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CORRELATION BETWEEN STUDENT SUCCESS AND ON-CAMPUS JOBS

BY

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DEDICATION

This dissertation is dedicated to my loving wife and beautiful daughter as well as my father, mother, and sister for all their love and support over the years. Additionally, I could not have accomplished this program without the assistance and guidance of my chair and committee members.

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I would like thank my wonderful family and friends for all the love and support over the years. Thank you to my wonderful wife for taking care of our daughter so I could work late and continue to push forward with my research. Without you I would not have been able to complete this dissertation. Additionally, thank you to my family for showing me what it means to be an excellent educator.

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ABSTRACT

This study examined the level of degree on-campus jobs at Eastern Kentucky University assist with the overall student success rate regarding retention, grade point average and degrees awarded to ensure state and other funding sources are maximized. Specifically, this study focuses on major student employers on campus including the Admissions Office, Library Services, Student Life, Campus Recreation, University Housing, and a culmination of Other Departments. The data used was collected from Eastern Kentucky University's institutional research office from the Fall 2016 to Fall 2018 academic year. The analysis of the results drew positive conclusions regarding on-campus employment resulting in a higher grade point average, increased degree completion and the correlation of on-campus housing for students with an on-campus job. Recommendations for policy implications and future research are provided.

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I. INTRODUCTION

Problem Statement

Regional comprehensive universities (RCUs) are more susceptible to ebbs and flows of funding than large or private institutions. This includes the two main sources of funding for regional comprehensive universities, state appropriations and tuition. Currently, there have been dramatic cuts in appropriations for higher education across the nation during the past two and a half decades, which includes a forty percent decline since 1978 (Weerts & Ronca, 2006). The Reduction of state appropriations for many RCUs has been due to various issues including lower tax collection, budgetary changes due to new/different goals of legislatures and governors, performance-based funding, and national economic challenges. Therefore, tuition has become a vital and significant portion of the RCU funding model. RCUs have placed immense focus on student retention to ensure revenue is generated from tuition, while also positively aligning with university and state metrics to ensure state and other funding is maximized.

Studies currently show that retention rates are low at numerous colleges and universities throughout the nation (Bushong, 2009; Knapp, Kelly-Reid & Ginder, 2012; Sieben, 2011). According to Okunade (2004), “The empirical regression results indicate that the outstanding level of state indebtedness is the strongest determinant of a fiscal year’s appropriation share of the state budgets for public higher education, Medicaid spending competes with (but prison budgets complement) state appropriations for public higher education: and Democratic state governors together with majority Democratic legislators, are significantly more sympathetic to public higher education” (pg. 123). However, many higher education institutions have done ample work to improve retention rates in various ways, but there is still much room for improvement. Research by such theorist as Tinto (1975) suggest that by establishing a sense of community on campus

students feel a sense of belongingness to the institution and increase their academic development. Coincidentally, Astin's (1999) student involvement theory suggest that the environment strongly influences the student's development regarding retention and overall student success. Therefore, it is necessary that colleges and universities continue to put forth the effort of improving postsecondary attainment (Gagliardi & Hiemstra, 2013).

While there are numerous ways students get involved on-campus, specifically, students that work on-campus can develop a unique relationship with their supervisors, peers, and institution due to their additional working hours on campus and on the job training. Therefore, the purpose of this research is to investigate to what level of degree do on-campus jobs at Eastern Kentucky University assist with the overall student success rate regarding retention, grade point average and degrees awarded to ensure state and other funding sources are maximized.

General Background

Studies currently show that retention rates are low at numerous colleges and universities throughout the nation (Bushong, 2009; Knapp, Kelly-Reid & Ginder, 2012; Sieben, 2011). Specifically for Kentucky, According to The Council on Postsecondary Education, "NCES (National Center for Education Statistics) reports that the retention rate for U.S. four-year public institutions is 81%, considerably higher than Kentucky's rate (76.9%). Only one institution (the University of Kentucky) exceeds the national average; the University of Louisville is just below the national average at 80.3%" (pg. 16).

Therefore, it is necessary that colleges and universities continue to put forth the effort of improving postsecondary attainment (Gagliardi & Hiemstra, 2013). However, the continuous effect that state appropriations play in diminishing the necessary funding for the university

systems has a direct impact on the overall success of students within the post-secondary educational system. Current research focuses on student-based programs and facilities to establish stronger retention rates and increasing degrees awarded, but limited research has been done regarding the effect of on-campus jobs as a means for success (Belch et al., 2001).

According to Hemelt and Marcotte (2016), “The costs of public higher education have risen dramatically in recent years, causing anger among students and concern among policymakers worried about falling college completion rates” (pg. 42). As the price of tuition has continued to accelerate over the years across the nation, the price of college has become a concern for students and families as well as for policy makers (Boehner & McKeon, 2003; Hearn, Griswold, & Marine, 1996). The state of Kentucky has adapted policies regarding the allocation of funds to post-secondary educational systems and recently established a performance-based funding model, which focuses on the overall success of students by emphasizing retention rates, progression of students and increasing the number of degrees awarded (Performance Funding, 2019).

Therefore, higher education institutions and administrators in Kentucky must develop an understanding for various ways regarding student success to obtain more funding from the state and continue to have a steady flow of tuition from student retention.

However, due to the continuous diminishment of state appropriations to university budgets, student fees have continued to increase, which deters many low-income underrepresented students from gaining the opportunity to attend a post-secondary educational system. Indeed, the increase of tuition has become a global issue for the past two decades (Organization for Economic Co-Operation and Development [OECD], 2012). The price of college within the United States has continued to steadily increase over four decades, and since the late 1990s, the price of tuition has accelerated beyond inflation and family incomes (College

Board, 2012). As the price of tuition has continued to accelerate over the years, the price of college has become a concern for students and families as well as for policy makers (Boehner & McKeon, 2003; Hearn, Griswold, & Marine, 1996).

Kentucky's political leaders have allocated state funding based on each public institution's share of the higher education budget based on student success, course completion and operational support. To reinforce the need for a more educated workforce and state educated population, in 2016 state leaders directed the performance-based funding council to develop a funding model that connects state funding to overall performance (Performance Funding, 2019). The goals of the new model focus the state's community colleges and universities on raising the Kentucky educational attainment level from 45% to 60% by 2030. Coinciding with increasing the attainment level are to increase the retention and progression of students, increase the number of degrees and credentials earned by all types of students, grow the number of degrees and credentials that garner higher salaries upon graduating and close the achievement gaps by increasing the number of degrees and credentials earned by low-income, minority and underprepared students (Performance Funding, 2019).

However, because of the new model's focused on raising the Kentucky educational attainment level new funding policies have been enacted. Beginning in 2018 state universities in Kentucky were allocated public funds based on the evidence of performance-based funding. Between 2003 to 2016 the General Assembly and the governors, at the time, did not appropriate enough money for state employees and teacher pensions. During this time law makers were struggling to balance the financial budgets, while adequately funding public education and overtime the Kentucky pension was shortened. One of the main underlying factors was that investments from the pension did not meet expectations due to the recession in 2008. The Public

Financial Management report found that the reason for the debt was based on using an employer funding method that is based on a percentage of the employer's payroll and failed assumption were made about how much that payroll could grow (Loftus, 2018). According to Bynoe (2017), "On November 4, 2015, the Commonwealth of Kentucky elected a new governor, Republican Matthew Bevin, who campaigned on a commitment to reform the state's pension system and to champion the state's adoption of charter schools (p. 275)." Bynoe goes on to discuss that the budgetary proposal for the 2016-2017/2017-2018 biennium emphasized modest increases and called for spending priorities for increased funding for pre-kindergarten to \$4,093,244,600 for fiscal year 2017 (p. 275)

Therefore, Kentucky state leaders are having to solve the issue of a \$43 billion pension debt and therefore, are forced to cut funding in the higher education sector to begin making up cost. Eastern Kentucky University cut 153 jobs of which, 57 were vacant positions. Western Kentucky University also lost 119 positions including 62 current employees, mainly working in student affairs, and 57 other vacant positions. In the 2018-2019 fiscal year state leaders also divided up \$31 million in state funding that followed the guidelines for performance-based funding between Kentucky's public universities. However, Morehead State University, Kentucky State University and four Eastern Kentucky community colleges each received no funding (Performance Funding, 2019). As university funding from the state continues to deteriorate higher education systems should begin looking for other avenues to evaluate student success as it relates to the performance-based funding model. Therefore, it is necessary to develop an understanding for additional areas across campus that lead to student success for institutions to obtain the necessary finances.

Rationale for On-campus Student Job

College student employment has been increasing steadily for approximately four decades. Currently, 80% of all college students are employed while completing their undergraduate education. Even among students under the age of 24 at 4-year colleges, more than 50% are employed during their academic year (Riggert, Boyle, Petrosko, Ash & Rude-Parkins, 2006).

However, off campus jobs do not offer the same opportunity for building a well-structured community within a university setting when compared to on-campus jobs, which correlates to increased retentions rates. Student affairs professionals share a common understanding that the more a student is integrated into the university community the less likely they are to leave the institution, which directly affects the universities mission (Harris, 2006; Terenzini & Pascarella, 1977). There have been numerous studies, including Tinto's model of retention, that show the positive attributes to the student as well as the university once a student becomes assimilated and establishes a connection. In accordance with the twin pillars of Tinto's modeling of the retention process, which focus on academic and social integration, students' modes of social interaction are extremely varied, as they would be for any group of people (Seidman, 2005).

Therefore, higher education institutions should shift their attention to assessing on-campus jobs as a means for developing and retaining students. Unfortunately, off campus jobs take students away from the social environment of the university system and therefore students are not allowed the opportunity to socially interact with their fellow peers and create lasting relationships, which can have a positive impact on student retention. According to Seidman (2005), "Students of any age form social bonds with others at the college and such attachments,

when strong and focused on the positive aspects of learning and developing, help a student fit in with others at the school” (p. 227).

According to Perna (2005), “Research also shows increased academic success for students working on rather than off campus.” However, working is now seen as a fundamental responsibility for many undergraduate students seeking to further their education and obtain a baccalaureate degree. Perna (2005) found the following:

According to the National Center for Education Statistics, in 2007 nearly half (45 percent) of “traditional” undergraduates—that is, students between the ages of sixteen and twenty-four attending college full time—worked while enrolled. About 80 percent of traditional-age undergraduates attending college part time worked while enrolled. The share of full-time, traditional-age undergraduates working fewer than twenty hours per week has declined during the past decade (to about 15 percent in 2007), while the number working between twenty and thirty-four hours per week has increased (to about 21 percent in 2007). Today nearly one in ten (8 percent) full-time, traditional-age undergraduates is employed at least thirty-five hours per week.

One of the main reasons there has been an increase in hours worked by students is due to the increased cost associated with attending a post-secondary institution. Many students must work to pay the cost of attending college to minimize future debts (Perna, 2005).

Coincidentally, the amount of time that students spend in the classroom compared to outside of the classroom is drastically different and many spend more time at work. According to Gose (2014), “Studies by Mr. Kuh, an emeritus professor of higher education at Indiana University, and others show that about two-thirds of all undergraduate’s work, and about a quarter of students work on-campus.” Therefore, the focus of institutions should be on

developing and growing positive working environments to assist students in offsetting the cost of higher education, while still establishing institutional connections to obtain more educational value and balance retention rates. According to Gose (2014), “Whether it's 'Introduction to Psychology' or 'The History of Western Civilization,' they don't see any relevance to current life. Most students find concrete experiences easier to understand and process, and work is a concrete experience.”

Theoretical Framework for Student Success with on-campus Jobs

According to Derous and Ryan (2008), “no theoretical models have been developed to explain the relationship between employment and student outcomes” (p. 63). Riggert et al. (2006), previously suggested identifying a theoretical model to approach the study of student employment, which also suggested clarifying and standardizing both variables as well as the terminology used in the research process. However, there have proven to be several challenges regarding the understanding of postsecondary student employment past the conceptualizing ideas of statistical methodology.

Currently there has been minimal effort to identify the relationship between student employment and higher education in a theoretical context (Riggert et al. p. 70, 2006). According to Riggert et al. (2006), “No theoretical models were found that exclusively (or even primarily) focused on the student employment – higher education relationship” (p. 70). Most theoretical models tend to focus directly on the concept of student retention and the idea of overall cognitive development. Some of the most prominent theoretical models that can be found have been proposed by Astin (1975, 1993), Bean and Metzner (1985), and Tinto (1993). However, student employment was not the focus of these models, but a subgroup to the overarching idea of the

student experience as an effect on retention as it relates to the academic and social aspects of their institution (Riggert et al. p. 70, 2006).

Two of the most significant theoretical constructs that fit best with the concept surrounding the correlation between student employment and student success are Astin's (1999) theory of involvement and Tinto's (1993) theory of integration. Both stress the importance of student involvement within the institution as a means for academic success, but Tinto's (1993) theory of integration provides more detail as well as a more explicit model to assist in develop a deeper understanding for the concept of student success.

Astin's (1999) theory focused on first year undergraduate persistence using behavioral measures, surrounding the theory of student involvement within a student's institution. Astin (1975, 1993) developed an "input-environment-output" (IEO) model, which focused on evaluating the effect of environmental factors on student development. The characteristics of the student upon entering the university experience were examined as well as after the experience within college. One of the environmental factors Astin focused on surrounded the effect of student employment on the college experience and overall success rate.

Astin's theory emerged from a study regarding college student persistence, which demonstrated that students who were more involved and assimilated with campus life had a higher rate of persistence than those students who were not involved within the institution (Astin, 1975). This theory also examined that the level of student involvement within the institution is a predictive process of persistence, positive affective outcomes, and academic performance. According to Astin (1993), the most important aspects for student involvement are "academic involvement, involvement with faculty, and involvement with student peers" (p. 126).

However, the most important aspect surrounding Astin's theory focuses on the IEO

model. This model considers the inputs, environment, and outputs surrounding the student experience. The input aspect includes the abilities and knowledge a student has when first entering college, while the environment includes any suggestive situation that a student might find themselves in while attending a postsecondary institution. For example, this may include an on-campus job, participating in extracurricular activities as well as other factors that can affect a student's engagement level in order to be successful in a higher education environment. Finally, the output variable focuses on the overall results seen from a student's level of engagement. This output can show the direct correlation between overall student success rate regarding retention, grade point average and degrees awarded.

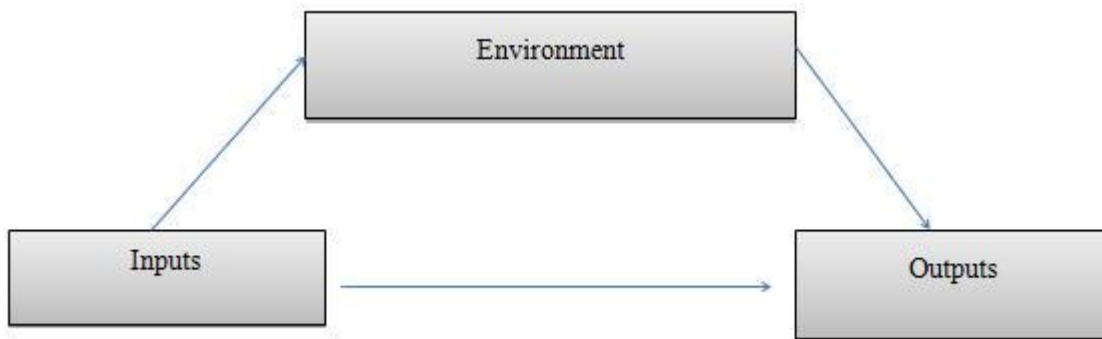


Figure 1. Astin's Input-Environment-Output (I-E-O) Model

The significance of Astin's (1975,1993, 1999) theory of student involvement provides the foundational research for examining the effects an on-campus job has in regarding to student success at a post-secondary institution. This theory provides evidence that the more involved a student is within their institution the higher their student success rate is when compared to those who are less or not at all involved. Therefore, students who participate in on-campus jobs are more assimilated with their postsecondary institution and more likely to succeed than their counterpart.

Tinto came to a similar conclusion regarding student success as it relates to student involvement. According to Riggert et al. (2006), “the Tinto model considered issues of withdrawal from the educational institution in a longitudinal context” (p. 71). Tinto (1993) emphasizes how students are continuously experiencing personal transition and the environment that surrounds them, including the community and subcultures of a university, act as means of personal growth and development for students. He also discusses how these university communities are distinct, but each are woven into the fabric of the university system through the support of the mission. According to Riggert et al. (2006), “these systems include formal, organized structures, as well as informal relationships and alliances that involve students, faculty, staff, and others” (p. 71). As he points out the concept of both social and academic systems directly and indirectly affect each other.

Throughout the theory Tinto emphasizes how student immersion within campus culture, through established communities, can assist students in establishing a sense of belonging as well as encourage a more holistic well-being while improving academic development. Regarding Tinto’s (1993) theory of integration, he identifies that the academic aspects are just as important as creating a sense of belonging and commitment to the university.

The concept of student employment, in relation to Tinto’s model, is described as an external obligation, which has the potential to significantly interfere with a student’s retention both directly and indirectly. Tinto mentions that having a job throughout a student’s academic career can affect their success through several avenues. For example, it can significantly limit a student’s time and energy for academics, while also decreasing their opportunities for interaction with faculty, staff, and peers, which are essential elements to a student’s success. As Riggert et al. (2006) emphasizes, “If the student’s employment obligations disrupt the opportunity for

academic and social interaction, the risk for student withdrawal is increased” (p. 72). However, Tinto emphasizes student employment as a whole and not the specific aspect of on-campus employment.

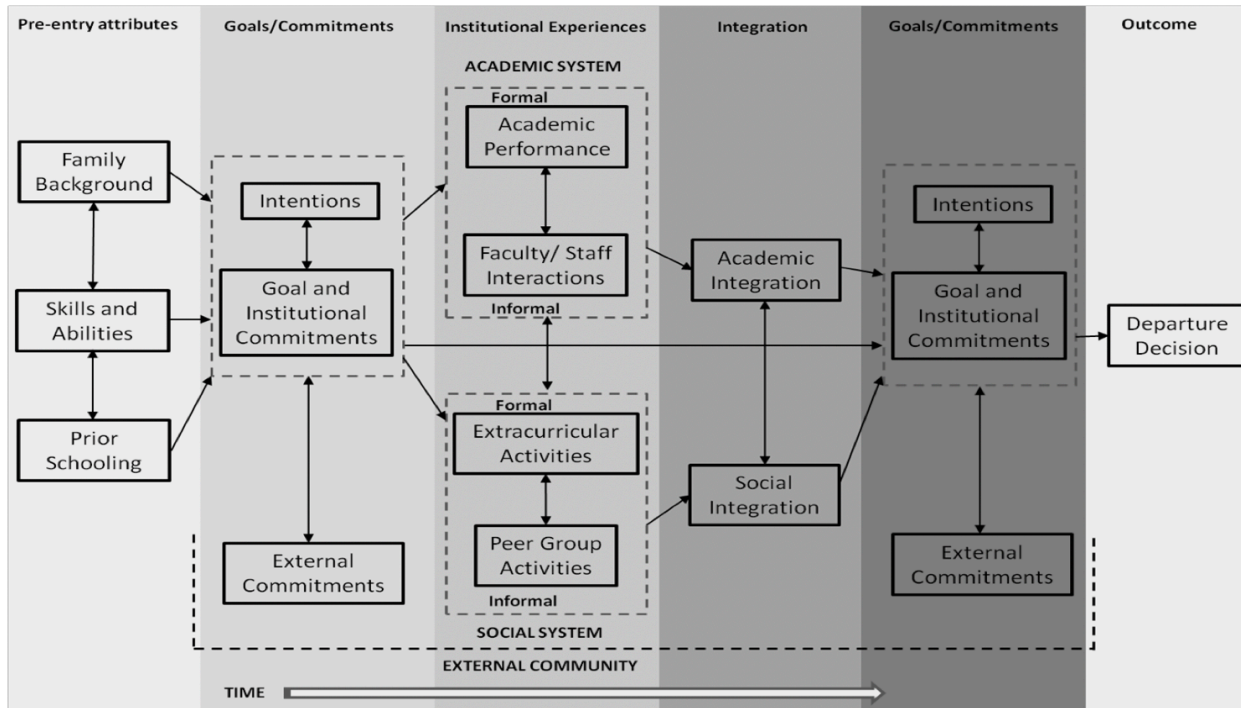


Figure 2. Tinto's Model for Student Departure

Both Astin and Tinto stress the importance of student involvement within the institution as a means for academic success and are seen as crucial practical theories when applied to the concept of student retention and academic success. Due to the continuous increase across the nation of students seeking paid positions, while considering diminishing retentions rates, on-campus jobs should be seen as a vital solution to both issues. While jobs may pose some issues, as Tinto mentioned, students that work on-campus rather than off campus have increased academic success and can fully immerse themselves in campus life, which correlates directly with the overall student success rate regarding retention, grade point average and degrees awarded (Perna, 2005).

Rationale for the Study

The two main funding sources for most post-secondary institutions, including RCUs, are from state appropriations and tuition. Currently, state appropriations have been reduced for many RCUs due to various issues including lower tax collection, budgetary changes due to new/different goals of legislatures and governors, performance-based funding, and national economic challenges. Therefore, tuition has become even more vital and significant regarding the RCU funding model. RCUs have placed immense focus on student retention to ensure revenue is generated from tuition, while also positively aligning with university and state metrics to ensure state and other funding is maximized.

As a product many RCUs have increased tuition cost to offset lost funding from the state. Therefore, students are seeking alternate means to assist in offsetting rising debt from increased tuition. College student employment has been increasing steadily for approximately four decades. Currently, 80% of all college students are employed while completing their undergraduate education. Even among students under the age of 24 at 4-year colleges, more than 50% are employed during their academic year (Riggert, Boyle, Petrosko, Ash & Rude-Parkins, 2006). According to Tessema et al. (2014), the financial advantages of working while attending college can include covering expenses for essentials and relieving the financial burden of parents.

Many university systems over the years have begun to place a high importance on student retention-based programs through departments such as student life, student recreation, office of multicultural affairs and the counseling center. According to Riggert et al. (2006), “Astin (1993) stressed that the level of student involvement with the institution is a predictive process of persistence, positive affective outcomes, and academic performance (p. 71).” However, little

effort has been put forth into developing on-campus job-based programs that can assist both the universities mission (maximizing financial funding and increasing the student success rate) as well as answering the student's financial goals (offsetting financial burdens, while attending a postsecondary institution).

Purpose of the Study

This study seeks to investigate and examine the level of degree to which on-campus jobs at Eastern Kentucky University assist with the overall student success rate regarding retention, grade point average and degrees awarded to ensure state and other funding sources are maximized. While there are numerous ways for students to get involved on-campus that assist in creating meaningful relationships which can increase overall student success rate, students that work on-campus develop a unique relationship with their institution that may correlate with a positive student success rate, thus maximizing university finances.

The purpose of this study is to determine the overall impact that on-campus jobs have at Eastern Kentucky University regarding student success, in order to ensure that the university is maximizing state, tuition, and other funding sources. The study focuses specifically on the departments that employ the most student workers on-campus at Eastern Kentucky University from Fall 2016 to Fall 2018 including the Admissions Office, Library, University Housing, Student Life, Student Recreation Center, and other departments, which is a culmination of the remaining on-campus jobs. Using a paired sample T-test and a Pearson's correlation dichotomous data were collected from each department from Fall 2016 until Fall 2018, which measured on-campus student worker's success rate, based on GPA/, degrees awarded, and on or off campus housing.

Research Questions

The following research questions guided this study:

1. To what degree do on-campus jobs affect overall student success (i.e., GPA, Retention & Degrees Awarded) for students who work a minimum of 1 hour, but no more than 20 hours, per week at varying student jobs including Library Services, Admissions Office, Student Life, University Housing, and the Student Recreation Center?
2. Does the department play a significant role in overall student success? If so, what measures are taken to ensure overall student success?

Significance of the Study

There is little research focused specifically on the value of on-campus jobs that provides statistical data measuring the overall success of student workers across campus. The information collected from the study will assist in providing empirical evidence based upon student employed on-campus and the overall success rate to determine a positive or negative correlation between the two. Currently, most research shows that having an on-campus job assists in supporting the student's mission of offsetting financial burdens, while establishing a sense of community with the university to ensure a student is retained (Riggert et al., 2006).

Studies currently show that retention rates are low at numerous colleges and universities throughout the nation (Bushong, 2009; Knapp, Kelly-Reid & Ginder, 2012; Sieben, 2011). However, many RCUs have done ample work to improve retention rates in various ways, but there is still much room for improvement. Research has shown that student involvement on-campus is an important and positive variable regarding overall student success and retention in

higher education. Therefore, it is necessary that colleges and universities continue to put forth the effort of improving postsecondary attainment (Gagliardi & Hiemstra, 2013).

According to Cheslock and Gianneschi (2008), “Facing shrinking budgets, competing priorities, public resistance to increasing state levies, and prohibitions on deficit spending, state legislators more and more often find themselves in the unenviable position of debating the relative essentiality of state services, including postsecondary education (p. 208).” Cheslock and Gianneschi continue the discussion by emphasizing that state appropriations have always fluctuated with the economy, but as time has moved on since 1974 the declines have become generally larger than the recoveries. As the state appropriations have continued to diminish universities are looking to find other avenues to maximize funding. As time passes, post-secondary educational systems have begun to shift focus towards placing more emphasis on student tuition to make up the deficit. This study establishes an alternate avenue that Eastern Kentucky University has not yet explored as a means of developing more student worker-based programs to assist the financial needs of students while meeting the mission of the university.

The results of this information will assist administration in making informed and educated decisions regarding alternative avenues for establishing retention-based programs, while assisting in determining the reallocation of resources and financial funds to support the mission. Furthermore, the results found from this study will contribute to the developing body of literature regarding on-campus employment and the relationship between overall student success.

Study Limitations

This study focuses specifically on 1,481 Eastern Kentucky University on-campus student employees at the start date of Fall 2016 to Spring of 2018. The two-year study has a limited

scope because it is solely based around Eastern Kentucky University student employees and therefore, a complete generalization cannot be determined based on another student population using the presented results. Even though the study focuses on the various departments with the highest student employees on campus at Eastern Kentucky University, the results and findings cannot be generalized to other university departments across campus or across other post-secondary institution.

Furthermore, this study does not differentiate between federal work study, institutional work study, race, financial status, age, or number of hours worked. However, the results from this study provide a general overview of the overall student success rate from on-campus jobs at Eastern Kentucky University as an alternate means for maximizing university funding. The results found provide the administration with additional information in regards to making informed and educated decisions about alternative avenues for developing retention-based programs, while assisting in determining the reallocation of resources and financial funds to support the mission.

Definition of Terms

On-campus Job is defined as work/service done as a teaching or research assistant as well as jobs in the university library, housing, recreation, laboratories, and administrative offices in exchange for wages at the main university campus. (Includes- Admissions, Libraries, Student Life, Student Recreation Center, University Housing, and Other Dept.)

Student Success is defined by the mean cumulative grade point average at the start and end of the fall and spring semester, mean cumulative grade point average difference, mean grade point average term, the percent retained, and percent of degrees awarded.

Regional Comprehensive University (RCU) is defined by a university that offers a range of undergraduate degrees, some master's programs, and few doctoral programs. These institutions are public and are established to foster college access and support civic economic life across an entire region.

Federal Work Study (FWS) is defined by a student who qualifies for FAFSA based on financial needs from one of the following: (U.S. Citizen or National, U.S. permanent resident with an Alien Registration Receipt Card (I-551 or I-551C) or a permanent resident of the Trust Territories of the Pacific Islands). Otherwise, eligible non-citizens with a Departure Record (I-94) from the U.S. Bureau of Citizenship and Immigration Services showing one of the following designations: (Refugee, Asylum granted indefinite, Parole and/or humanitarian parole, Cuban-Haitian entrant, T-Visa Holder, or a certificate/eligibility letter from the Department of Health and Human Services designating "victim of human trafficking."

Institutional Work Study (IWS) is defined as students who is not eligible for Federal Work Study but enrolled full time for the semester in which they seek employment (at least 12 credit hours for undergraduate students and 9 credit hours for graduate students). International students are not eligible for FWS but may seek employment through this program. Institutional work eligibility is not determined by financial need or awards.

Retention is defined as the percentage of students who maintain continuous academic enrollment at the university from one academic semester to the next or over the course of one academic year. A student is still taking the necessary steps for coursework to obtain a college degree.

Sense of Belonging is defined as a student's perceived social support on campus, a sensation of connectedness and attachment towards the university. Feeling accepted, respected and valued by the university community and others on campus.

Sense of Community is defined as a student's ability to establish relationship(s) with fellow students, faculty staff and administration. A student's overall ability to create relationships with various individuals within the university setting.

Sense of Place is defined as sites of memory and meaning, with cultural spaces that create identity towards a specific location on campus, which assist in creating memories and establishing meaning for students.

II. LITERATURE REVIEW

Review of Literature

Current research indicates there is a direct correlation between student-based programs and overall student retention (Nesbitt, 1998; Haines & Fortman, 2008). However, limited research has been conducted regarding the degree of influence an on-campus job has on overall student success. University departments such as student recreation centers, residence life, student life/outreach and the office of multicultural affairs offer several student-based programs yearly, while being some of the largest on-campus student employers. According to Riggert et al. (2006), “Astin (1993) stressed that the level of student involvement with the institution is a predictive process of persistence, positive affective outcomes, and academic performance” (p. 71). Therefore, effort should be put forth into developing on-campus jobs and developmental job programs that can assist both the university’s mission as well as answer the student’s financial goals. One of the main objectives of this study is to add to the current body of research as well as present new data that show the impact of an on-campus job and a direct correlation to student success.

While there are numerous ways students get involved on-campus, specifically, students that work on-campus develop a unique relationship with their institution. Therefore, the purpose of this research is to investigate to what level of degree do on-campus jobs at Eastern Kentucky University assist with the overall student success rate regarding retention, grade point average and degrees awarded. Therefore, on-campus jobs could serve to ensure state and other funding sources are maximized. Additionally, this study hypothesizes that, like student-based programs, on-campus jobs have a direct impact on the level of success a student has at Eastern Kentucky

University and therefore, having an on-campus job does aid students regarding GPA, retention, and degree completion.

This chapter reviews the literature related to overall student success and on-campus jobs. The following topics include the history of funding higher education, the theories of student involvement, development of on-campus jobs, recruitment and retention, effects of working on-campus, and the variance in student retention regarding student characteristics.

History of Funding Higher Education

To understand the reasoning behind post-secondary institutions placing a high importance on student retention, to obtain tuition dollars to maximize funding, it is first imperative to review the funding history of higher education. Over the course of time higher education institutions have continued to struggle to maintain a positive financial budget, while balancing the necessities of providing students the opportunities for success. State appropriations have continued to diminish at Eastern Kentucky University, as well as many other institutions (Ortagus & Yang, 2018). As previously discussed according to Cheslock and Gianneschi (2008), “periods of growth and decline in state appropriations occurred as the economy fluctuated, but the declines were generally larger than the recoveries (p. 208).” Many have adopted a new state funding model related to performance-based funding to maximize a positive financial outcome. To reinforce the need for a more educated workforce and state educated population, in 2016 state leaders directed the performance-based funding council to develop a funding model that connects state funding to overall performance (Performance Funding, 2019). The goals of the new model focus the state’s community colleges and universities on raising the Kentucky educational attainment level from 45% to 60% by 2030. Coinciding with increasing the attainment level are

to increase the retention and progression of students, increase the number of degrees and credentials earned by all types of students, grow the number of degrees and credentials that garner higher salaries upon graduating and close the achievement gaps by increasing the number of degrees and credentials earned by low-income, minority and underprepared students (Performance Funding, 2019).

However, to serve the new performance-based guidelines a university must first have the necessary funding to adapt to the new state financial guidelines. According to Thelin (2011), “I take my cue from a passage in a 1963 Harvard admissions brochure sent out to prospective undergraduate applicants. Its succinct insight was that “wealth, like age, does not make a university great. But it helps” (p. 22). Within the twenty-first century university systems make up three percent of the gross national product, include more than 4,000 accredited institutions that enroll more than fifteen million students and spend approximately \$26 billion per year on research and development and around \$16 billion come directly from federal agencies (Thelin, Edwards & Moyon, 2020).

The success and growth from many post-secondary institutions began approximately 300 years ago during the colonial period. Many New England settlers included a multitude of alumni from British universities such as Cambridge and Oxford and therefore believed that education was an essential part of a person’s overall success (Thelin, Edwards & Moyon, 2020). According to Thelin, Edwards & Moyon (2020), “Their (colonist and Puritans) outlook generated Harvard College in 1636. Between Harvard’s founding and the start of the American Revolution, the colonists chartered nine colleges and seminaries.” The original goal for establishing many of these colleges was to teach students the soft skills and characteristics needed to obtain important public roles. Over the course of the following years post-secondary institutions continued to

flourish after the establishment of the new United States. It was not until the mid-nineteenth century that one of the largest changes occurred.

The Morrill Act of 1862 assisted in shifting the federal government to becoming directly involved with higher education. This legislation set in motion a program where the states would receive financial gain from the sale of western lands if it was used to establish courses based on agriculture, mechanical, military sciences as well as liberal arts (Thelin, Edwards & Moyen, 2020). Over time, these land-grant colleges and universities gained support and began to expand the university curriculum ultimately leading to the creation of the Hatch Act and the Second Morrill Act of 1890 (Thelin, Edwards & Moyen, 2020). Both the Hatch Act and the Second Morrill Act led to the federal government becoming increasingly involved in state funding for many colleges and universities.

Over the following years there were several historical events that perpetuated in establishing the funding model that is seen today. After World War II the establishment of the G.I. Bill (Readjustment Act of 1944), the need for psychological testing for various health care providers as well as the Cold War, which resulted in a necessity to increase advanced foreign language studies, all resulted in a need to increase federal funding for post-secondary institutions (Thelin, Edwards & Moyen, 2020). During this time the university systems saw a massive spike in student enrollment, which solidified post-secondary institutions as a necessity for future personal success and a state of reliability on federal funding.

For many years' post-secondary institutions relied heavily on federal funding, but over time the percentage of federal funding began to slowly decrease. In 2013 net tuition revenue peaked as a funding source for public higher education institutions, but only after the economic

decline forced a multitude of students back to school, while state legislators were also cutting post-secondary education funding (Quinton, 2018).

According to Barr and Turner (2013), “The Great Recession (2008) heightened a growing conflict in the United States between expanding enrollments in postsecondary education and contracting public budget support (p.168).” The Great Recession of 2008 saw the housing market crash, which was primarily caused by deregulation in the financial industry, which permitted banks to engage in hedge fund trading with derivatives. According to Gertler and Gilchrist (2018), “Through the summer of 2008, the US economy continued to slow...in September 2008, however, the second and larger wave of financial distress hit. Lehman Brothers, a much larger investment bank than Bear Stearns, was similarly exposed to mortgage-related risk. (p. 14)” A significant shortfall in the value regarding its securities holdings happen to weaken the balance sheet and raised the risk associated to its short-term creditors, where they were obtaining most of their funding (Gertler & Gilchrist, 2018, p.14). In reference to higher education, tuition revenue outpaced government appropriations for higher education institutions in 2018 in most states across the nation (Quinton, 2018). Therefore, considering the diminishing state appropriations and the need to increase financial opportunities to maximize financial gain, it is imperative post-secondary institutions ensure a higher retention of students.

Theories of Student Involvement

There are few theories regarding student retention and student involvement as it relates to overall student success. However, the emphasis of employment is usually found grouped with other various aspects of the student and co-curricular activities. As Riggert et al. (2006) stated, “We have found no models that attempted to delineate theoretically the relationship between

student employment and college outcomes” (p. 85). Therefore, this study focuses on three primary developmental social theories and one attrition theory that support student involvement as a means for overall student success, which include Astin’s (1975, 1993,1999) theory of involvement, Tinto’s (1975, 1993) theory of integration and Bean and Metzner (1985) theory of nontraditional student attrition.

Bean and Metzner developed a model specific to student retention for non-traditional students, which hypothesized that the decisions or choices made regarding persistence and attrition are the result of multiple interrelated factors that are specific to everyone (Riggert, Boyle, Petrosko, Ash & Rude-Parkins, p. 70, 2006). This model is an imperative aspect for the overall development of this research because it focuses on various student characteristics such as older/non-traditional, part-time, and commuter students. Throughout the data collection process these student-based characteristics are established variables that can be adjusted to show how each one affects the overarching idea of student success. These additional factors assist in adding validity to the developing concepts throughout the text affirming the concepts of Astin’s (1975, 1993, 1999) theory of involvement and Tinto’s (1975, 1993) theory of integration. Bean and Metzner’s model of nontraditional undergraduate student attrition also considers the necessary factors such as background/demographics, personal goals, environment, academics, and various student variables to establish determining factors for a student’s attrition or persistence. As Bean and Metzner state, “for these nontraditional students, the environmental press includes (a)less interaction in the college environment with peers or faculty members and less interaction through extracurricular activities and the use of campus services (b) class-related activities very similar to traditional students, and (c) much greater interaction with the noncollegiate, external environment (1985, p. 487).”

According to Bean and Metzner (1985), “the model (Nontraditional Student Attrition) presented indicates that dropout decisions for nontraditional students are based on four sets of variables” (p. 18). These four variables include academic performance/dropout rate, intent to leave, background and environmental factors. As Bean and Metzner elaborate, students with poor academics and a lower-than-average GPA are expected to dropout at a predictably high rate. The second variable shows that a student’s overall intent to leave is affected primarily by psychological factors as well as academics, such as successful completion of a course. The third factor affecting a student’s choice to depart from a post-secondary institution is related to an individual’s high school performances and overall educational aspirations. The last variable found to affect a student’s persistence, according to Bean and Metzner (1985), are the environmental factors, which can have a direct and substantial effect on a student’s desire to return (Bean & Metzner, p. 18, 1985). These environmental factors include social variables, finding childcare, adjusting work schedules and or paying for college.

Overall, each one of these variables listed could consider an on-campus job a solution to the any deviation from the path to success of obtaining a post-secondary degree. Considering the opportunity students must interact more daily with faculty, staff, students, and other professionals presents the opportunity for mentor-mentee relationships as a means for student success. On-campus employers require students to maintain a 2.5 GPA at ECU and therefore if any student begins to drop below a 2.5 grade point average, on-campus employers can become more flexible around student schedules, develop daily check-ins, and ensure that they are given the best direction to be successful such as finding a tutor. On-campus employers, as opposed to off-campus employers, are more familiar with the models of student success, the university mission and departments that can aid students through difficult situations to see them obtain a 4-

year degree. According to Burnside et al. (2019), “Institutions continue to design and manage student employment programs that are influenced by their (a) goals for the program, (b) institutional contexts, and (c) environmental factors (p. 11).” The article continues by emphasizing that institutions must continue to consider their campus culture, ongoing priorities, missions, and other initiatives when working with student employment programs.

Astin’s (1999) theory of student involvement emphasizes that the higher degree of student involvement in activities at the university, the higher a student’s learning and overall personal development will be throughout the academic years. This theory emerged from a study regarding college student persistence, which determined that students who were more involved and integrated with campus life had a higher rate of persistence than those students who were not involved within the institution (Astin, 1975). The theory also examined that the level of student involvement within the institution is a predictive process of persistence, positive affective outcomes, and academic performance. According to Astin (1993), the most important aspects for student involvement are “academic involvement, involvement with faculty, and involvement with student peers” (p. 126).

Astin presents a IEO (Input Environment and Output) model, which considers the inputs, environment, and outputs surrounding a student’s experience. The input aspect includes the predicted abilities of success based upon current academic trends and knowledge a student has when first entering college, while the environment includes any social or financial situation that a student might find themselves in while attending a postsecondary institution. For example, this may include a student obtaining an on-campus job or participating in extracurricular activities that can affect a student’s engagement level of being successful at a post-secondary institution. Finally, the output variable focuses on the overall results seen from a student’s level of

engagement. This output can show the direct correlation between overall student success rate regarding retention, grade point average and degrees awarded, which are the main contributing factors in deciding a student's level of success regarding an on-campus job.

The significance of Astin's (1975, 1993, 1999) theory of student involvement provides the foundational research for examining the effects an on-campus job has regarding student success at a post-secondary institution. This theory provides evidence that the more involved a student is within their institution the higher their student success rate is when compared to those who are less or not at all involved. Therefore, students who participate in on-campus jobs are more in tune with their postsecondary institution and more likely to succeed than their counterpart. However, Astin (1999) does discuss that further studies are needed to conclusively discover the various forms of student involvement including interaction with faculty, staff, student government and as well as other areas.

Finally, the last theory that assist in emphasizing the support to the context of on-campus employment as a means for student success is Tinto's (1975, 1993) theory of integration. Tinto suggests that by establishing a feeling of community on a college campus, students will develop a sense of belonging and, in-turn, encourage overall personal and academic growth. Tinto (1993) also emphasizes that students continuously experience personal transition and the environment acts as a catalyst for personal growth and the development for students. Universities have a unique opportunity to engage students through various programs and offerings on-campus to establish positive post-secondary communities that support a student's personal and academic growth. According to Riggert et al. (2006), "these systems include formal, organized structures, as well as informal relationships and alliances that involve students, faculty, staff, and others" (p. 71). As Tinto indicates, the concept of both social and academic

systems both directly and indirectly affect each other and may have a more important and unique influence on persistence beyond background such as secondary school experiences, individual attributes, and family.

Immersion within campus culture, through established communities, can assist students in developing a sense of belonging as well as encourage a more holistic well-being while improving academic development. Tinto (1993) identifies academic aspects are just as important as creating a sense of belonging and commitment to the university. The concept of student employment, in relation to this model, is described as an external obligation, which has the potential to significantly interfere with a student's retention both directly and indirectly. Tinto states that having a job throughout a student's academic career can affect a student's success through a few avenues. According to Tinto (1993), "employment not only limits the time one has for academic studies, it also severely limits one's opportunities for interaction with other students and faculty. Consequently, one's social integration as well as one's academic performance suffers" (p. 269). However, Tinto's (1993) model does not allude to on-campus employment, only student employment. This notation of student employment was found inconclusive through a pilot study by Pascarella et al. (1994), which suggested that even high levels of off-campus employment had little or no negative impact on cognitive development. Additionally, a similar study by Dallam and Hoyt (1981) found that if a student had too much free time it diminishes a student's commitment to academics and the university.

However, Tinto's (1993) theory of integration provides necessary detail outlying the importance of establishing on campus communities to develop a sense of belonging, which in turn provokes students to engage in a higher commitment regarding academics and personal growth leading to overall student success. On-campus jobs provide students the opportunity to

engage and create relationships with fellow workers and customers that may already be assimilated with the university.

Benefit of on-campus Jobs

Over the course of the past few decades the concept of the traditional student, according to the National Center for Education Statistics, has been classified as a full-time residential financially dependent student who enrolls in a four-year college upon graduating from high school and is under the age of twenty-four (Carnevale et al., 2015, p. 10). However, according to Carnevale et al. (2015) the tables have turned, and the predominant traditional student is now considered to be a working learner, which are classified as individuals who balance a education with earning a paycheck. According to Carnevale et al. (2015), “In the United States today, nearly 14 million people – 8 percent of the total labor force and a consistent 70 percent to 80 percent of college students – are both active in the labor market and formally enrolled in some form of postsecondary education or training” (p. 10).

This shift from a full-time residential, financially dependent student to a working learner has been due to the financial shortfalls that have been affecting university funding. Students are first and foremost consistently seeking jobs to offset financial burdens. Additionally, there are a few positive outlooks students can find when considering working on-campus jobs, including establishing a sense of belonging, flexible hours, limited travel, and the establishment of good working habits. Outlined below are the are the benefits students may subconsciously find when choosing to work an on-campus job, which include hands-on experience, financial opportunity, and increased retention.

Hands-on Experience

Currently, the job market needs skilled workers or those who have previous experience, with the right post-secondary education to prosper, which includes having consistent experience and or some level of degree regrading hands-on experience prior to starting a career after graduating. For many students those experiences can come in the form of managing other student employees, working directly within your degree field such as a youth camp counselor or developing large scale events for students. On-campus student jobs, when paired with such programs as Iowa GROW (Guided Reflection on Work) or through supervisor-based discussions, provide a direct correlation between future career goals, academic success and true hands-on experience making these individuals more sought after upon graduating (Gose, 2014).

Gose (2014) found that after having student workers with on-campus jobs take part in the Iowa GROW Program at the University of Iowa, they began to see a direct correlation between their on-campus job as well as their future career goals and academics. According to Gose (2014), "Iowa now requires it for all 2,000 students who work in the student-life division including food-prep workers at the student union, referees for intramural flag football, and many others." This program requires supervisors to meet with each student worker at the minimum of two times a semester and last for up to sixty minutes, where they discuss what they are learning and work, while drawing connections between the two.

Financial

As previously mentioned, according to the National Center for Education Statistics there are several students, approximately 80%, that choose to work throughout the duration of their postsecondary academic course studies. With the rising cost of tuition across the nation, students

are seeking alternate means to assist in offsetting student debt (Martin, 2002). According to Tessema et al. (2014), “Student employment is not a recent phenomenon, but it has risen sharply in recent years, especially in American colleges and universities. Several studies reveal the increasing proportion of students working since the 1960s in most developed countries including the United States, Great Britain, and Australia” (p. 2). Tessema et al. (2014) continues by emphasizing that, “Work can positively affect satisfaction. This is because part-time job can help college students cover expenses for essentials, relieve financial burden of their parents, improve employability after graduation, offer opportunities to gain practical (transferable) skills, improve network with supervisors, colleagues and customers, and provide an additional dimension to their social lives” (p. 3).

Retention

Offsetting financial burdens is not the only justification found for working an on-campus job. Currently, university departments continue to press for the development of interactive programs for students to establish a sense of belonging within the institution. These programs include academic support services, availability of physical activity, student life events, multicultural and diversity participation opportunities (Lau, 2003, p. 126). However, limited attention has been focused on the importance of on-campus employment.

Current research shows that by establishing a strong sense of connectedness with the university, students are more likely to succeed and finish their degree (Kulm, 2006). Many universities focus on establishing this sense of belonging with their students through various departments including Student Life, Student Recreation, and offices of multicultural affairs. One study revealed that students who used the recreation center more frequently were more likely to

attend the university, experience place bonding, establish social belongings to the university, and integrate into campus life (Miller, 2018).

Participating in an on-campus job offers flexible working hours. Most individuals that supervise student workers are more likely to adapt schedules around academics and other personal affairs. Supervisors within an on-campus role are oriented towards the mission, vision, and values of that university, which emphasizes the importance of student success. Conversely, those that have off campus jobs may not be able to establish and create flexible hours regarding academics and personal affairs because the employer's goals are not relevant to student and academic success (Bauer-Wolf, 2019). Overall work experience helps form good habits for the future. According to Carnevale et al. (2015), "In general, work – even menial work – promotes skills such as time management, communications, and conflict resolution, as well as many other soft skills necessary for success in the workforce."

Many on-campus jobs offer the opportunity for student staff to receive professional development opportunities. These opportunities vary depending upon the type of work a student may be performing, but all student staff positions on-campus follow a direct training protocol and others allow for further development through national organizations and conferences. For example, most student recreation centers across the state and nation work directly with the National Intramural Sports Association to develop trainings, conferences, and special events to allow students and professionals the opportunity to grow.

According to Padgett et al. (n.d.), "As campus recreation professionals—whether we work in aquatics or marketing, facilities, or club sports—most of us are first and foremost in the business of developing students and creating opportunities for students to develop leadership capacity." (p. 3) Therefore, higher education is setup first and foremost to see students succeed,

but other factors such as financial including the rise in tuition cost and personal household demands have affected a student's ability to obtain a baccalaureate degree or begin the journey of higher education. However, if students can obtain an on-campus job they are more likely to create a sense of connectiveness with the university while offsetting the financial burden of attending a higher education institution. According to Tessema et al. (2014), "It is argued that if the majority of college students are working, knowing the effect of part-time job (and number of working hours) has on student satisfaction and GPA is critical for stakeholders such as students, parents, academic advisors, counselors, faculty and administrative staff" (p. 2). This point is emphasized further by noting that the issues to which work affects a student's college satisfaction and academic achievement compared to the number of hours worked have been shown to effect at students satisfaction and GPA. Therefore, this should be considered by advisors and administrations as these items have a direct correlation to retention and graduation rates (Tessema et al., (2014), p. 2).

Conclusion

It is apparent that there are several factors that influence student success that have been examine prior to this study, but limited research has been performed regarding the degree to which on-campus employment assist in overall student success. Over the course of time higher education institutions have continued to struggle to maintain a positive financial budget, while balancing the necessities of providing students the opportunities for success. State appropriations have continued to diminish at Eastern Kentucky University, as well as many other institutions (Ortagus & Yang, 2018). In reference to higher education, tuition revenue has outpaced government appropriations for higher education institutions in 2018 in most states across the

nation (Quinton, 2018). Therefore, considering the diminishment of state appropriations and the need to increase financial opportunities to maximize financial gain, it is imperative post-secondary institutions ensure a higher retention of students.

This study focuses on three primary developmental social theories and one attrition theory that support student involvement as a means for overall student success, which include Astin's (1975, 1993, 1999) theory of involvement, Tinto's (1975, 1993) theory of integration and Bean and Metzner (1985) theory of nontraditional student attrition. Each theory presents necessary and practical information regarding the main variables surrounding student success as it relates to campus employment including environmental factors, connectiveness, student attributes, academic, and social integration.

The idea of on-campus employment should be seen as a vital part regarding the investigation process of maximizing student success for administrators. According to Tessema et al. (2014), "Student employment is not a recent phenomenon, but it has risen sharply in recent years, especially in American colleges and universities. Several studies reveal the increasing proportion of students working since the 1960s in most developed countries including the United States, Great Britain, and Australia" (p. 2). As student employment continues to increase higher education officials should begin to determine the level of importance on-campus jobs play in the overall student success rate due to the numerous benefits including retention, financial, and transferable skills.

III. METHODS

Methods

This chapter emphasizes the purpose of the study, while outlining the design of the research, limitations of the study, future implications for policy change and a complete overview of the context of the study. This chapter also defines the following sections: variables, data collection, and data analysis.

Purpose

The purpose of this study is to investigate the level of degree on-campus jobs at Eastern Kentucky University assist with the overall student success rate regarding retention, grade point average and degrees awarded to ensure state and other funding sources are maximized. Specifically, this study focuses on major student employers on campus including the Admissions Office, Library Services, Student Life, Campus Recreation, University Housing, and a culmination of Other Departments.

Research Questions

The following hypotheses will be tested to answer the previously stated research question:

H1: Students who work on campus will have higher GPAs than students who do not work on campus.

HA: There is no relationship between student campus jobs and GPAs

H2: Students who work on campus will more often complete their degrees than students who do not work on campus.

HA: There is no relationship between student campus jobs and degree completion.

H3: Students who work on-campus will more often live on-campus than students who do not work on-campus

HA: There is no relationship between student campus jobs and residence location.

Context of the Study

Campus Overview

The University emphasized within this study is a regional, coeducational, public institution of higher education offering general and liberal arts programs, pre-professional and professional training in education and various other fields at both the undergraduate and graduate levels. The university is in Richmond, Madison County, Kentucky, which is accessible through a few highways and a major interstate. This institution has recorded over a century of educational service to the Commonwealth and serves 22 counties all of which are mainly defined as rural communities.

The mission of the university seeks to foster personal growth and prepare students to contribute to the success and vitality of their communities (Eastern Kentucky University, n.d., para. 2). The core values of this university focus on the concepts of intellectual vitality, sense of community, cultural competency, stewardship of place, accountability, and excellence. Each value permeates the mission and are considered the fiber of the institution for it to achieve its desired vision, which is to be a premier university dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world. According to the Integrated Postsecondary Education Data System released in 2021, university statistics from 2019-2020 for Eastern Kentucky University shows an overall student population of 14,980 including 12,662

undergraduates and 2,318 graduate students. The university also has a gender distribution of 40.85% male and 59.15% female, while enrolling 10,570 full time students and 4,410 part-time. The Integrated Postsecondary Education Data System continues by stating that of the total student population approximately 35% live on-campus and or in campus owned facilities.

Participants

The research conducted focuses specifically on all Eastern Kentucky University students that were employed or have been employed on-campus from the time of Fall 2016 through Fall 2018. This time was chosen based upon the rationale that an academic two-year period covers the departments student hiring timeline and allows for student employees to develop and maintain consistent on-campus working habits, which as hypothesized have potential to shape the concept of student success. The classification of participants in this study includes all freshmen, sophomores, juniors, seniors, masters, doctoral, GR-nondegree, UG-nondegree, specialist, high school, post-baccalaureate certificate and post-baccalaureate master's students at Eastern Kentucky University. All participants within this study have had their identification numbers masked to retain privacy.

Sample

The sample data analyzed was collected from the Office of Institutional Research at Eastern Kentucky University using the universities Banner system and employment records from the Office of Human Resources. Prior to employment, all eligible student employees must adhere to the following university guidelines. First and foremost, students must complete a Free Application for Federal Student Aid (FAFSA) to determine if they are to be classified as a

Federal Works Study (FWS) employee. Second, undergraduate students must be enrolled in classes for the semester in which they are applying to work. These students must be enrolled in twelve credit hours or more to be eligible for the institutional work study program (IWS) or six credit hours or more for the federal work study program (FWS). Following this any graduate student must be enrolled in nine credit hours or more during the fall and spring semesters.

However, summer eligibility requirements differ from the academic fall and spring semesters. Students must be enrolled for summer during the term in which they are applying to work or enrolled full-time in the following fall semester with a minimum of twelve credit hours an undergraduate student or nine credit hours for a graduate student. If the student is not enrolled in a summer course, then they must be enrolled in the fall as a full-time student. During the summer work schedule students may work up to twenty hours per week if they are enrolled in summer courses during the term in which they are working. However, students may work up to twenty-nine hours per week if they are not enrolled in summer courses during the term in which they are working and are enrolled in the fall full-time. No student employee is eligible to work over twenty-nine hours per week, due to the Affordable Care Act federal regulations, the university must offer health insurance and benefits to any employee, including student employees, if they work an average of thirty hours per week or more in any rolling twelve-month period including the fiscal and calendar year. In addition, Eastern Kentucky University provides benefits when an employee averages twenty-five hours of work per week.

Data Collection

This data was collected through Eastern Kentucky Universities Office of Institutional Research during the Spring 2020 semester. The data gathered was secondary based information

focusing on two academic years, Fall 2016 to Fall 2018. The data also included student classification, level, current housing situation and whether they are employed as a student worker. To determine the degree of student success based upon on-campus employment cumulative GPA, retention, graduation, and degree awarded were established categories for this data set.

Research Design and Analysis

A few statistical analyses will be used to investigate the previously stated research questions. Regarding the initial first hypothesis, a paired sample t-test will be used to investigate whether students working on-campus will have a higher GPA than students who do not work on-campus. By choosing to use a paired sample t-test the goal is to determine the mean difference between the two sets of observations between student workers on-campus and student workers off campus.

The second and third research question will use a Pearson correlation dichotomous to determine the relationship and if it has a positive, negative or no correlation. The Pearson correlation dichotomous will measure the strength of the linear association between the two variables regarding students who work on-campus and the completion of said degree verse those who do not work on-campus, while also analyzing students who work on-campus choosing to live on-campus verse students who do not work on-campus. Through the Pearson's correlation analysis, a determined line of best fit will show a positive, negative or no correlation between the presented data set.

Variables

The variables used within this study, regarding research question one, are broken down into five categories, which are given the value of Average Cumulative GPA start, Average of Cumulative GPA end, Average of Cumulative GPA Difference and Average of GPA term. These values are separated into five academic terms including Fall 2016, Fall 2017, Fall 2018, Spring 2017 and Spring 2018.

Regarding question two and three, both Pearson correlations, there are various terminologies used to define the rate of student success based upon degrees awarded. Coinciding with the same academic years listed above, the value of Retained and Graduated, Retained Only, Graduated Only and Stop Out were used to define the level of success for students. Retained and Graduated focuses on fall-to-fall retention. This value means that the student was awarded a degree prior to the next fall, but they were also retained for the following fall semester. This value is usually associated when a student is awarded an undergraduate degree and starts a graduate degree program. However, this does not cover all students that are marked as retained and graduated, but this would be for the vast majority that are directly connected to this indicator. Retained Only means the student was only retained to the following fall semester. This student did not receive a degree prior to the following fall, an example of this indicator would be a freshman becoming sophomore and continuing their degree of study. Graduated Only means the student was not retained to the following fall but was awarded a degree prior to the following fall semester, which would more than likely would be the reason they did not return the following semester. For example, a student that receives a bachelor's degree and does not go to graduate school the following semester. Lastly, a Stop Out means the student was not

retained or did not receive a degree prior to the following fall semester. This indicator may include dropouts or transfers but for those students associated with this category, they failed to be retained to the following fall semester.

Finally, regarding question three student housing is classified as Campus Housing, which is given an Off Campus or On Campus value to determine the associated student dwelling. Student indicators are broken apart into two categories Class and Level. Class emphasizes a student's specific division within the spectrum of Freshman, Sophomores, Juniors, Seniors, Masters, Doctoral, GR-nondegree, UG-nondegree, Specialist, High school, post-baccalaureate certificate and post-baccalaureate, while the indicator labeled Level determines if a student is generically classified as a Graduate or Undergraduate student.

Theoretical Foundations

There are two main theories that have assisted in developing the direction of study for this topic. The two most identified theories associated with the correlation between student employment and student success are Astin's (1999) theory of involvement and Tinto's (1993) theory of integration. Each theory stresses the importance of student involvement within the institution as a means for academic success. However, Tinto's (1993) theory of integration provides more detail as well as a more explicit model to assist in developing a deeper understanding for the concept of student success.

Astin's (1999) theory of student involvement emphasizes that the higher degree of student involvement in activities at the university, the higher a student's learning and overall personal development will be throughout the academic years. The theory also examined that the level of student involvement within the institution is a predictive process of persistence, positive

affective outcomes, and academic performance. According to Astin (1993), the most important aspects for student involvement are “academic involvement, involvement with faculty, and involvement with student peers” (p. 126).

Astin presents a IEO model, which considers the inputs, environment and outputs surrounding a student’s experience. The input aspect includes the abilities and knowledge a student has when first entering college, while the environment includes any suggestive situation that a student might find themselves in while attending a postsecondary institution. For example, this may include a student obtaining an on-campus job or participating in extracurricular activities. Finally, the output variable focuses on the overall results seen from a student’s level of engagement. This output can show the direct correlation between overall student success rate regarding retention, grade point average and degrees awarded.

Regarding Tinto’s (1993) theory of integration, he identifies that the academic aspects are just as important when it comes to creating a sense of belonging and commitment to the university. The concept of student employment, in relation to this model, is described as an external obligation, which has the potential to significantly interfere with a student’s retention both directly and indirectly. Tinto states that having a job throughout a student’s academic career can affect a student’s success through several avenues. However, Tinto’s (1993) model does not allude to on-campus employment only student employment. This notation was found inconclusive through a pilot study by Pascarella et al. (1994), which suggested that even high levels of off-campus employment had little or no negative impact on cognitive development.

Both Tinto and Astin’s theories have served as the foundation for a multitude of studies regarding identifying higher education success. Using the five basic assumptions regarding, Astin’s theory of student involvement, assist in explaining to researchers how positive outcomes

for higher education institutions are viewed as it relates to the student experience. These five basic assumptions correlate with the entirety of the student experience focusing from academic to social involvement, which as it pertains to research guides the entirety of the principal problem statement towards understanding the complexity of the student experience, thus assisting in ensuring that the answer to the research question is answered in its entirety. With regards to this research the focus is on determining student success and factors such as social, faculty/staff support and overall student involvement are important elements to consider when describing overall success.

Tinto's theory of student integration serves as an equal component to Astin's theory of student involvement. However, from a research standpoint the concepts of student departure and developing an understanding for the reasons why student's do so, can assist in answering several questions that may come to fruition after the data has been analyzed. Regarding the current research, student success is based partly around degree completion and retention. Using Tinto's model as a guide it can assist in developing a more complete understanding for the overall reasonings regarding a student's failure to complete a degree or failure to be retained the following semester. Overall, these theories should assist in serving as a complete guide for developing a more holistic understanding of the problem statement regarding student success as it relates to on-campus jobs.

Limitations of the Study

There are several limitations to be acknowledged for this study. One limitation is that this study is focused specifically on Eastern Kentucky University students. Due to the limited student population size at a single institution generalization cannot be made regarding state or national

trends surrounding on-campus employment. Regardless, the study does examine several avenues surrounding student employment, which are common opportunities across most higher education systems for students to become involved. However, this study is limited to one campus within a single academic setting and cannot be generalized due to the various nature surrounding student employment job descriptions.

Another limitation to this study is regarding the time frame. An academic two-year period provides the researcher the opportunity to show the base level retention and graduation rates regarding on-campus employment but fails to show a student's complete academic career. This study does not seek to show that if a student is retained from one fall semester to the next that they will indeed receive a degree but looks to focus on the overall retention of those students. Having the ability to collect data from a four- or five-year period would provide the opportunity to show a stronger pattern of behaviors regarding student success and on-campus employment.

One of the final limitations to this study is it does not provide qualitative information. The data collected is specifically focused on the quantitative research and does not provide insight into the details of the position, a student employees job description, professional development opportunities, supervisors intent to establish connections with students or consider how each on-campus employer is delivering trainings. As previously mentioned, the concepts of academic involvement, involvement with faculty, and involvement with student peers are known to have a strong correlation with student success. These factors could assist in either hindering or helping a student succeed academically. However, due to the nature of this research, generalizations regarding a student's success academically, should consider other factors that may influence or deter success.

Despite the limitations of this study, the findings offer a beneficial insight for administration, researchers, and campus employers. These findings should assist in future academic and financial decisions for the university, while determine the correct course of action surrounding the allocation of academic funds. Also, the data collected form this research should be used to help direct the focus of university officials to receive a higher percentage of state funding through the performance-based funding model.

On-Campus Department Overview

The student employment on-campus jobs analyzed throughout this research include the Office of Admissions, Library Services, Student Life, Campus Recreation, University Housing, and a culmination of Other Departments. Each of these departments was chosen as an area of focus for this study due to its high level of importance for the on-campus student population, as well as the number of students employed within an academic year. Most of departments listed above will employ or have employed over 100 students within a two-year period, with the highest employers being University Housing and Campus Recreation. These departments also have a high interaction rate with the on-campus student population. These departments are considered some of the largest employers of students on campus, coincidingly these university departments are heavily focused on face-to-face interaction with the student population through program offerings that emphasize establishing connection and belonging to assist in overall retention rates. The department listed as Other Departments includes 270 other campus employers for students. However, some of the departments listed within those areas of employment would be categorized as directly relating to academics or they would be considered

to have minimal interaction with students as it relates to the universities mission such as Psychology, Mathematics, and Informational Technology.

The Office of Admissions is dedicated to assisting the student population as whole including first time, transfer, online, graduate, international, and dual credit students. This department is considered the face of the institution as they are the direct line of communication for helping each student ensure that they have the appropriate credentials to obtain the degree the sought-after degree. Within the Office of Admissions there are several jobs that student employees can partake in depended upon availability and desired qualifications. Current positions include admissions recruitments ambassador, graduate assistant, program assistant, orientation leader and an admissions customer service specialist. Each position has a different wage associated as well as a varying hours of employment per week.

Library services is another large on-campus student employer that interacts constantly with students through services provided by the library. The library provides students with the necessary materials for research including research guides, databases, journals, newspapers, videos, and world catalogs. This department also offers students accessibility services, course reservation information, technology rentals, study rooms and department liaisons. Students who work within this department often serve as a customer service specialist, working at various times throughout the day at a base minimum hourly wage.

One of the more university mission driven departments focused on first year experiences, the collective student experience and overall retention is Student Life. The mission of Student Life and First-Year Experience is to enhance the quality of life of the students by supporting the University's commitment to the academic success and holistic development of everyone. The goal is to foster intellectual, physical, and social development through programs and direct

services which challenge and support students as they develop attitudes, abilities, and skills for life-long learning within an ever-changing global environment. The Department of Student Life works directly to develop first year experience programs, while overseeing fraternity and sorority life. Student employee positions within this department include serving as general student workers or as a graduate assistant. These positions focus on assisting the professional staff with day-to-day operations, while monitoring and assisting in the Student Center.

The second largest employer of students on campus is the Student Recreation Center referred to as Campus Recreation. This department employs approximately 120-150 students per semester with a strong emphasis on student retention through various programs and activities found within and outside of the facility. The mission of Campus Recreation is to enhance campus and community life by providing excellent service, programs, and education that encourages holistic well-being. The values used to enhance this mission are development, inclusion, collaboration, and excellence. Within the Campus Recreation there are several smaller departments that each serve the on-campus community in various ways including Adventure Programs, Aquatics, Facilities, Fitness, Health Promotion, and Intramurals/Clubs. Student employees serve in a variety of roles varying from customer service to administrative as well as graduate assistant positions dependent upon the needs of the department. For example, students can serve as fitness instructors, personal trainers, climbing wall attendants, customer service specialist, sports officials, lifeguards, and peer educators. The student employee wage scale operates from a state minimum hourly wage up to nine dollars and fifty cents per hour.

The largest student employer on-campus is University Housing who employs housing facility assistants, resident life peer mentors, community desk managers, graduate assistants, floor supervisors and residential hall coordinators. This department also has a varying wage

scale dependent upon position from a state minimum hourly wage up to nine dollars and fifty cents per hour. The mission of Housing and Residence Life is to foster the development, engagement, and success of the residential community by providing an inclusive home that enhances the collegiate experience. The vision of this department emphasizes the goal to be the national leader in the industry by providing desirable, safe, and sustainable housing where every resident persists through graduation creating active and successful global citizens. The main values of Housing and Residence Life are service excellence, community and inclusion, relationships, experiential learning, integrity, accountability, innovation, and fun.

IV. RESULTS

Results

The purpose of this study was to investigate the level of degree on-campus jobs at Eastern Kentucky University assist with the overall student success rate regarding retention, grade point average and degrees awarded to ensure state and other funding sources are maximized. Specifically, this study focused on major student employers on campus including the Admissions Office, Library Services, Student Life, Campus Recreation, University Housing, and a culmination of Other Departments noted as Other Departments.

This chapter reports the overall results from the data set that was analyzed from Fall 2016 to Fall 2018 at Eastern Kentucky University. The hypotheses tested included the following:

H1: Students who work on campus will have higher GPAs than students who do not work on campus.

HA: There is no relationship between student campus jobs and GPAs

H2: Students who work on campus will more often complete their degrees than students who do not work on campus.

HA: There is no relationship between student campus jobs and degree completion.

H3: Students who work on-campus will more often live on-campus than students who do not work on-campus

HA: There is no relationship between student campus jobs and residence location.

Descriptive Findings

The first section presented analyzed the mean difference between the two sets of observations regarding student workers on-campus and student workers off campus. Using a

paired sample t-test this analysis assisted in determining the degree of significance regarding the GPA of on-campus and off campus student workers.

The second and third hypotheses analyzed, used a Pearson's correlation test to determine a positive, negative or no correlation. Regarding the second hypothesis the variables examined were students who work on-campus and the completion of said degree verse those who do not work on-campus. The third hypothesis tested explored the variables of students who work on-campus and choose to live on-campus verse students who do not work on-campus.

The total population analyzed regarding this data set was 80,452 participants including student workers and nonstudent workers, during the Fall 2016 through the Fall 2018 academic year. Within this sample size there were a total of 7,325 students classified as student workers over the course of the Fall 2016 to Fall 2018 academic year.

The sample size tested included 16,881 students from the Fall 2016 semester, 16,612 students from the Fall 2017 semester, 15,816 students from the Fall 2018 semester, 15,606 students from the Spring 2017 semester, and 15,537 students during the Spring 2018 semester. This sample size included all register students at Eastern Kentucky University Richmond campus, including online programs/degrees. Those classified as a student worker, someone who is currently registered as a full-time student and working on-campus at Eastern Kentucky University in either Admissions, Library Services, Student Life, Student Recreation, University Housing, or any Other Department that employees' students, had a varying sample size each semester. During the Fall 2016 semester the sample size included 1,481 student workers, Fall 2017 included 1,558 student workers, Fall 2018 included 1,374 student workers, Spring 2017 included 1,495 student workers and Spring 2018 included 1,417 student workers.

The variables used within this study were broken down into five categories, which are given the value of Average Cumulative GPA start, Average of Cumulative GPA end, Average of Cumulative GPA Difference and Average of GPA term. The variable of on-campus vs off campus employment was given a value of one for on-campus and a zero for off-campus. These values were then separated into five academic terms including Fall 2016, Fall 2017, Fall 2018, Spring 2017 and Spring 2018.

Regarding student success based upon degree completion the value of Retained and Graduated, Retained Only, Graduated Only and Stop Out were used to define the level of success for students. Retained and Graduated focuses on fall-to-fall retention. This value meant that the student was awarded a degree prior to the next fall, but they were also retained for the following fall semester. This does not cover all students that are marked as retained and graduated, but this would be for the vast majority that are directly connected to this indicator. Retained Only meant the student was only retained to the following fall semester and they have not yet received a degree. Graduated Only means the student was not retained to the following fall but was awarded a degree. Lastly, a Stop Out meant the student was not retained or did not receive a degree prior to the following fall semester, which indicated a dropout.

Finally, regarding the third hypothesis student housing was classified as Campus Housing, which is given an Off Campus or On Campus value to determine the associated student dwelling. For the data analysis portion a value of one was given to those living on campus a zero was given to those living off campus.

The first section presented analyzed the mean difference between the two sets of observations regarding student workers on-campus and student workers off campus. Using a

two-sample t-test this analysis assisted determining the degree of significance regarding the GPA of on-campus and off campus student workers.

The second and third hypotheses analyzed, used a Pearson’s correlation test to determine a positive, negative or no correlation. Regarding the second hypothesis the variables examined were students who work on-campus and the completion of said degree verse those who do not work on-campus. The third hypothesis tested explored the variables of students who work on-campus and choose to live on-campus verse students who do not work on-campus.

Table 4.1 below shows the descriptive findings as it relates to the presented hypotheses. This data set shows the min, max and mean of the listed variables including student/non-student worker, average GPA, housing status and percentage of degrees awarded for the total of two academics years through Fall 2016 to Fall 2018.

Table 4.1: Descriptive Statistics				
Variable	n	Min	Max	Mean
Student Worker (0=not Student Worker, 1= Student Worker)	80,452	0	1	.5
Average GPA of student worker	7,325	3.2404	3.6317	3.4475
Students Worker (0=Off-campus, 1=On-campus)	7,325	0	1	.5
Student worker percentage of degrees awarded	7,325	6.6667	35.7143	14.6000

Table 4.1: Descriptive Statistics 1

Difference in On-Campus and Off-Campus Student Employees

Grade Point Average

To examine the difference between on-campus and off campus student employees grade point average a paired sample t-test was created. The results of the t-test presented below in Table 4.1 are a culmination from Fall 2016 until Fall 2018 of the academic year. The data GPA End and Student Worker resulted in $t=1177.7$, $df=106973$ and $p<.001$ (p-value $<2.2e-16$). This showed that students who work on campus, on average, have a higher GPA than those who do not by .09. The first hypothesis in Table 4.2 includes the mean for on and off-campus student employees based upon a culmination of the total grade point averages presented per semester from Fall 2016 until Fall 2018.

Table 4.2: Hypothesis t-tests				
H1 Students who work on campus will have higher GPAs than students who do not work on campus.				
Group Zero Off-campus Student Worker Mean	Group One On-campus Student Worker Mean	t	df	p
3.1464	3.4239	1177.7	106973	<.001

Table 4.2: Hypothesis t-test 1

Correlation between On-Campus and Off-Campus Student Employees

Degree Completion

To examine the correlation between students who work on campus and students who work off-campus, with regards to degree completion a Pearson’s correlation dichotomous was used to determine a positive, negative or no correlation between the two sets of data. The results, as seen in the below table, show $t=-22.218$, $df=40568$, $p<.001$ (p-value $<2.2e-16$) and the correlation coefficient (Cor.coeff=-.1096428). This shows that there is a significant correlation

coefficient between student degrees awarded and students who work on campus. Located in Table 4.3 is a culmination of the percentages of degrees awarded per semester from Fall 2016 until Fall 2018.

Table 4.3: Hypothesis Pearson’s Correlation				
H2 Students who work on campus will more often complete their degrees than students who do not work on campus.				
Group Zero Off-campus Student Worker Mean	Group One On-campus Student Worker Mean	t	df	p
14.0851 %	19.7406 %	-22.218	40568	<.001

Table 4.3: Pearson's Correlation 1

Correlation between On-Campus and Off-Campus Student Employees

Location of Housing

For the final examination of students who work on-campus more often choose to live on-campus than students who do not work on-campus a second Pearson’s correlation dichotomous was used to determine a positive, negative or no correlation result. The data presented below shows $t=38.587$, $df=80450$, $p<.001$ ($p\text{-value} < 2.2e-16$) and the correlation coefficient ($Cor.coeff=.1348006$). This shows a positive correlation resulting in the concept that students who work on campus are more likely to live on campus. Table 4.4 shows the total number of students who worked and either lived on or off-campus from Fall 2016 until Fall 2018.

Table 4.4: Hypothesis Pearson’s Correlation				
H2 Students who work on-campus will more often live on-campus than students who do not work on-campus				
Group Zero Students Who Lived Off- Campus	Group One Students Who Lived On- Campus	t	df	p
3310	4015	38.587	80450	<.001

Table 1 Table 4.4: Pearson's Correlation

V. DISCUSSION

Overview

This chapter presents the final analysis of the findings regarding the original research question that guided this study, provides an overview of the study, further discussion of the variables involved, a conclusion of the assessment and recommendations for future research. Overall, the results of this information will assist administration in making informed and educated decisions regarding alternate avenues for establishing retention-based programs, while assisting in determining the reallocation of resources and financial funds to support the mission. Furthermore, the results found from this study will contribute to the developing body of literature regarding on-campus employment and the relationship between overall student success. Finally, this chapter concludes with defining the key points of the study and attempts to fill in any gaps that currently exist in literature regarding on campus employment.

Summary of the Study

The objective of this study was to investigate to what level of degree do on-campus jobs at Eastern Kentucky University assist with the overall student success rate regarding retention, grade point average and degrees awarded to ensure state and other funding sources are maximized. While there are numerous ways for students to get involved on-campus that assist in creating meaningful relationships which can increase the overall student success rate, students that work on-campus develop a unique relationship with their institution that may correlate with a more positive student success rate, thus maximizing university finances.

The purpose of this study was to determine the overall impact that on-campus jobs have at Eastern Kentucky University regarding student success to determine that the university is

maximizing state, tuition, and other funding sources. The study focuses specifically on the departments that employ the most student workers on-campus at Eastern Kentucky University from Fall 2016 to Fall 2018 including the Admissions Office, Library, University Housing, Student Life, Student Recreation Center, and other departments, which is a culmination of the remaining on-campus jobs. Using a paired sample T-test and a Pearson's correlation dichotomous data was collected from each department from Fall 2016 until Fall 2018, which measured on-campus student worker's success rate, based on GPA, degrees awarded, and on or off campus housing.

The overall analysis of the data revealed a statistically significant regarding grade point average and degrees awarded to those who work on campus verse those who do not. Therefore, the data offers empirical evidence that shows the overall significance on campus jobs have, with regards to student success and thus should be a determining factor when discussing maximizing state and federal funding for Eastern Kentucky University. Considering the current budget and allocation of funding for higher education a more direct effort should be put forth to develop on-campus job-based programs that can assist both the universities mission (maximizing financial funding and increasing the student success rate) as well as answering the student's financial goals (offsetting financial burdens, while attending a postsecondary institution).

Interpretation of Results

This study focused on major student employers on campus including the Admissions Office, Library Services, Student Life, Campus Recreation, University Housing, and a culmination of Other Departments noted as Other Departments. This section reports the overall results from the data set that was analyzed from Fall 2016 to Fall 2018 at Eastern Kentucky

University. The use of a paired sample t-test and a Pearson's correlation dichotomous were used to determine the degree of significance and if the data set had a positive, negative or no correlation.

Research Question 1

The use of a paired sample t-test was formed to determine the mean difference between the two sets of observations regarding student workers on-campus and student workers off campus and the level of success as evaluated by the student's grade point average. After evaluating the data, it was determined that there was a statistical significance of students who work on-campus have a higher GPA than students who do not. The data revealed a t value of 11177.7, which shows a significant value, while the p-value was found to be $P < .001$ (p-value $< 2.2e-16$). The p-value in this data set is less than the significance level therefore, the null hypothesis is rejected. The mean of x and the mean of y were found to be 3.20 and .09, regarding grade point of average and further showed that students who did work on-campus were more likely to have a higher GPA than students who did not work on-campus during the Fall 2016 to Fall 2018 academic year. These findings are consistent with the literature reviewed and the theories proposed throughout this research.

Research Question 2

A Pearson's correlation dichotomous was used to determine a positive, negative or no correlation regarding an on-campus verse off-campus student employees' degree of completion. The variables used to determine the sight of degree completion were Retained and Graduated, Retained Only, Graduated Only and Stop Out which defined the level of success for

students. Retained and Graduated focused on fall-to-fall retention. This value meant that the student was awarded a degree prior to the next fall, but they were also retained for the following fall semester. This does not cover all students that are marked as retained and graduated, but this would be for the vast majority that are directly connected to this indicator. Retained Only meant the student was only retained to the following fall semester and they have not yet received a degree. Graduated Only means the student was not retained to the following fall but was awarded a degree. Lastly, a Stop Out meant the student was not retained or did not receive a degree prior to the following fall semester, which indicated a dropout.

The result of the data found that there was a significant correlation coefficient between student degrees awarded and students who work on campus. The analysis showed a $t=-22.218$, $df=40568$, $P<.001$ (p-value $<2.2e-16$) and the correlation coefficient (Cor.coeff= $-.1096428$). This shows that those students, during the Fall 2016 to Fall 2018 academic year who worked on-campus were more likely to complete their degrees, than those who did not work on-campus. The information presented accurately depicts the what the literature states regarding student success in relation to student emersion in campus life.

Research Question 3

The final research question assessed also used a Pearson's correlation dichotomous to determine a positive, negative or no correlation regarding students who work on-campus are more likely to live on-campus verse students who do not work on-campus. The data collected showed a t value of 38.587, $df=80450$, $P<.001$ (p-value $<2.2e-16$) and the correlation coefficient was (Cor.coeff= $.1348006$). This showed a positive correlation between the two variables of on/off-campus housing, which directly correlates to the previously stated theories.

Astin's theory regarding college student persistence, demonstrated that students who were more involved and assimilated with campus life had a higher rate of persistence than those students who were not involved within the institution (Astin, 1975). The theory also examined that the level of student involvement within the institution is a predictive process of persistence, positive affective outcomes, and academic performance. Astin's IEO model considered the inputs, environment and outputs surrounding the student experience. The input aspect includes the abilities and knowledge a student has when first entering college, while the environment includes any suggestive situation that a student might find themselves in while attending a postsecondary institution. For example, this may include an on-campus job, participating in extracurricular activities as well as other factors that can affect a student engagement level to being successful in college. Finally, the output variable focuses on the overall results seen from a student's level of engagement. This output can show the direct correlation between overall student success rate regarding retention, grade point average and degrees awarded.

Implications for Policy and Practice

The results from this study show that students who worked on-campus and lived on-campus during the Fall 2016 to Fall 2018 academic year had, on average, a higher-grade point average, consistent degree completions and higher retention rates than those who did not work or live on-campus. Increased student retention rates at colleges and universities correlates directly to the impact of state and federal funding. Therefore, RCUs have placed immense focus on student retention to ensure revenue is generated from tuition, while also positively aligning with university and state metrics to ensure state and other funding is maximized. It is also necessary that colleges and universities continue to put forth the effort of improving postsecondary

attainment to ensure federal and state funding as whole. Kentucky administrators should continue to develop a complete understanding of various ways student gain success to obtain more funding and continue to ensure there is a steady flow of tuition dollars based up retention rates. Therefore, by developing an understanding of additional areas across campus that lead to student success, such as on-campus employment, institutional administrators can look towards developing more specific high impact practices to assist in the overall growth and development within these positions to continue increasing overall student success.

While there are numerous ways students get involved on-campus, specifically, students that work on-campus clearly developed a unique relationship with their supervisors, peers, and institution due to the overall emersion within Eastern Kentucky University. This is showed through the data via an increase regarding grade point average, consistent degree completions and higher retention rates for students who worked on-campus. This study focused specifically on students at Eastern Kentucky University during a two-year period, but generalizations can be made regarding similar RCUs.

As previously noted, Eastern Kentucky University cut 153 jobs of which, 57 were vacant positions. Western Kentucky University also lost 119 positions including 62 current employees, mainly working in student affairs, and 57 other vacant positions. As professional jobs are cut due to budgetary constraints there is potentially an opportunity to replace professional positions with multiple student positions. This could potentially, fill a void within the university system while assisting in increase federal and state funding through a successful on-campus employment system that clearly results in an increase of student success. Therefore, it is recommended that administration continue to look towards developing and increasing the number of students with on-campus jobs in ordered to make informed and educated decisions regarding alternate avenues

for establishing retention-based programs, while assisting in determining the reallocation of resources and maximizing financial funds to support the mission.

Current studies have shown that retention rates are low at numerous colleges and universities throughout the nation (Bushong, 2009; Knapp, Kelly-Reid & Ginder, 2012; Sieben, 2011). Specifically for Kentucky, According to The Council on Postsecondary Education, “NCES (National Center for Education Statistics) reports that the retention rate for U.S. four-year public institutions is 81%, considerably higher than Kentucky’s rate (76.9%).

Therefore, it is necessary that colleges and universities continue to put forth the effort of improving postsecondary attainment (Gagliardi & Hiemstra, 2013). However, the continuous effect that state appropriations play in diminishing the necessary funding for the university systems has had a direct impact on the overall success of students within the post-secondary educational system. Current research focuses on student-based programs and facilities to establish stronger retentions rates and increasing degrees awarded, but limited research has been done regarding the effect of on-campus jobs as a means for success (Belch et al., 2001).

As the price of tuition has continued to accelerate over the years across the nation, the price of college has become a concern for students and families as well as for policy makers (Boehner & McKeon, 2003; Hearn, Griswold, & Marine, 1996). The state of Kentucky has adapted policies regarding the allocation of funds to post-secondary educational systems and recently established a performance-based funding model, which focuses on the overall success of students by emphasizing retention rates, progression of students and increasing the number of degrees awarded (Performance Funding, 2019). Therefore, higher education institutions and administrators in Kentucky should use the data presented to develop an understanding, regarding student success.

Theoretical Implications

Two of the most significant theoretical constructs that were determined to fit best with the concept surrounding the correlation between student employment and student success that guided this research were Astin's (1999) theory of involvement and Tinto's (1993) theory of integration. Both stress the importance of student involvement within the institution as a means for academic success, but Tinto's (1993) theory of integration provided more detail as well as a more explicit model to assist in developing a deeper understanding for the concept of student success.

Astin (1975, 1993) developed an "input-environment-output" (IEO) model, which focused on evaluating the effect of environmental factors on student development. The characteristics of the student upon entering the university experience were examined as well as after the experience within college. One of the environmental factors Astin focused on surrounded the effect of student employment on the college experience and the overall success rate. This theory also examined that the level of student involvement within the institution is a predictive process of persistence, positive affective outcomes, and academic performance. According to Astin (1993), the most important aspects for student involvement are "academic involvement, involvement with faculty, and involvement with student peers" (p. 126).

In addition, Astin's theory developed the IEO model which considers the inputs, environment and outputs surrounding the student experience. The input aspect includes the abilities and knowledge a student has when first entering college, while the environment includes any suggestive situation that a student might find themselves in while attending a postsecondary institution, which may include an on-campus job. This output, as it correlates with the data from

Eastern Kentucky University, shows the direct correlation between overall student success including retention, grade point average and degrees awarded.

As it relates to Astin's theory of involvement, it is clear that through the interpretation of the data this theory provides evidence that the more involved a student is within their institution the higher their student success rate is when compared to those who are less or not at all involved. Therefore, students who participate in on-campus jobs are more assimilated with their postsecondary institution and are more likely to succeed than their counterpart.

By comparison Tinto's theory came to a similar conclusion regarding student success versus student involvement and the research collected. According to Riggert et al. (2006), "the Tinto model considered issues of withdrawal from the educational institution in a longitudinal context" (p. 71). Tinto (1993) emphasized how students are continuously experiencing personal transition and the environment that surrounds them, including the community and subcultures of the university, act as means of personal growth and development for students. According to Riggert et al. (2006), "these systems include formal, organized structures, as well as informal relationships and alliances that involve students, faculty, staff, and others" (p. 71).

The concept of student employment, in relation to Tinto's model, is described as an external obligation, which has the potential to significantly interfere with a student's retention both directly and indirectly. Tinto mentions that having a job throughout a student's academic career can affect their success through several avenues. For example, it can significantly limit a student's time and energy for academics, while also decreasing their opportunities for interaction with faculty, staff, and peers, which are essential elements to a student's success. As Riggert et al. (2006), emphasizes, "If the student's employment obligations disrupt the opportunity for academic and social interaction, the risk for student withdrawal is increased" (p. 72). However,

Tinto emphasizes student employment as a whole and not the specific aspect of on-campus employment. As it relates to this study at Eastern Kentucky University on-campus employment has been shown to assist with the overall concept of student success. The results from this study show that students who worked on-campus and lived on-campus during the Fall 2016 to Fall 2018 academic year had, on average, a higher grade point average, consistent degree completions and higher retention rates than those who did not work or live on-campus.

Overall, the findings of this research correlate directly with the guiding principle theories suggested, but limitations such as race, financial status, age or number of hours worked were not discussed in order to maintain consistency with the theories involved. However, overall, the results from this study provide the necessary general overview of student success from on-campus jobs at Eastern Kentucky University. The data also proves the theoretical implications for Astin and Tinto's theory have held true at Eastern Kentucky University and provide the necessary backing for administrators to make more informed decisions based upon this information.

As seen from both theories faculty and staff are suggested to play a significant role in determining the overall success of a student. Since the theories held true through the data collected this would also suggest that because students that work on-campus interact directly with faculty and staff regularly shows that faculty and staff should continue to increase their level of involvement with on-campus student employees to continue to ensure overall student success and assist administrators in maximizing federal and state funding.

Study Limitations

This study focused specifically Eastern Kentucky University on-campus student employees between Fall 2016 to Spring of 2018. The two-year study had a limited scope because it is solely based around Eastern Kentucky University student employees and therefore, a complete generalization regarding other higher education institutions cannot be determined based solely around these findings. Even though this study focused on the major departments on campus with the highest student employment, the results and findings cannot be generalized to other university departments across campus or across other post-secondary institution.

Furthermore, this study does not differentiate between federal work study, institutional work study, race, financial status, age, or number of hours worked. However, the results from this study provide a general overview of the overall student success rate from on-campus jobs at Eastern Kentucky University as an alternate means for maximizing university funding. These additional variables could play a major role in determining a more specific analysis of the data regarding answering the question of student success and on-campus employment. Students that receive financial aid and don't have the luxury of working on-campus, due to the necessity of maximizing their financial status in order to offset the cost of tuition, housing and or additional financial burdens could potentially have a direct impact on overall student success.

In addition race, age and number of hours worked were not assessed throughout this research. However, these additional variables would be a vital part in future research studies as it would provide a clear overview to the concept of on-campus employment and student success with regards to a particular demographic.

Future Implications

This study surrounding the correlation between student success and on-campus jobs demonstrated that there is direct connection between on-campus jobs and overall student success. Specifically, this study focused on major student employers on campus including the Admissions Office, Library Services, Student Life, Campus Recreation, University Housing, and a culmination of Other Departments noted as Other Departments. The research drew positive conclusions regarding on-campus employment and a higher grade point average, increased degree completion and the correlation of on-campus housing for students with an on-campus job. Students who work on campus will have higher GPAs than students who do not work on-campus.

Overall, the results of this information will assist administration in making informed and educated decisions regarding alternate avenues for establishing retention-based programs, while assisting in determining the reallocation of resources and financial funds to support the mission. Furthermore, the results found from this study will contribute to the developing body of literature regarding on-campus employment and the relationship between overall student success. Finally, this research assist in attempting to fill in any gaps that currently exist in literature regarding on campus employment. However, additional research is necessary to determine specific departments, programs and practices that lead to these concepts of student success through on-campus employment.

Future studies surrounding on-campus employment should include qualitative data that would provide addition context surrounding the student experience, which could emphasize the concept of high impact practices and overall student emersion as a means for student success. The inclusion of qualitative data could also correlate directly with the theoretical framework of

this study by drawing direct conclusion from the student experience using Astin's (1999) theory of involvement and Tinto's (1993) theory of integration. Therefore, the collection of qualitative data would assist in further emphasizing the foundation of both theories, which seeks to emphasize the importance of student integration, as it relates to student and university success through various internal and external factors.

Data collection surrounding high impact practices that focus on on-campus employment would be a vital step into developing a more complete dialogue regarding student success. Items such as student employment could seek to achieve a deeper understanding and lead to more developed learning based upon personal experiences. Therefore, by cultivating a cumulative understanding of additional concepts through qualitative data collection a more complete analysis could be achieved, which institutional administrators could use to make a more coherent decision regarding financial investments for university success.

Additionally, various studies are still needed to increase the overall number of resources available to administrators to make informed financial decisions for an institution. Studies currently show that retention rates are low at numerous colleges and universities throughout the nation (Bushong, 2009; Knapp, Kelly-Reid & Ginder, 2012; Sieben, 2011). Specifically for Kentucky, According to The Council on Postsecondary Education, "NCES (National Center for Education Statistics) reports that the retention rate for U.S. four-year public institutions is 81%, considerably higher than Kentucky's rate (76.9%). Only one institution (the University of Kentucky) exceeds the national average; the University of Louisville is just below the national average at 80.3%" (pg. 16).

Kentucky's political leaders have allocated state funding based on each public institution's share of the higher education budget as it relates to student success, course

completion and operational support. This new performance based funding model, that possesses significant financial implications for an institution, focuses on raising the Kentucky educational attainment level from 45% to 60% by 2030. Coinciding with increasing the attainment level are to increase the retention and progression of students, increase the number of degrees and credentials earned by all types of students, grow the number of degrees and credentials that garner higher salaries upon graduating and close the achievement gaps by increasing the number of degrees and credentials earned by low-income, minority and underprepared students (Performance Funding, 2019). Therefore, it is necessary that college and university administrators seek to develop a complete understanding for increasing overall student attainment.

Another area of interest regarding this study for future research would be in relation to the changes caused during or post pandemic. During the Fall of 2019 the Covid-19 pandemic began to take effect and at Eastern Kentucky University faculty, staff and student positions began to change with the adaptations needed to combat the current health issues affecting the nation. During the Spring 2020 semester not only were some faculty and staff furloughed, but student began engagement through online learning portals. Some student staff were still able to participate from home regarding on-campus work, but the amount of work was limited as well as the interaction with professional staff, which would directly affect the concept of a high impact practice.

Therefore, one point of emphasis for future research could be directed at the overall change the pandemic may have had on student success with respect to an on-campus student worker. This information would be vital in providing a more in-depth analysis of the importance on-campus jobs have due to the direct contact with faculty, staff, and students.

Finally, additional research regarding federal work study, institutional work study, race, financial status, age, or number of hours worked should be identified as other variables to be analyzed. These factors could provide a more in-depth analysis regarding student success and on-campus employment. Having these factors identified and analyzed through quantitative research would assist administration regarding the development of programs and practices, which could potentially positively affect the overall outcome of student success through student engagement. Overall, these concepts should be identified to provide administration additional information regarding making informed and educated decisions about alternate avenues for developing retention-based programs, while assisting in determining the reallocation of resources and financial funds to support the mission.

Conclusion

The information found within this study should be used to determine the overall impact that on-campus jobs have at Eastern Kentucky University regarding student success to ensure that the university is maximizing state, tuition, and other funding sources. This study also, establishes an alternate avenue that Eastern Kentucky University has not yet explored as a means of developing more student worker-based programs to assist the financial needs of students while meeting the mission of the university. On-campus student positions are key components in the everyday life of a university setting and, in some cases, can make up much of the staff such as Eastern Kentucky University Housing and Campus Recreation. Therefore, administration should be directly focused on developing and expanding on-campus jobs to continue to meet the demands of the performance based funding model.

One of the largest benefactors to pushing for more developed on-campus student positions is in relation to current faculty and staff not having to create new programs to meet the needs of student success, but instead maximizing what is currently in use. On-campus student jobs, when paired with such programs as Iowa GROW (Guided Reflection on Work) or through supervisor based discussions, provide a direct correlation between future career goals, academic success and true hands-on experience making these individuals more sought after upon graduating (Gose, 2014). Gose (2014) found that after having student workers with on-campus jobs take part in the Iowa GROW Program at the University of Iowa, they began to see a direct correlation between their on-campus job as well as their future career goals and academic success. Therefore, it is imperative that to maximize overall student success at Eastern Kentucky University administration look towards establishing an on-campus curriculum that seeks to emphasize a high impact practice for students to develop a sense of belonging while improving overall student success.

The Reduction of state appropriations for many RCUs has been due to various issues including lower tax collection, budgetary changes due to new/different goals of legislatures and governors, performance-based funding, and national economic challenges. Therefore, tuition has become a vital and significant portion of the RCU funding model. RCUs have placed immense focus on student retention to ensure revenue is generated from tuition, while also positively aligning with university and state metrics to ensure state and other funding is maximized. The continuous effect that state appropriations play in diminishing the necessary funding for the university systems has a direct impact on the overall success of students within the post-secondary educational system. Therefore, as this study shows, a stronger emphasis should be made on maximizing and developing the on-campus student employment experience because

these on-campus positions aid in overall student success regarding GPA, retention and degrees awarded.

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