work with SEO can positively affect the entire University and contribute to its success.

All of the recommendations provided in this report will help elevate SEO as they further develop high quality training, strategic communication, and online resources. Other ideas to elevate SEO include:

- Conducting a study on retention outcomes of student employees compared to non-student employees
- Developing SEO into a model for the rest of the university in its training and utilization of its own student employees.
- Implement a performance appraisal process which for student employees which includes mentoring, career development, and professional development.
- Communicate the employment outcomes of student employees to hiring supervisors, so they know how important they are to the success of Pepperdine students.
- Create "Supervisor of the Year" program
- Build and maintain successful on-campus partnerships
- Work to gain influence and support from the Seaver College Dean's Office, General Counsel and Academic Departments for all of SEO's initiatives.

Conclusion

The Student Employment Office (SEO) at Pepperdine University is made up of dedicated staff members who care about their work and are known to provide excellent customer service and assistance. However, staff is burdened with administrative tasks that don't seem likely to change. Creating efficiencies in the student hiring, payroll, and human resources functions will allow for more staff time, but an additional full-time staff member is necessary to address the professional development function. The staff is stretched right now so without additional personnel it may be necessary to limit services.

A key finding of the external review process has been the need for training. There are opportunities for many different kinds of training and a strategic focus must be developed to address this challenge. Enhancing supervisor and student training opportunities will allow SEO to have more impact in ensuring students have opportunities for career exploration, the development of essential job skills, and a strong connection to the campus community. Compliance and process based issues will also improve.

Developing and engaging student experiences are important for a University's ongoing success and in the student employment program there are over 2000 students each year that are already having an experience on Pepperdine's campus. The next step is to ensure a positive learning experience through training and measuring learning outcomes.

When supervisors have the training and tools to mentor and develop students, more students will have engaging and rewarding experiences in their on-campus jobs that will assist with their personal, professional, and career development.

By showing the positive outcomes of on-campus work, the Student Employment Office can gain strategic allies and partners that realize how their partnership with SEO can positively affect the entire University and contribute to its joint success. Finding creative ways to partner with other areas is necessary to achieve goals.

In order to successfully achieve SEO's mission, goals, and student learning outcomes, SEO must develop and implement a strategic plan that addresses: training, partnerships, website development, strategic communications, and staffing.

Appendix A

Documents Reviewed

- Pepperdine Student Employment website (<http://www.pepperdine.edu/studentemployment>)
- Pepperdine Career Center website (<http://seaver.pepperdine.edu/careercenter>)
- Student Employment Annual Report 2011-2012
- Student Employment Annual Report 2010-2011
- Student Employment Annual Report 2009-2010
- Student Employment Annual Report 2008-2009
- Student Employment Program Review Report 2012-2013
- Supervisor Handbook
- New Student Employment Handbook
- Student Employment Office Federal Form I-9 Compliance Audit
- Student Pay Scale
- Seaver College Organizational Chart
- National Student Employment Association, Principles of Professional Practice
- National Student Employment Association, Professional Standards
- National Student Employment Association Website
- “What Matters to Student Success: The Promise of High-Impact Practices”: George D. Kuh
- “High-Impact Educational Practices: What they are, who has access to them, and why they matter”: George D. Kuh
- “A Closer Look at Selected High-Impact Practices”: George D. Kuh
- “Five High-Impact Practices: Research on Learning Outcomes, Competition and Quality”: By Jane E. Brownell and Lynn E. Swaner with a Foreword by George D. Kuh

Appendix B

List of External Review Participants

Student Employment Office

JoEllen Sturgeon, Manager

Kate Suriyatip, Coordinator

Student Affairs

Brad Dudley, Associate Dean of Students for Career Services and Civic Engagement

Connie Horton, Director Counseling Center

Mark Davis, Dean of Student Affairs

Seaver College Dean's Office

Rick Marrs, Dean of Seaver College

Community Service Partners

Rochelle McCall

Sandra Harrison

Siugen Constanza

Ellen Shane

Peter Thompson

Rosealinda Carrillo

Amanda McLaughlin

Corinne Le

Department

Disability Services Office

Disability Services Office

Boys & Girls Club- Malibu

Emily Shane Foundation

Pepperdine Volunteer Center

Jumpstart, Pepperdine Volunteer Center

Jumpstart, Pepperdine Volunteer Center

Webster Elementary School

Student Employment Assistants

Nduka Nwankwo

Juan Godinez

Jessica Rodgers

Valeria Pacheco

Pepperdine Student Workers

Casey Chock

Ellary Dahlke

Andrea Lim

Caelan Rottman

Dany Fu

Jacob Gonzalez

Rob Presthus

Elizabeth Etter

Department

Natural Science

Library

Natural Science

International Programs
Natural Science, Health Center, Campus
Recreation

Seaver Financial Aid

Pepperdine Library/University Church

Associate Students Dean

Pepperdine Hiring Supervisors

Christine Culp

Erin Herrera

Lawrence "Larry" Levy

Sally Bryant

Dee Honeycutt

Amy Adams

Kristina McClendon

Department

Office of International Student Services

Financial Assistance, School of Law

International Studies and Language Division

Head of Access Services, Payson Library

Natural Science Division

Seaver College Career Center

International Programs