Student Employment Taskforce
Of
The
University of Montana - Western

Student Survey Report Spring 2006

AURORA EVALUATION AND RESEARCH
Thomas W. Straugh, CEO
234 South Rife Street
Dillon, MT 59725
(406) 683-2155
straugh@7pks.com

Student Survey Report Spring 2006

Since approximately 1946 the University of Montana – Western has made a concerted effort to utilize student labor in order to keep costs contained and to provide support for the student in need. This practice began when a janitor position was left unfilled in order to provide a work program to support athletes in the intercollegiate program.

After an abbreviated pilot program, the University of Montana – Western (UM-W) began "full" block scheduling in the fall of the 2005-2006 school year. There are 'stringer' courses offered to help the students complete required courses from previous catalogs but the primary mode of instruction scheduling is in 18 day blocks. The courses are currently offered either 8:30-11:30 or 12:00 to 3:00 on a daily basis. Students are assumed to register for one course and are given sufficient assignments to allow earning 4 credits per block. The students and teachers are adapting to the block format which usually requires heavy reading and other out of class work plus the usual papers, projects, and examinations.

Members of the UM-W staff began to find problems filling positions that had been traditional student work when courses began Block 1. While the cause is unknown, suspects include changes in the student body, changes in students' interest in work, changes in supervisors, changes in job requirements, and changes in the course schedule. Food service lunch was an immediate issue due to the 30 minute separation of morning and afternoon block schedules. That is, the student who formerly had been available from 11:00-1:00 to provide assistance was scheduled for either the morning or the afternoon block. Other staff found their jobs difficult to fill for various reasons.

As a result of the observed problems, the Student Employment Taskforce was organized during fall semester. They began to work through a problem resolution process which included this student survey. The researcher was added to the Taskforce in early January, 2006.

The statistical properties of random samples were examined and a determination to attempt to obtain a sample of 385 was made. This size sample would yield an error term of 5% at a 95% confidence level. If the observed result was a split of 60% to 40% between two solutions, we can be 95% confident that the actual statistics would be 60% plus or minus 5% in favor and 40% plus or minus 5% against.

The survey was field tested with members of the Student Senate and draft versions were subjected to final examination by the Student Employment Taskforce and other oversight groups on the UM - W campus including the Chancellor. The revised survey was then copied and made available for distribution. A copy of the final survey is attached as Appendix A.

The on campus population was obtained and a random sample of 500 students was drawn by the researcher. The students in the sample were to be contacted by handouts,

postcards, mail, and through cooperative individuals. Due to costs and individual time available to participate in the distribution, the strict random sample had to be abandoned.

Instead, the list of students was brought to the library and other common areas at the end of Block 5 and beginning of Block 6. Volunteers solicited the foot traffic and if the student was either part of the sample or willing to participate in the survey process, was provided a survey. Students were encouraged to participate or complete the survey by personal influence from the volunteers or recruiters and through a prize lottery which was limited to those students who completed the survey and returned it.

The Student Employment Survey was drafted and administered as an effort to find more about the reasons that student labor was more difficult to obtain and to maintain on the UM-W campus. Members of the business community also supported the effort through encouragement and donation of prizes for the survey completion lottery.

Surveys completed by members of the random sample and those completed by 'volunteers' were kept separate in order to examine the data. A statistical test was performed by the researcher to determine if there were statistically significant differences between the random sample's responses and the "volunteer's" responses. Statistically significance was examined by calculation of a Chi Square statistic for each variable cross tabulated by group membership. Any statistic with probability less than .05 would be statistically significantly different. There was one statistically significant difference in the distribution which was regarding the question, "Have you applied for Federal or State Work Study?" Given that there were 67 statistically significant differences possible, this researcher considered the presence of one to be a statistical artifact which did not prevent combining the 99 random sample responses with the 47 'volunteer' responses. The comparison statistics are attached as Appendix B.

The sample size of 146 resulted in an error term of .08 with a confidence interval of .95 or 95%. The error term is larger than hoped but will allow comparisons. If two percentages are closer together than .08 then they will need to be seen as statistically identical. Keeping this in mind, one can extract meaning from the data correctly. :In other words, small differences might be an artifact of the sample rather than true differences and caution must be exercised in interpretation of the results.

The tables which follow display the frequencies for the survey items. Some graphs are also among the data which follows to help make sense of the 'check all that apply' type items.

Each of the tables has a header which tells what variable is being displayed. For example, Group is the variable that tells if the respondent was a volunteer or was selected in the random sample. Common columns for all the frequency tables include Frequency which is the count or number of respondents who select each option, Percent which tells the portion of the total count that each frequency represents, Valid Percent which tells the proportion of valid responses that were obtained for the item, and Cumulative Percent which tells the percent selecting the response plus the percent selecting the prior

response. The Valid Percent column becomes particularly valuable when respondents leave items blank due to following directions or some other reason. The Valid Percent figures are the ones that accurately represent the actual data.

Since there were 146 surveys returned, the total should add to 146 for each Frequency column. This allows a check on the analysis system in that every survey will be accounted for on every variable analyzed this way. Five of the variables, the 'free response' items were captured using Excel instead of SPSS due to the length of some of the responses but the number of blank responses was counted by SPSS to back up the accuracy of the data for those items. One will see labels for all responses. One, System, is provided when the type of data that was entered does not match the defined information. That is, if the answer calls for a number and the response was a letter, the system missing value will be used.

That being said, the frequency tables provide the counts and percentages necessary to continue the analysis of the survey. "Interesting" tables will be identified and described in narrative form. Some, Gender, for example, will stand alone.

Frequency Tables

The Group frequency table shown below indicates that there were 146 surveys received and that they were split between volunteers and the drawn sample. There were approximately 32% Volunteers and 68% Random Sample respondents. All responses to this item were valid.

Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Volunteer	47	32.2	32.2	32.2
	Drawn Sample	99	67.8	67.8	100.0
	Total	146	100.0	100.0	

The table below shows the analysis of the Gender variable. The percentages shown in this table indicate that there are about 7 women in the sample for every 3 men. These data are consistent with campus wide figures which place the ratio of women to men at nearly 3 to 1.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	104	71.2	71.2	71.2
	Male	42	28.8	28.8	100.0
	Total	146	100.0	100.0	

The table below indicates the age grouping of the respondents. As might be expected, the data in the cumulative percent column show that nearly 83% of the students who responded to the survey were 24 years old or younger. This percentage probably would be reflected in the campus-wide data available through the Banner system.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-19	40	27.4	27.4	27.4
	20-21	51	34.9	34.9	62.3
	22-24	30	20.5	20.5	82.9
	25-29	13	8.9	8.9	91.8
	30-34	3	2.1	2.1	93.8
	35-39	3	2.1	2.1	95.9
	40-49	4	2.7	2.7	98.6
	50-61	2	1.4	1.4	100.0
	Total	146	100.0	100.0	

The table below indicates that 100 percent of the respondents who made valid responses considered themselves students. A single respondent indicated that he/she was not a student and at the same time was a student or made multiple responses. There is no 'danger' of the multiple response or possible non-student data having undue influence in the results of the analysis which follows.

Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	145	99.3	100.0	100.0
Missing	Multiple Response	1	.7		
Total		146	100.0		

The two tables below indicate the year in school of the respondents . most, 143 were enrolled in their first through fifth year of school. Again. the data indicate that the respondents are reflective of a usual college population. Two students, in the Year2 Table indicated that they were enrolled in their sixth year. This would account for 145 of the 146 respondents.

Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First	39	26.7	27.3	27.3
	Second	32	21.9	22.4	49.7
	Third	31	21.2	21.7	71.3
	Fourth	30	20.5	21.0	92.3
	Fifth	11	7.5	7.7	100.0
	Total	143	97.9	100.0	
Missing	Blank	1	.7		
	Multiple Response	2	1.4		
	Total	3	2.1		
Total		146	100.0		

Year2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	.7	33.3	33.3
	6	2	1.4	66.7	100.0
	Total	3	2.1	100.0	
Missing	Blank	143	97.9		
Total		146	100.0		

The table below begins to provide information regarding the work needs of the respondents. PaySchoolPar provides the count of students whose parents are the main source of tuition and fee money. A total of 55 or about 38% indicated their parents were paying for tuition and fees. One can draw from the table that about two thirds of the student body is providing at least part of the tuition and fees for their educations.

Please note that the respondents were allowed to "Check all that apply" so that there were many who split their tuition and fees payments among multiple sources. Parents or scholarship support as a percentage of the tuition and fee expenses were not estimated in this survey. As additional data are gathered around the questions created by this data set and analysis, the amount paid through each source would be an excellent follow up.

PaySchoolPar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	55	37.7	100.0	100.0
Missing	Blank	91	62.3		
Total		146	100.0		

The table below, PaySchoolScholarship, indicates that 76 of the respondents or over half have some form of scholarship to help with their tuition and fees. Most of the students are probably not receiving 'full ride' assistance.

PaySchoolScholarship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	76	52.1	100.0	100.0
Missing	Blank	70	47.9		
Total		146	100.0		

This table indicates that about one third of the respondents depended at least in part on their savings to help pay tuition and fees. There is no indication of the number of mutually exclusive sources the students are using nor the amount of each.

PaySchoolSavings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	54	37.0	100.0	100.0
Missing	Blank	92	63.0		
Total		146	100.0		

The data below indicates that about 45% of the respondents work to pay at least part of their tuition and fees. If we extend the findings of the survey to the entire student body, one would expect between about 380 and 530 students to be working to help pay for their tuition and fees, given the accuracy of the data available at this time.

PaySchoolWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	66	45.2	100.0	100.0
Missing	Blank	80	54.8		
Total		146	100.0		

The table below indicates that about 8% of the students are putting at least part of their tuition and fees on their own credit cards. This is the least popular option for the respondents.

PaySchoolCreditCardOwn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	11	7.5	100.0	100.0
Missing	Blank	135	92.5		
Total		146	100.0		

The table below indicates that just over 77% of the respondents used some form of financial aid to help pay for tuition and fees. If this figure can be substantiated by other data, it could be an important fact to publicize.

PaySchoolFinAid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	113	77.4	100.0	100.0
Missing	Blank	33	22.6		
Total		146	100.0		

The table below displays the number of respondents who have found an alternative way to pay for their tuition and fees. The frequency is so low that the response is nearly negligible.

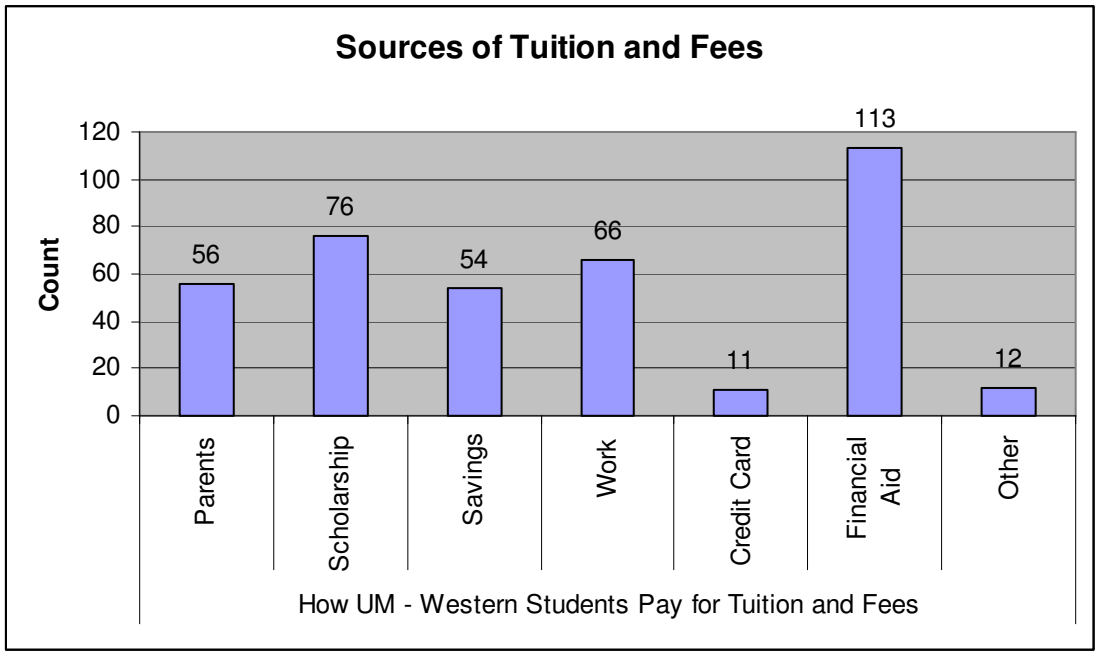
PaySchoolOther

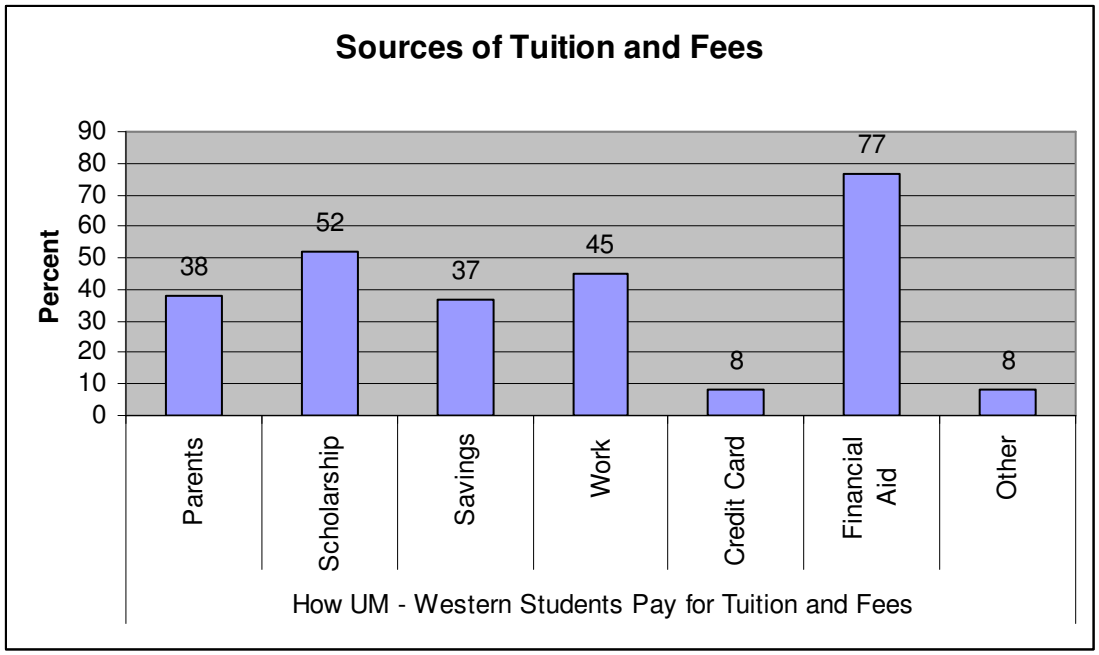
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	12	8.2	100.0	100.0
Missing	Blank	134	91.8		
Total		146	100.0		

List of Reasons Respondents Provided as “Other” Sources for Tuition and Fees

Third Party
sweat & blood
Mutual Fund
VA checks
W.U.E
My own money
3rd party
Married
Spouse's income
Work Comp.
Investments
Subsidized loans

The chart below displays the number of respondents that selected each response. Clearly multiple sources of funds are used by the UM – Western students. The second chart displays the percentage of the respondents that selected each payment method. It is this chart that would allow calculation of the number of students in the current UM – Western student body that are most likely to be using each method of paying for tuition and fees. For example, if 45% are working to pay for tuition and fees then between 370 and 530 students are using work to pay for school. A second example would be that between 690 and 830 of the thousand student student body are using some form of financial aid to pay for tuition and fees since the sample percentage is 77.





Both charts indicate that the majority of UM-Western students are using some form of financial aid to pay for tuition and fees and that 45% work to pay for their tuition and fees.

The next seven tables display the data gathered through the question, “How do you pay for room and board?” The data also overlap as much as the sources show above for the payment of tuition and fees.

PayRoomParent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	51	34.9	100.0	100.0
Missing	Blank	95	65.1		
Total		146	100.0		

PayRoomScholarship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	30	20.5	100.0	100.0
Missing	Blank	116	79.5		
Total		146	100.0		

PayRoomSavings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	43	29.5	100.0	100.0
Missing	Blank	103	70.5		
Total		146	100.0		

PayRoomWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	68	46.6	100.0	100.0
Missing	Blank	78	53.4		
Total		146	100.0		

PayRoomCreditCardOwn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	4	2.7	100.0	100.0
Missing	Blank	142	97.3		
Total		146	100.0		

PayRoomFinAid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	52	35.6	100.0	100.0
Missing	Blank	94	64.4		
Total		146	100.0		

PayRoomOther

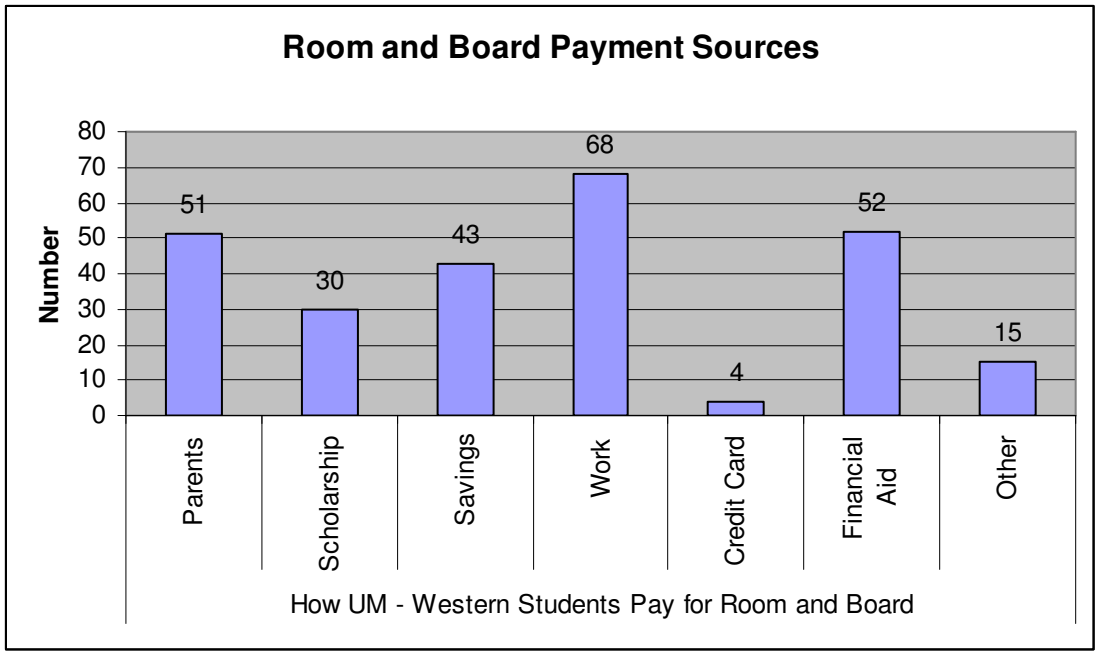
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	15	10.3	100.0	100.0
Missing	Blank	131	89.7		
Total		146	100.0		

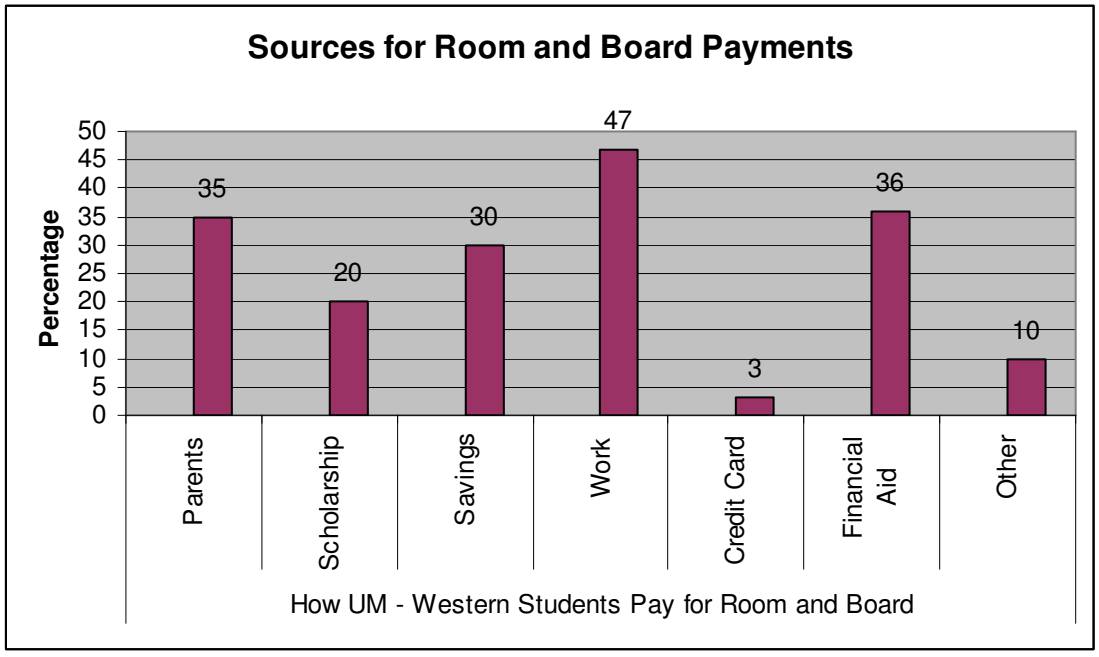
Other Sources for Room and Board Item 6 G.

W.U.E
Resident's Assistant
Resident's Assistant
Resident's Assistant
Stayed at home
Husband's SS
Spouse
live at home
married
live off-campus--did use x's last year
Spouse
Own home
Work Comp.
Live at home
Sugar Daddy

The charts which follow show the number and percent of students using each method of payment for room and board. Work is the most frequently selected method by the

respondents. The 68 respondents are the equivalent of 47 percent of the sample. The most likely number of the student body that depends on work to pay for room and board lies between 390 and 550. In other words, about half of the student body works to obtain their room and board.



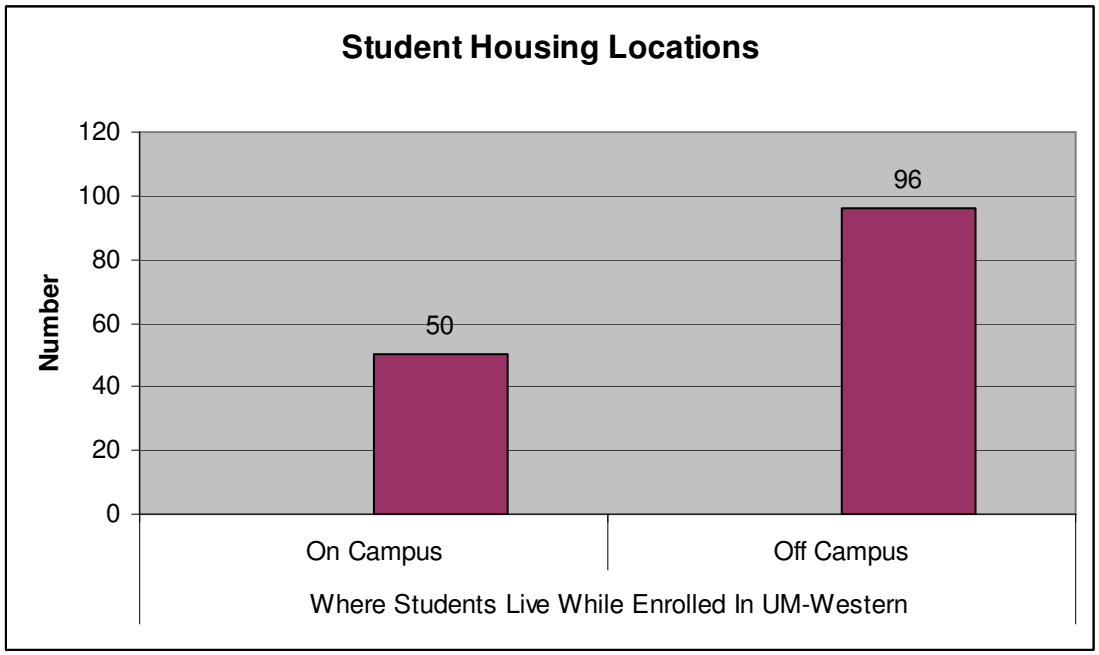


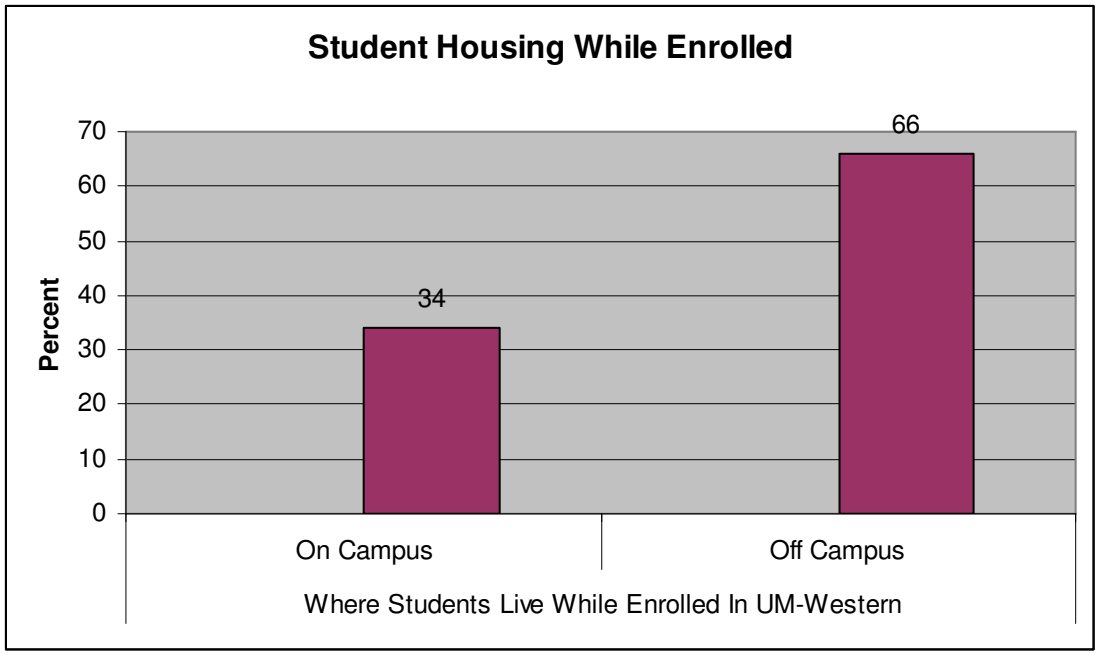
Information gathered by asking if participants live on or off campus is shown below. There is nearly a one third to two thirds split in favor of those who live off campus. This may also explain why there were less responses to the question regarding sources for room and board.

LiveWhere

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On Campus	50	34.2	34.2	34.2
	Off Campus	96	65.8	65.8	100.0
	Total	146	100.0	100.0	

The charts below display the data obtained from the sample regarding the location of their dwelling, on or off campus. Nearly 2 of every three respondents reported living off campus.





The table below indicates that there would be about 14% of the respondents reporting that they support dependents. The actual figure would be between 6 and 22% given the error present in the current data.

AnyDependents

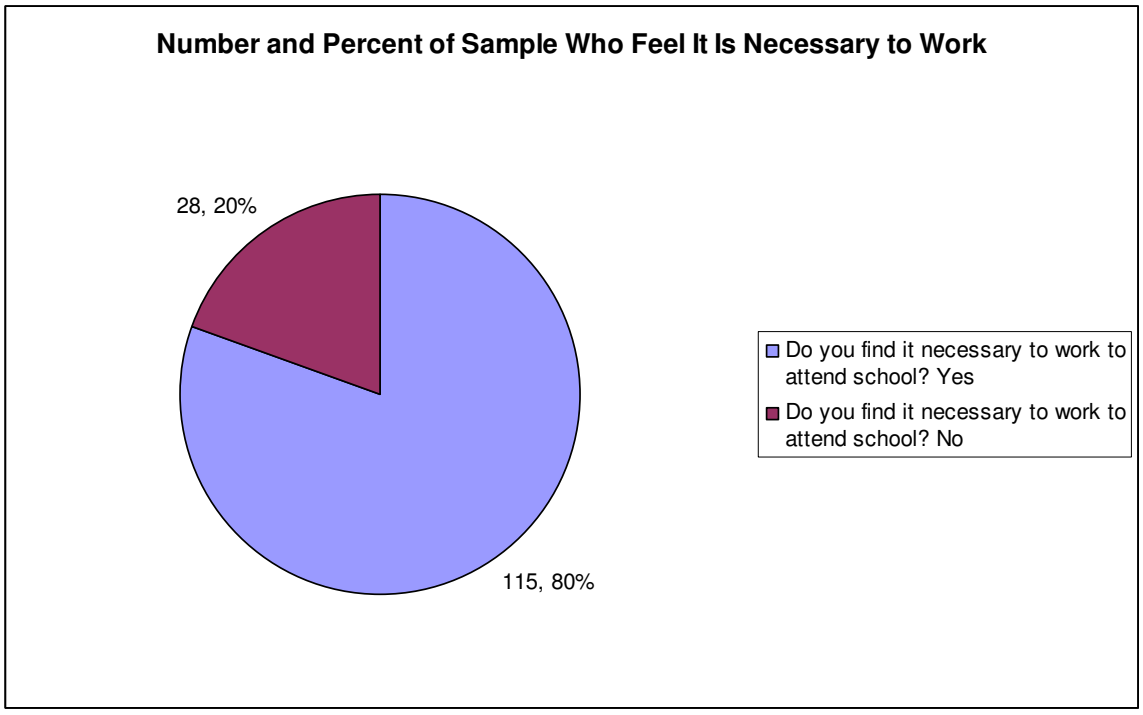
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	13.7	13.7	13.7
	No	126	86.3	86.3	100.0
	Total	146	100.0	100.0	

A direct question was asked regarding the necessity to work. The question was stated, “Do you find it necessary to work to go to school?” The table below and chart which follows indicate that almost 80% selected yes as their response. If this figure is extended to the entire student body, it would appear that between 720 and 885 students were looking for work for the 2005-2006 school year.

NecessaryWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	78.8	80.4	80.4
	No	28	19.2	19.6	100.0
	Total	143	97.9	100.0	
Missing	Blank	3	2.1		
Total		146	100.0		

The chart below displays the number and percent of the respondents who indicated yes or no to the question regarding the necessity to work. Four of every five respondents answered yes to the question. Inspite of the large majority selecting the yes response, the 115 yes answers is less than the 66 who report working to pay for tuition and fees plus the 68 who report working to pay for room and board. There could be a sum of 134 instead of the 115 who selected yes. Regardless, the total of 115 is significant and indicates that there is a large number of students who need work.



The table below and the six that follow ask about the hours spent per day in various activities. It is pleasant to note that by far the majority, 79%, report spending 3 hours per day in class, the usual schedule for the UM – W block schedule. The valid data seem to reflect reality, in other words.

HoursClass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.7	.7	.7
	2	5	3.4	3.7	4.5
	3	106	72.6	79.1	83.6
	4	14	9.6	10.4	94.0
	5	6	4.1	4.5	98.5
	6	2	1.4	1.5	100.0
	Total	134	91.8	100.0	
Missing	Blank	1	.7		
	System	11	7.5		
	Total	12	8.2		
Total		146	100.0		

Most students spend less than three hours per day in Social Activities according to the table below. Found by reading down the cumulative percent column, nearly 87% of the valid responders spend 1 to 2 hours in social activities. Many students, 70, left the item blank.

HoursSocial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	33	22.6	54.1	54.1
	2	20	13.7	32.8	86.9
	3	6	4.1	9.8	96.7
	4	1	.7	1.6	98.4
	5	1	.7	1.6	100.0
	Total	61	41.8	100.0	
Missing	Blank	70	47.9		
	System	15	10.3		
	Total	85	58.2		
Total		146	100.0		

Homework hours were reported as show in the table below. Most students are spending 1 to 3 hours on daily homework (84%). Few left this item blank. The system value was used when the students reported a range of numbers rather than a single value.

HoursHomework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	15.8	21.7	21.7
	2	40	27.4	37.7	59.4
	3	26	17.8	24.5	84.0
	4	13	8.9	12.3	96.2
	5	3	2.1	2.8	99.1
	6	1	.7	.9	100.0
	Total	106	72.6	100.0	
Missing	Blank	5	3.4		
	System	35	24.0		
	Total	40	27.4		
Total		146	100.0		

Few students, 25 to be exact, in the respondent pool reported daily athletic participation. Given that the survey was conducted at the end of block 6 and beginning of block 7, the 25 may have been basketball participants. Most, 84% were in the 3 hour or under range.

HoursUMWAthletics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.7	16.0	16.0
	2	8	5.5	32.0	48.0
	3	9	6.2	36.0	84.0
	4	3	2.1	12.0	96.0
	6	1	.7	4.0	100.0
	Total	25	17.1	100.0	
Missing	Blank	117	80.1		
	System	4	2.7		
	Total	121	82.9		
Total		146	100.0		

The table below indicates the hours worked on a daily basis by the respondents. There were 89 students who provided recorded responses. The range was from 1 to 10 hours daily with the majority in the four hour or less range. Again, the sample tends to reflect a rational situation.

HoursWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.4	2.2	2.2
	2	22	15.1	24.7	27.0
	3	18	12.3	20.2	47.2
	4	13	8.9	14.6	61.8
	5	14	9.6	15.7	77.5
	6	5	3.4	5.6	83.1
	7	7	4.8	7.9	91.0
	8	5	3.4	5.6	96.6
	9	1	.7	1.1	97.8
	10	2	1.4	2.2	100.0
	Total	89	61.0	100.0	
Missing	Blank	32	21.9		
	System	25	17.1		
	Total	57	39.0		
Total		146	100.0		

Hours on line were also reported. Here the majority, 84% reported 1 or 2 hours as their on line time. Of the respondents, 58 provided blank or undecipherable responses.

HoursOnLine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	46	31.5	52.3	52.3
	2	28	19.2	31.8	84.1
	3	8	5.5	9.1	93.2
	4	2	1.4	2.3	95.5
	5	1	.7	1.1	96.6
	8	3	2.1	3.4	100.0
	Total	88	60.3	100.0	
Missing	Blank	39	26.7		
	System	19	13.0		
	Total	58	39.7		
Total		146	100.0		

Hours in other areas, hobbies, exercise, etc, were 1 or 2 for 70% of the respondents based on a total of 97 valid responses. These data tend to reflect a reasonable picture of student life. More time in the class, on homework, and working than other pursuits.

HoursOther

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	37	25.3	38.1	38.1
	2	31	21.2	32.0	70.1
	3	15	10.3	15.5	85.6
	4	6	4.1	6.2	91.8
	5	3	2.1	3.1	94.8
	6	2	1.4	2.1	96.9
	8	1	.7	1.0	97.9
	12	1	.7	1.0	99.0
	21	1	.7	1.0	100.0
	Total	97	66.4	100.0	
Missing	Blank	36	24.7		
	System	13	8.9		
	Total	49	33.6		
Total		146	100.0		

The table below shows the number of respondents broken down by applied for financial aid status. Most, 53% had applied. About 37% had not applied. It is amazing to this researcher that 10% did not know their status regarding applying for financial aid.

AppliedFinAid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	52.7	53.1	53.1
	No	53	36.3	36.6	89.7
	Don't Know	15	10.3	10.3	100.0
	Total	145	99.3	100.0	
Missing	Blank	1	.7		
Total		146	100.0		

The small percentage of students who do not work was asked to respond to questions 12 and 13. The 8 tables below indicate the reason or reasons respondents do not work. The numbers tend to be small so will yield volatile data. In other words, do not over interpret these results.

NoWorkNeed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	5	3.4	100.0	100.0
Missing	Blank	141	96.6		
Total		146	100.0		

NoWorkWant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	3	2.1	100.0	100.0
Missing	Blank	143	97.9		
Total		146	100.0		

NoWorkLike

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	2	1.4	100.0	100.0
Missing	Blank	144	98.6		
Total		146	100.0		

NoWorkNoFindOff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	8	5.5	100.0	100.0
Missing	Blank	138	94.5		
Total		146	100.0		

NoWorkNoFindOn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	8	5.5	100.0	100.0
Missing	Blank	138	94.5		
Total		146	100.0		

NoWorkNoFit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	8	5.5	100.0	100.0
Missing	Blank	138	94.5		
Total		146	100.0		

NoWorkNoAid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	5	3.4	100.0	100.0
Missing	Blank	141	96.6		
Total		146	100.0		

NoWorkOther

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		11	7.5	7.5	7.5
	0	135	92.5	92.5	100.0
	Total	146	100.0	100.0	

Reasons respondents provided for not working.

Cannot work while doing classes-I will work during the summer.
I have an on campus job but do not get accepted for work study, which I do not agree with.
Can't find a job that works around everything in my life
Just moved to Montana and I didn't want to overload myself.
Injured
Can't work at night because of my child and no time during the day because of classes
only going to be here for two months
Concentrate on schoolwork.
Want to work only summers for now.
My job is as a student. Work during breaks.
I Do work

NoWorkHelpNeeded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		29	19.9	19.9	19.9
	0	116	79.5	79.5	99.3
	1	1	.7	.7	100.0
	Total	146	100.0	100.0	

The following are the responses of the 29 respondents who provided a reason that they did not work. It appears that wider advertising could help students find jobs. It may be the case that bulletin boards, and other means are in use but these particular students did not know that the listings exist. Some additional methods of recruiting labor are call for because if the percentage of respondents could be applied to the student body adequate labor may be available on campus to supply the needs.

I would like to know what jobs are open and such.
None
N/A
More class and employment flexibility.

I would like to find something for the summer, preferably mostly outside, and I can't work weekends or 40 hours per week (only about 25).
To know what jobs are available around campus.
$300 dollars to get my green card renewed.
Open up work study jobs to students that will actually do them, not just the ones that can accept financial aid.
Better job listings, better time to work
I don't particularly want or need to work
Help finding a job that is flexible around my busy schedule and isn't too many hours.
I was told no jobs were available on campus.
More job postings of available jobs in the area!!
I would like to work, but can't find anyone hiring that would enjoy their employees to work until May & then have to quit.
Nothing…Applications!
I work on campus but it is not enough hours so I am looking for more work
None
To see a list of jobs available
Evening child care but I don't want to do this because I wouldn't see my son at all during the day
Maybe someone could post a list of available jobs weekly from information from employers in this general area.
more opportunities or more advertisements of available jobs.
Federal Work Study preferably a job on campus.
don't know what's available or how to go get one.
Schedule that's flexible to work around class schedule.
finding jobs
how to apply online to science jobs
More jobs available and help with resumes.
Somebody who could help me get a job to fit my hours
After school child care

The following five tables indicate the reasons the respondents work. Please note the drop in valid numbers due to the direction for non-workers to stop after item 13. Two graphs, frequencies or counts and percentages will follow the five tables to provide another way of viewing the data. There is no data displayed in the fifth table other than 8 respondents gave responses that were not valid but were not blank.

WorkLivingExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	101	69.2	100.0	100.0
Missing	Blank	45	30.8		
Total		146	100.0		

WorkTuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	62	42.5	100.0	100.0
Missing	Blank	84	57.5		
Total		146	100.0		

WorkSpendBucks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	91	62.3	100.0	100.0
Missing	Blank	55	37.7		
Total		146	100.0		

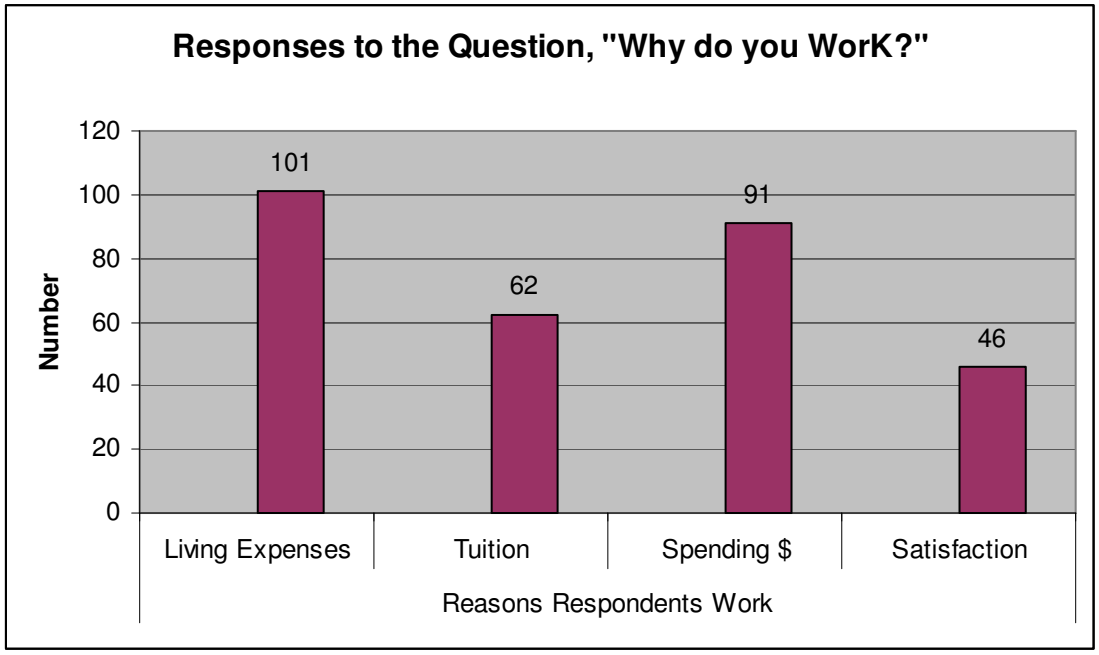
WorkSatisfied

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	46	31.5	100.0	100.0
Missing	Blank	100	68.5		
Total		146	100.0		

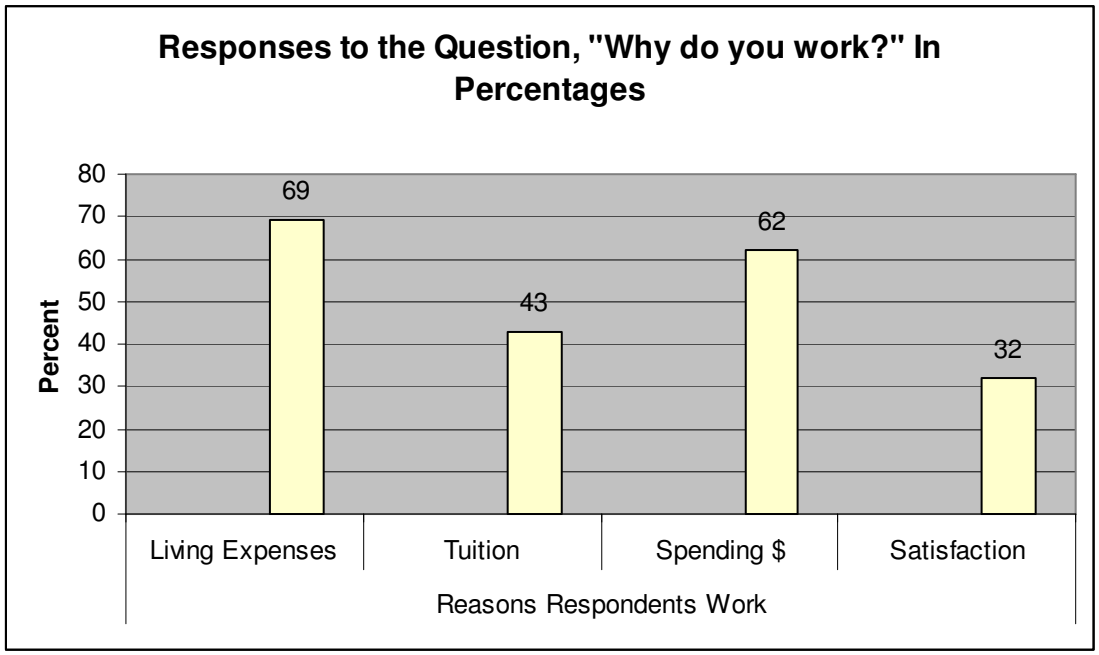
WorkOther

		Frequency	Percent
Missing	Blank	138	94.5
	System	8	5.5
	Total	146	100.0

When the two graphs which follow are viewed together, it is clear that a large number and percentage of the respondents work to earn living expenses and their spending money. More than half of the respondents , 69% and 62% work for these two reasons. When the +/- 8% is factored in, between 610 and 770 of the students currently enrolled work for their living expenses and nearly as many work for their 'spending' money.



It appears that more than half of the respondents have help with their tuition but about half must also work to at least help cover the tuition expenses. All in all, it appears there is a significant labor force available through UM – Western and that the labor force supplies a significant amount of labor for the campus and community.



The five tables which follow display the data which was gathered using a question about the number of hours that the respondent missed class due to various reasons including family, illness, work, weather, and other. Some respondents used a check rather than a number of hours to indicate they had missed class for this reason. We will use the Total with valid responses as the number who missed class for each reason rather than trying to estimate the amount of time other than in approximate number of "block course" days or 3 hour multiples. For example, there were 31 students who reported missing class due to family needs. The majority, 64% reported missing one day of a "block scheduled" course or less.

MissClassFamily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	12	8.2	38.7	38.7
	2	2	1.4	6.5	45.2
	3	6	4.1	19.4	64.5
	4	1	.7	3.2	67.7
	6	6	4.1	19.4	87.1
	9	1	.7	3.2	90.3
	10	1	.7	3.2	93.5
	12	1	.7	3.2	96.8
	20	1	.7	3.2	100.0
	Total	31	21.2	100.0	
Missing	Blank	114	78.1		
	System	1	.7		
	Total	115	78.8		
Total		146	100.0		

The table which follows indicates that 60 respondents had missed class for one or more hours due to illness. Of those 70% missed one day of a "block scheduled" course. The 60 respondents or 41% will be carried to the graphic displays which follow the tables.

MissClassIll

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	17	11.6	28.3	28.3
	2	4	2.7	6.7	35.0
	3	21	14.4	35.0	70.0
	6	7	4.8	11.7	81.7
	8	1	.7	1.7	83.3
	9	4	2.7	6.7	90.0
	12	3	2.1	5.0	95.0
	15	2	1.4	3.3	98.3
	21	1	.7	1.7	100.0
	Total	60	41.1	100.0	
Missing	Blank	83	56.8		
	System	3	2.1		
	Total	86	58.9		
Total		146	100.0		

The table below indicates that 15 respondents or about 10% missed class due to work commitments. It is pleasant to note that about 60% of the valid responses were at 3 hours or one day or less in terms of missing class to attend to work obligations. While the respondents need to work for tuition, living expenses, and spending money, they are taking the role of student seriously.

MissClassWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	6	4.1	40.0	40.0
	2	1	.7	6.7	46.7
	3	2	1.4	13.3	60.0
	6	1	.7	6.7	66.7
	9	1	.7	6.7	73.3
	10	1	.7	6.7	80.0
	12	1	.7	6.7	86.7
	25	1	.7	6.7	93.3
	54	1	.7	6.7	100.0
	Total	15	10.3	100.0	
Missing	Blank	131	89.7		
Total		146	100.0		

Judging by the lack of room in the parting lots, there is a sizeable commuter component to the student body. The number of students who missed class due to weather was 8 or about 6%. This appears to reflect the relative importance of each day of class under the “block schedule”.

MissClassWeather

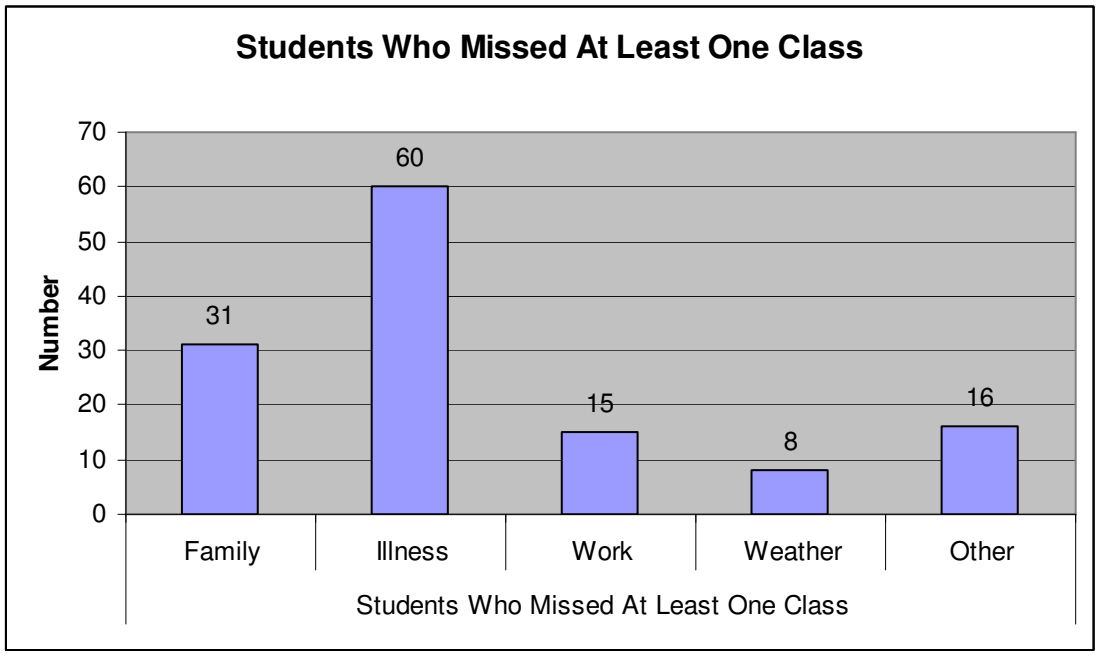
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	4	2.7	50.0	50.0
	2	1	.7	12.5	62.5
	3	2	1.4	25.0	87.5
	4	1	.7	12.5	100.0
	Total	8	5.5	100.0	
Missing	Blank	137	93.8		
	System	1	.7		
	Total	138	94.5		
Total		146	100.0		

A total of 15 students missed one or more hours of class due to other circumstances. While this is about double the weather misses, there actually is a strong likelihood that students will be in class except for UM –Western activities or illness.

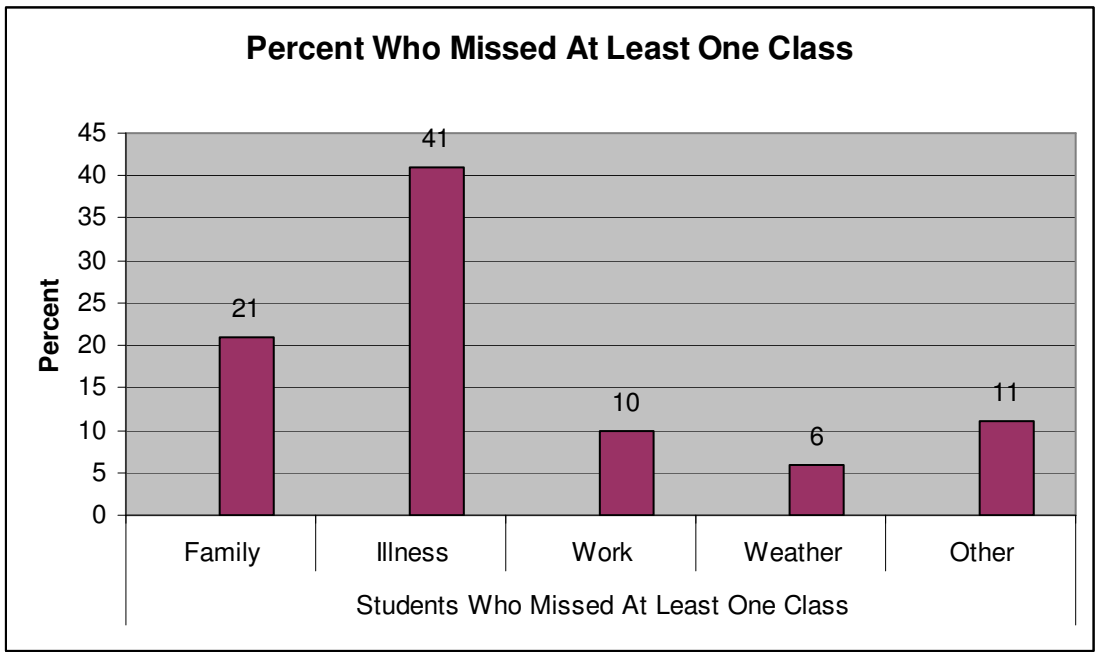
MissClassOther

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	7	4.8	43.8	43.8
	3	3	2.1	18.8	62.5
	5	1	.7	6.3	68.8
	6	3	2.1	18.8	87.5
	12	1	.7	6.3	93.8
	15	1	.7	6.3	100.0
	Total	16	11.0	100.0	
Missing	Blank	128	87.7		
	System	2	1.4		
	Total	130	89.0		
Total		146	100.0		

The two charts below show the number and the percent of students who missed at least one class for the given reasons. The students were asked to indicate the number of hours but the response was unable to be reliably interpreted beyond the fact that they had missed classes.



The most common reason to miss class was illness by a factor of nearly two over family. Work, Weather, and Other were relegated to the about 10% or under categories. Students, in other words, are serious about class attendance.



The tables which follow, five, display similar data to the last tables and graphs but for the missing work due to the same reasons. The data are similar to the data resulting from asking about missing class in that many of the students chose to answer with a check rather than a number. This gives data that for the best interpretation are collapsed into those reporting an absence and those not.

The data in the table immediately below show that 29 students or 20% missed work due to family obligations. This is very near the 31 students or 21% who missed class due to family obligations. Thirteen of the 29 responding to the item or about 45% answered with a check.

MissWorkFamily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	13	8.9	44.8	44.8
	2	2	1.4	6.9	51.7
	3	2	1.4	6.9	58.6
	4	2	1.4	6.9	65.5
	5	2	1.4	6.9	72.4
	6	2	1.4	6.9	79.3
	7	1	.7	3.4	82.8
	10	1	.7	3.4	86.2
	12	1	.7	3.4	89.7
	28	1	.7	3.4	93.1
	32	1	.7	3.4	96.6
	40	1	.7	3.4	100.0
	Total	29	19.9	100.0	
Missing	Blank	116	79.5		
	System	1	.7		
	Total	117	80.1		
Total		146	100.0		

Data shown in the table below indicate that 53 respondents missed work due to illness at least one hour. Over a third of the respondents chose to answer with a check rather than a number which lends credence to collapsing the data. The data indicate that about 36% missed work due to illness while 41% missed class due to illness. Given the error term in the accuracy of the data, these can be reported as statistically equivalent.

MissWorkIll

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	19	13.0	35.8	35.8
	2	8	5.5	15.1	50.9
	3	3	2.1	5.7	56.6
	4	4	2.7	7.5	64.2
	5	1	.7	1.9	66.0
	6	5	3.4	9.4	75.5
	8	1	.7	1.9	77.4
	10	3	2.1	5.7	83.0
	12	2	1.4	3.8	86.8
	15	1	.7	1.9	88.7
	16	1	.7	1.9	90.6
	18	1	.7	1.9	92.5
	20	3	2.1	5.7	98.1
	46	1	.7	1.9	100.0
	Total	53	36.3	100.0	
Missing	Blank	89	61.0		
	System	4	2.7		
	Total	93	63.7		
Total		146	100.0		

Respondent rates of missing work due to academics are shown in the table below. The rate of missing class for work, 10%, was less than half the rate of missing work for academics which was 23%. Clearly, although the respondents reported needing to work, they do not take missing class lightly and are more likely to miss work for academics than missing class for work. The respondents and the students by inference, take school seriously at UM – W.

MissWorkAcademics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	16	11.0	47.1	47.1
	2	1	.7	2.9	50.0
	3	3	2.1	8.8	58.8
	4	2	1.4	5.9	64.7
	10	3	2.1	8.8	73.5
	12	1	.7	2.9	76.5
	15	1	.7	2.9	79.4
	16	1	.7	2.9	82.4
	20	2	1.4	5.9	88.2
	21	1	.7	2.9	91.2
	25	1	.7	2.9	94.1
	30	2	1.4	5.9	100.0
	Total	34	23.3	100.0	
Missing	Blank	111	76.0		
	System	1	.7		
	Total	112	76.7		
Total		146	100.0		

Our next table shows the responses to missing work for weather reasons. The selection rate for this reason to miss work was lower than missing class for weather, about half the rate of those missing class for weather related reasons.

MissWorkWeather

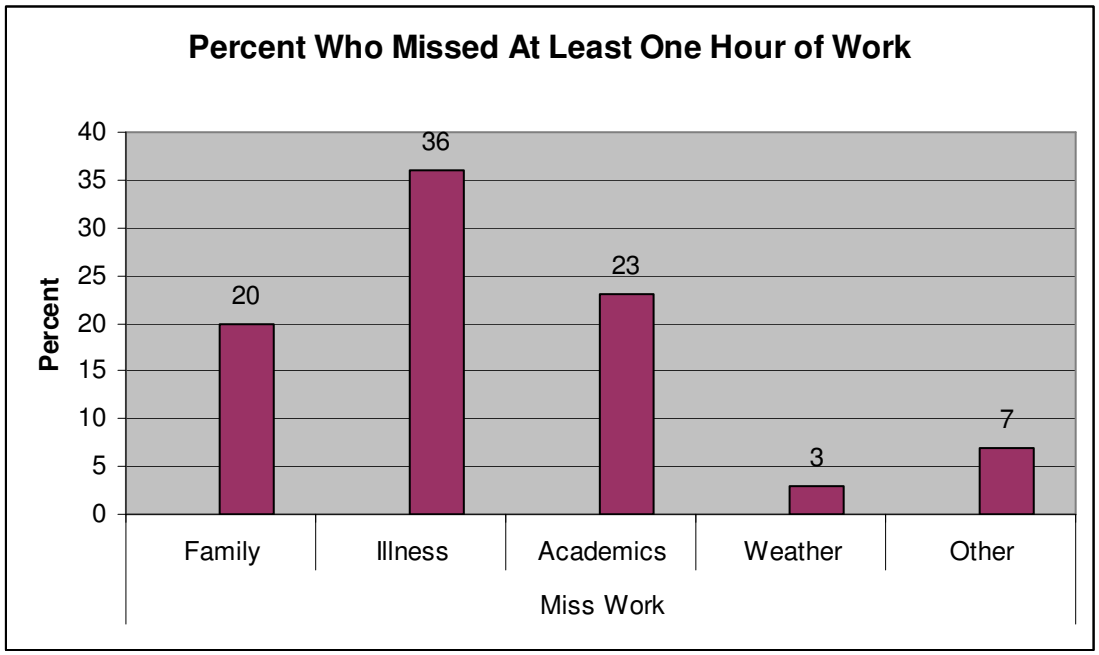
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	3	2.1	75.0	75.0
	4	1	.7	25.0	100.0
	Total	4	2.7	100.0	
Missing	Blank	141	96.6		
	System	1	.7		
	Total	142	97.3		
Total		146	100.0		

The final table that displays reasons respondents miss work was the ever present other category. Ten respondents selected the other category or about 7%. There were about half the students who missed class missing work for the same, 'other' reason.

MissWorkOther

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	7	4.8	70.0	70.0
	3	1	.7	10.0	80.0
	8	1	.7	10.0	90.0
	15	1	.7	10.0	100.0
	Total	10	6.8	100.0	
Missing	Blank	136	93.2		
Total		146	100.0		

The data gathered through the item which asked how many hours of work were missed due to reasons listed was also difficult for students to answer. The best use of the data is to count the number who reported missing work and to combine all categories because of the high percentage who checked the reason rather than giving a numerical response. These data are shown below. There is a direct parallel with the 'missed class' data. Illness was the most frequent reason to miss work followed by academics and family. Weather and other were reported by a combined 10%. These data suggest that the respondents were serious about work as well as the classroom. Given most students need to work, these are the types of figures that one would expect.

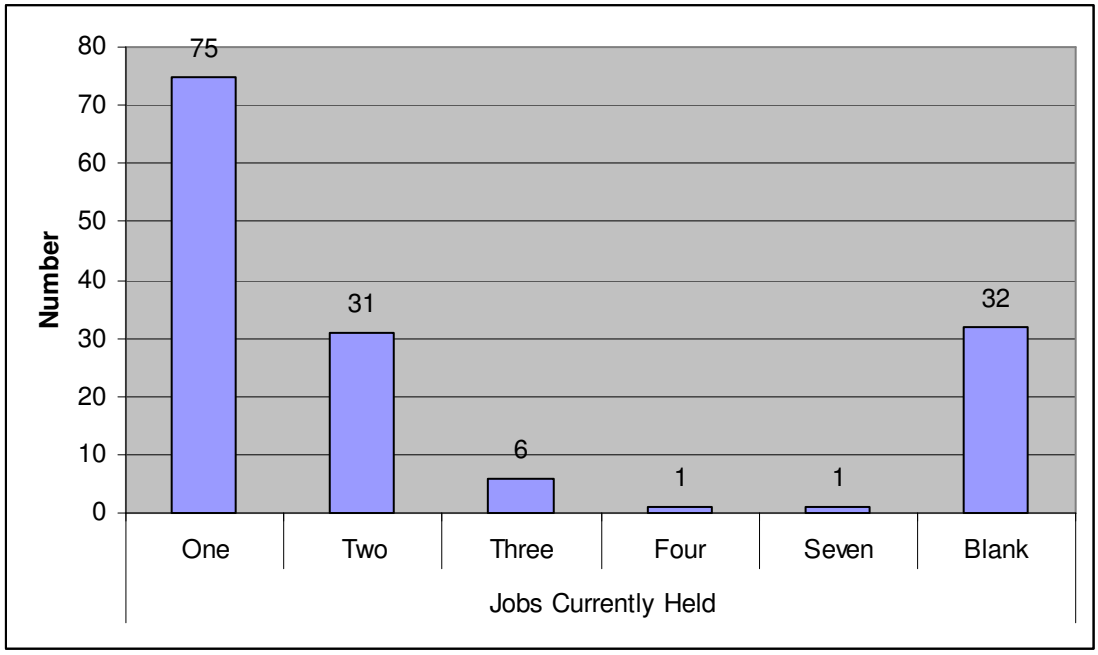


The table below indicates the number of jobs the respondents are holding while enrolled in college. Of the 114 who hold jobs, 75 or 66% hold one job. Just over 27% hold two jobs while the remaining 8 hold between 3 and 7 jobs. One also can gather from this table that there were 114 respondents who held one or more jobs or about 78% which helps confirm earlier data about the percent of respondents who hold jobs.

JobsCurrently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	75	51.4	65.8	65.8
	2	31	21.2	27.2	93.0
	3	6	4.1	5.3	98.2
	4	1	.7	.9	99.1
	7	1	.7	.9	100.0
	Total	114	78.1	100.0	
Missing	Blank	32	21.9		
Total		146	100.0		

Graph for jobs currently being worked is shown below. The data indicate that there are 32 students who do not have jobs or about 22%. Nearly 80% of the respondents have jobs. This is consistent with prior findings regarding the frequency of working while enrolled in college. Most are employed.

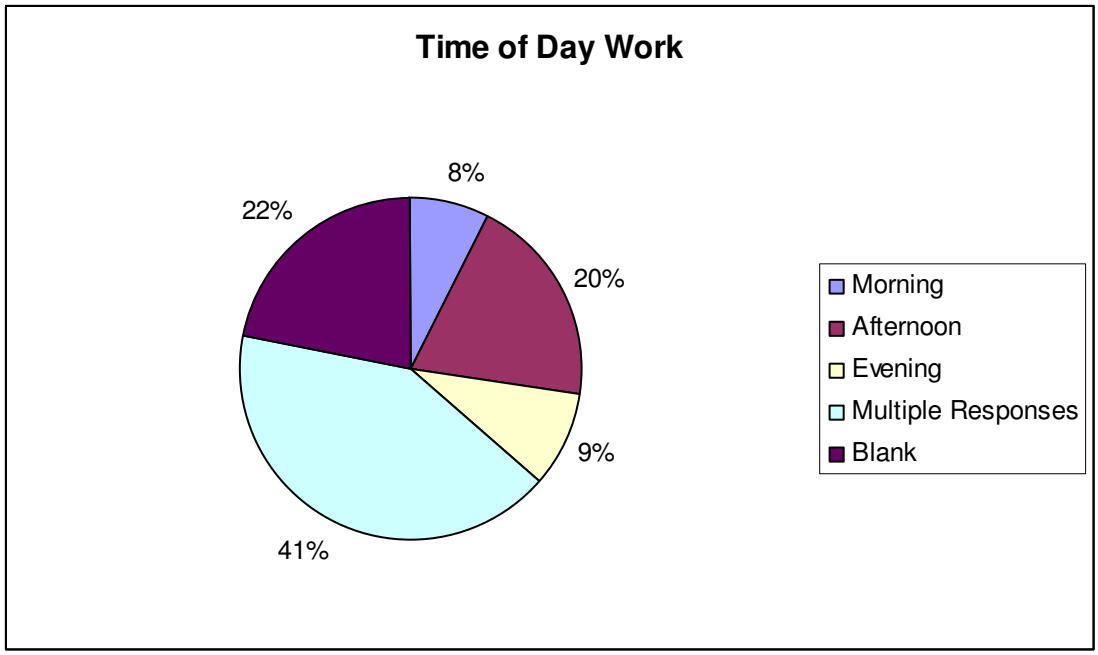


A question regarding time of day worked was included in the survey. The data in the table shown below are the answers returned by the respondents. Please note that more students are shown as Multiple Response than any one time of day for work. This indicates that students are working split shifts and other schedules that have them working in more than one of he suggested time frames.

TimeDayWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	11	7.5	20.8	20.8
	Afternoon	29	19.9	54.7	75.5
	Evening	13	8.9	24.5	100.0
	Total	53	36.3	100.0	
Missing	Blank	32	21.9		
	Multiple Response	61	41.8		
	Total	93	63.7		
Total		146	100.0		

A graph for time of day worked is shown below. Note number of Multiple Responses which indicates 41% of the students work more than one time during the day. There were about 22% of the respondents who did not have a job, a percentage consistent with the desire of about 80% to work during college.


Time of Day Work
8%
20%
9%
41%
22%
Morning
Afternoon
Evening
Multiple Responses
Blank

Shown below is a table displaying the number of hours worked on campus. Since the usual work-study position on campus is 10 hours, the most frequently coded response was 10 which was entered by 17 of the 61 who reported on campus work hours. The five 'system' values were entered as ranges which did not translate into the data available from the other respondents. Other values at or near double figure response rates were 15 and 20.

HoursWorkOnCampus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.7	1.6	1.6
	5	1	.7	1.6	3.3
	6	2	1.4	3.3	6.6
	7	2	1.4	3.3	9.8
	9	1	.7	1.6	11.5
	10	17	11.6	27.9	39.3
	11	3	2.1	4.9	44.3
	12	4	2.7	6.6	50.8
	13	1	.7	1.6	52.5
	15	11	7.5	18.0	70.5
	16	1	.7	1.6	72.1
	17	1	.7	1.6	73.8
	18	1	.7	1.6	75.4
	20	9	6.2	14.8	90.2
	22	1	.7	1.6	91.8
	23	2	1.4	3.3	95.1
	25	2	1.4	3.3	98.4
	30	1	.7	1.6	100.0
	Total	61	41.8	100.0	
Missing	Blank	80	54.8		
	System	5	3.4		
	Total	85	58.2		
Total		146	100.0		

Hours worked off campus are shown in the following table. Using the cumulative percent column, over 54% work half time or less. Using the same column, 98 % work either 40 hours per week or less. From that information, we can see that 44% work between half and full time. About half the students work hours that allow adequate study time.

HoursWorkOffCampus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.7	1.8	1.8
	2	1	.7	1.8	3.5
	5	2	1.4	3.5	7.0
	6	1	.7	1.8	8.8
	7	1	.7	1.8	10.5
	10	6	4.1	10.5	21.1
	12	1	.7	1.8	22.8
	15	2	1.4	3.5	26.3
	16	4	2.7	7.0	33.3
	18	1	.7	1.8	35.1
	20	11	7.5	19.3	54.4
	22	1	.7	1.8	56.1
	24	3	2.1	5.3	61.4
	25	7	4.8	12.3	73.7
	30	8	5.5	14.0	87.7
	35	2	1.4	3.5	91.2
	40	4	2.7	7.0	98.2
	46	1	.7	1.8	100.0
	Total	57	39.0	100.0	
Missing	Blank	80	54.8		
	System	9	6.2		
	Total	89	61.0		
Total		146	100.0		

The table below indicates the number of respondents who were and were not able to usually work their scheduled hours. The ratio was 9 to 1 when comparing yes to no response rates. Nearly all respondents, in other words, were able to work their scheduled hours.

UsuallyWorkHours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	102	69.9	90.3	90.3
	No	11	7.5	9.7	100.0
	Total	113	77.4	100.0	
Missing	Blank	32	21.9		
	Multiple Response	1	.7		
	Total	33	22.6		
Total		146	100.0		

Respondents were asked if they didn't work, why not. The item statistics are shown in the table below. More important are the actual reasons which are displayed in the table which follows the statistics.

ReasonNotWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	129	88.4	89.0	89.0
	1	16	11.0	11.0	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		

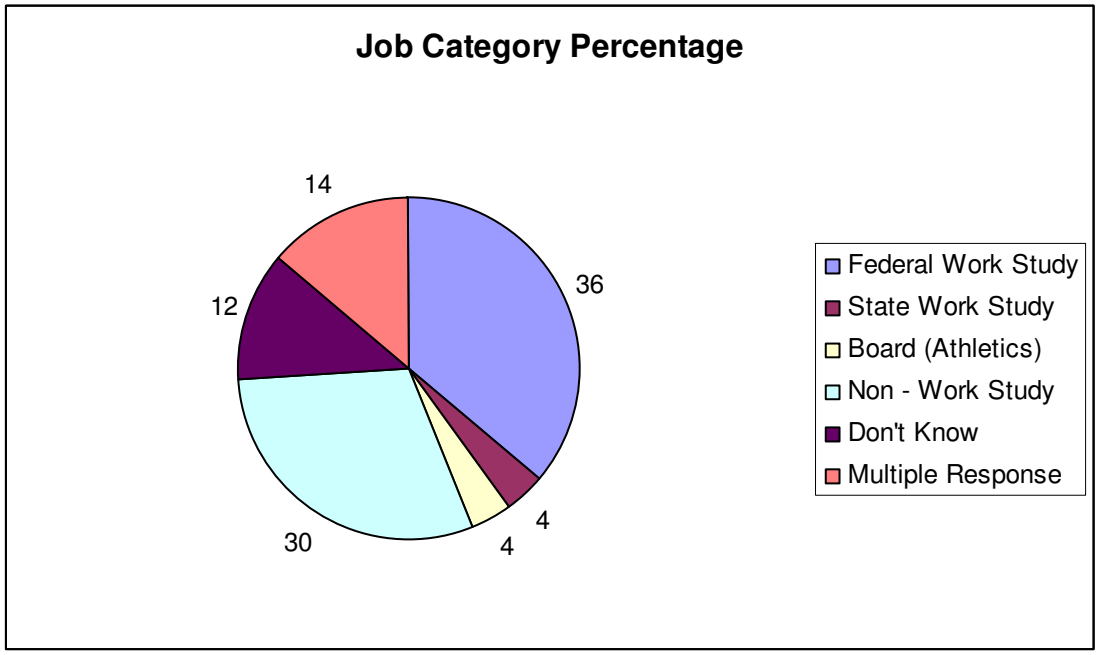
"Are you usually able to work the hours that your job requires: If no, why?" Responses for all of the respondents who answered "No" and entered an answer.

Class conflicts due to block classes
I have to work around my class otherwise it is okay
I am required to change jobs to be accommodated for school
But, when I don't have time, it is because of school work and homework
Block with changes every four weeks
I have a lot of homework. Sometimes I choose to stay at Dillon to do it.
Depends on the class time I have and when practice is cause usually afternoon block interferes with work and then basketball is around 3 or 4
Because of the nature of my job, it fits perfectly with my schedule. The opportunity to work this sort of job is a blessing.
Lots to do, construction requires full-time effort, but I help out when I can.
Because of school hours--conflict with working mornings
I don't get as much hours and am limited to working the closing shift
I work on weekends
My bosses are very flexible.
With the block schedule, my work has to continue to change my shifts! Not allowed to excel at work because the time available to work.
Because I work from home, I have the opportunity to put it off in order to do school work which has put my dogs behind in their training.
At times, Not enough time for hours in work study
block program
I do not make enough, with the hours I work, to cover basic expenses

The table and graph which follows immediately after it display the job categories reported by the respondents. The Federal Work Study category was the one most frequently checked. The Non-Work Study category was second most frequently checked. Don't know the category of their funding was third. Multiple responses were recorded by 10 respondents indicating that some students hold more than one job…a fact confirmed by the question asking how many jobs you hold.

JobCategory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fed	26	17.8	41.3	41.3
	State	3	2.1	4.8	46.0
	Board	3	2.1	4.8	50.8
	Non-Work Study	22	15.1	34.9	85.7
	Don't Know	9	6.2	14.3	100.0
	Total	63	43.2	100.0	
Missing	Blank	73	50.0		
	Multiple Response	10	6.8		
	Total	83	56.8		
Total		146	100.0		



The next five tables display data obtained by asking about work schedules. The first table shows that 21 did not change work schedule during the year. The second indicates 88 changed schedules due to academics. The third shows 18 changed due to work shift adjustments. The fourth and fifth tables show the number who changed work schedules due to day care (3) or due to a partner's change in schedule (4). These changes are summarized in the graph which follows. The academics reason was selected by 60% of the respondents but represented nearly 78% of those who did make a shift change.

WorkSchedNotChange

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	21	14.4	100.0	100.0
Missing	Blank	125	85.6		
Total		146	100.0		

WorkSchedAcademics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	88	60.3	100.0	100.0
Missing	Blank	58	39.7		
Total		146	100.0		

WorkSchedShiftChange

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	18	12.3	100.0	100.0
Missing	Blank	128	87.7		
Total		146	100.0		

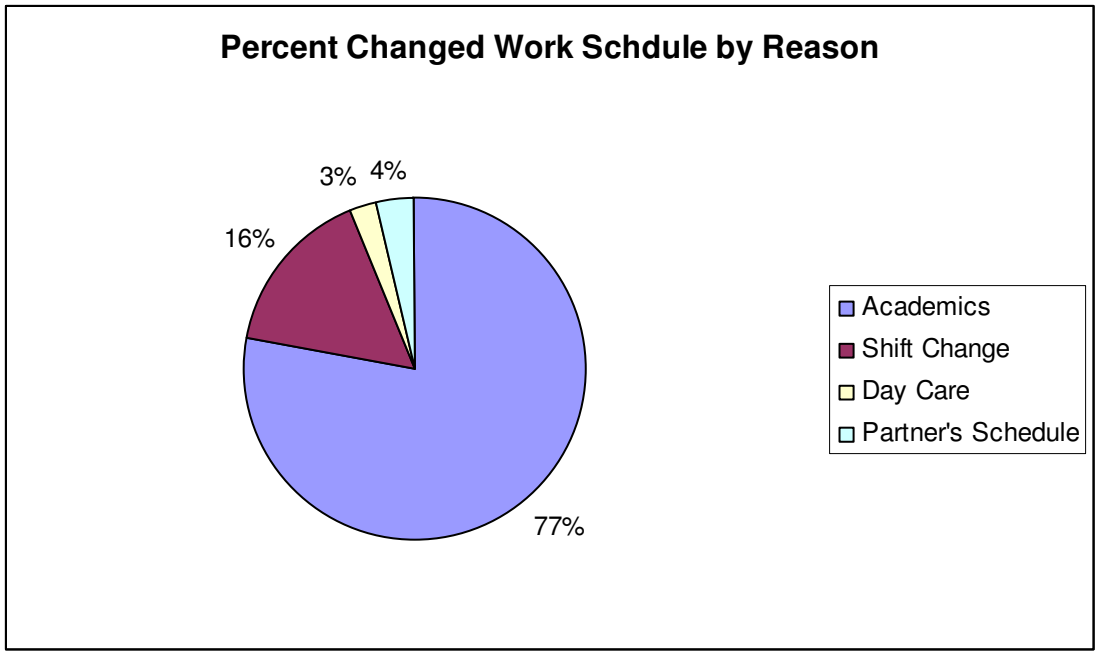
WorkSchedDayCare

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	3	2.1	100.0	100.0
Missing	Blank	143	97.9		
Total		146	100.0		

WorkSchedPartner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check	4	2.7	100.0	100.0
Missing	Blank	142	97.3		
Total		146	100.0		

The graph below shows the percentage of the respondents who made shift changes organized by reason. The data indicate that the academic schedule drove the work schedule, an appropriate state of affairs for a full time student population. Supervisors who employ students who are enrolled full time in a course of study at UM – Western should be aware that the academic schedule may change every month rather than each semester.

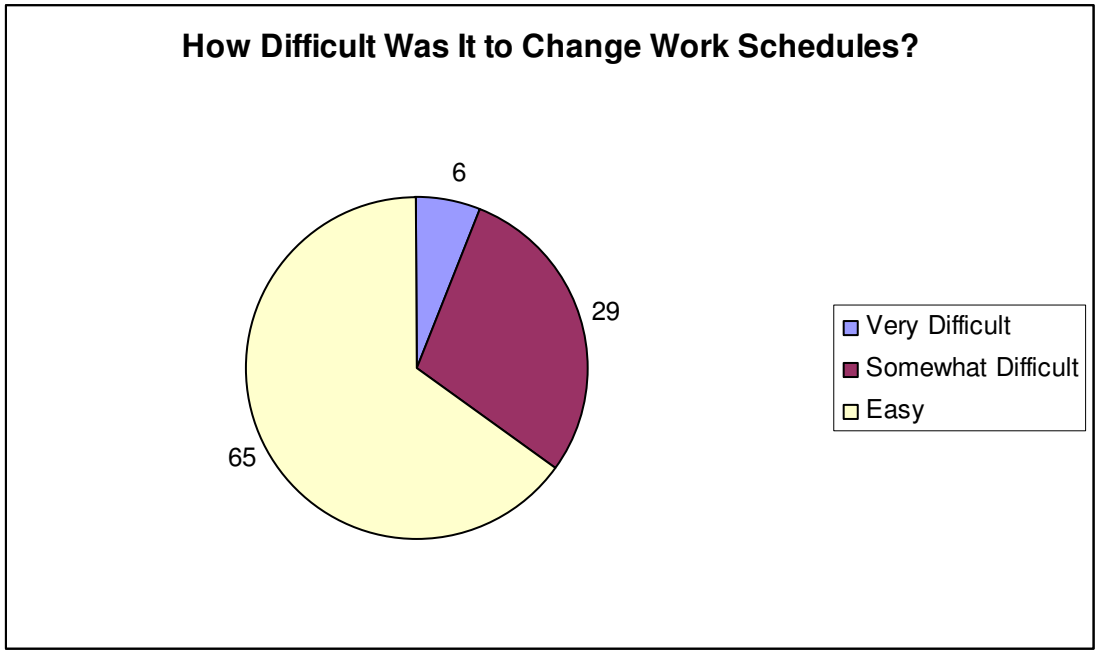


The table below displays the data resulting from a question which asks if respondents changed work schedules and if so if they had difficulty with making a schedule change. A total of 99 respondents answered the item . Of these, 6 or 6% found changing schedule very difficult. Somewhat Difficult was selected by 29 or 29%. Finally, Easy was selected by 64 or 65% of the students. In other words, nearly 2/3 of the respondents found it easy to change work schedules.

ReschedWork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Difficult	6	4.1	6.1	6.1
	Somewhat Difficult	29	19.9	29.3	35.4
	Easy	64	43.8	64.6	100.0
	Total	99	67.8	100.0	
Missing	Blank	47	32.2		
Total		146	100.0		

The pie chart below indicates that 65% of the respondents felt changing schedules was easy. The somewhat difficult label was selected by 29% and the very difficult label was selected by 6% of the respondents. There were on and off campus supervisors, it appears, who were working hard to allow students to change schedules**.**



Answers to the question for those respondents who work, “How might Western assist you in balancing your work and academic load?” are shown in the table below. There are both positive and negative statements in the table which produced answers that do not necessarily fit grammatically but that do illuminate the issues. A graph that provides percentages of positive, neutral, and negative statements follows the table. Other researchers could reach different conclusions regarding the classification on individual statements but for the most part, an impartial rater will find more positive than negative statements regarding the ability to work and study under UM – Western’s current academic scheduling system.

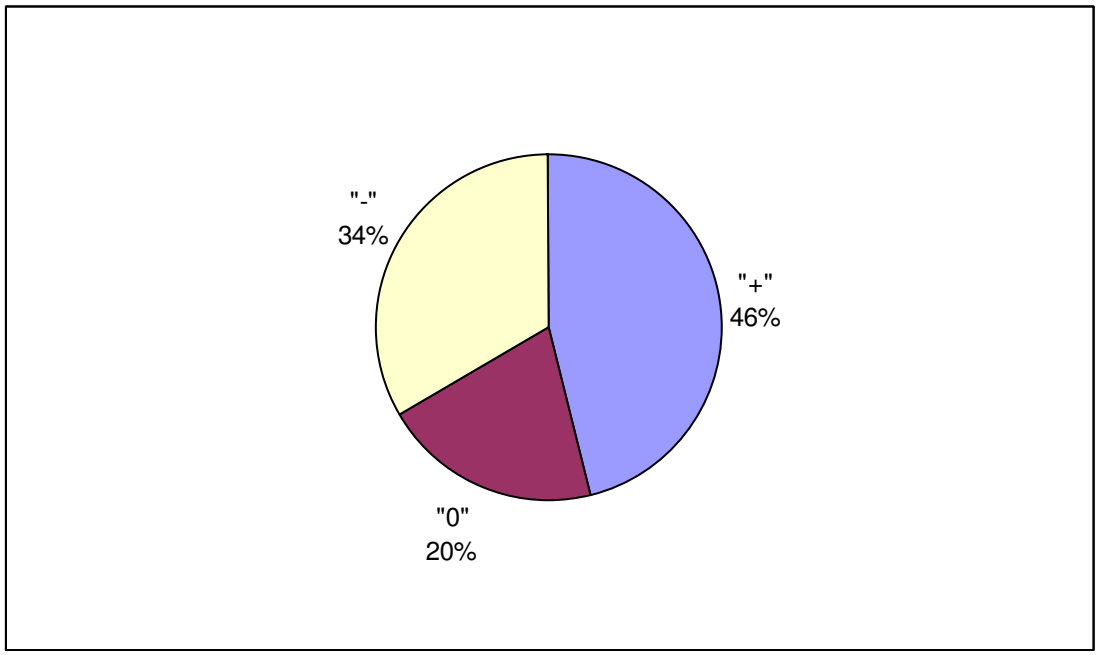
I am satisfied with my current load as it is.
Offer more opportunities for non-work study students!! Many of us need to work too!
If professors could understand that homework is not the only obligation we have after class, that would be helpful.
Send out emails and notices of deadlines for applications and meetings or anything that any student would need to know. Hanging posters and pieces of paper is not sufficient for off campus students.
Honestly, it was easier before the block came. Instead of 2-3 hours of homework each night, now we have 3-6 which makes things a little more difficult. Possibly allowing work to be submitted a few days after the block ends so students have time to make sure things are submitted. 1 week after end of the block would present enough time extra to make sure all requirements are met and it could be strictly work time, no class time.
Don't know, Get out of class free card to use a couple of times a semester?
N/A
Just make sure that we get time off when our breaks are, that would be a benefit for working on campus.
They could make sure that people who are taking a regular block and 2 stringer courses has some kind of grace period in order to complete them well.
Get rid of the block system! Let students work during the day at Facilities Service.
Not having block classes-no one hires college students any more because we can't work mornings or from 12-3 anymore.
I am satisfied with my work study experience. Some work studies do find it tricky to schedule, esspecially (sic) when the job continues even when the college is closed.
Don't make class impossible to miss--> X1 makes this practically impossible :(
The work and academic load isn't a problem. The problem is that a board job for athletes does not cover the costs that it is supposed to.
Sometimes it would help if the computer lab was open later. I don't know otherwise.
I feel that the block program helps to work for hours at a time instead of playing leapfrog between school and work.
I am balanced pretty well.
Right now I am currently not having any problems, so I guess continue doing what you are doing. :)
Provide more early morning tutoring opportunities. Neil Snyder is an awesome boss!
Flexible, understanding, supportive! Great College Boss!
Everything is flowing together really well. I've found a method that works very well and a strict schedule.
I don't work on campus or for Western so probably can't assist me!
Maybe give more time in class to work on homework instead of 3 hour lectures. It gives me an opportunity to ask questions over homework & makes it so I'm not up really late/early rushing to get it done by due date.
They are flexible with my schedule and athletic schedule and help if they offered more non-work study opportunities.
I think that you guys are doing an awesome job!
The block system and homework is extremely hard to balance itself let alone having a job on top of it. Working in the block system is extremely difficult. You have no time to do anything.

In certain classes (such as probabilities) I could not do the homework and go to work because there was too much homework.
It's really not much of an issue for me.
A Standrd summester scedual (sic) would be ideal. Drasticly (sic) less Homework would help some
As far as I am concerned, I feel that school comes first and I should be able to schedule work around class. I would like to work during the week, but every 18 days, I would have to change what time I work so I choose to work weekends.
My job works around my schedule and I am satisfied w/my job.
My work and academic load is pretty balanced and works quite well. This is due to the flexibility of my job.
Having the block program allows me to go to volleyball, work and do my homework.
Pay me more so I can work less and get my homework done.
Less homework
I think that the block schedule has done everything needed to help balances.
Less amounts of homework and/or not use the block system.
My work schedule is perfect!!!:)
I can't think of anything.
I love it!!
Give less homework outside of class.
They don't take into account for people that work and play athletics and still need to do homework.
Understand the class-work obligation.
My professors have informed me that if I expect to pass, much less get an A, I should not have a job. They need to understand that we don't have jobs for pleasure, but that we need the money to live off of. There should be balance there.
Less homework
Quit giving the Dean's raises and give that money back to the students. IE increased book costs. It seems every university wants to be rich and famous, this is for learning not for buying large homes and fancy cars.
It's working good so far.
If it was possible to keep your schedule the same each semester. To help the academic load I think the teachers need to know how much to teach in the block and to assign homework as class is progressing.
I think Western already works with the students on balancing work and your job.
My employers on-campus at Western are very good about adjusting my schedule to allow for my academic success. I do not feel any pressure concerning work. I get full amount of financial aid and loans so I don't know what more could be done to relieve my crazy schedule! :)
I'm good, thanks.
Giving me more work hours on-campus so I don't have to get a second job off-campus
Not so much homework, too much to think about without reflection or time for life
There is nothing that could be done I don't think unless I could work on campus
Teachers learning and understanding how to use the block system effectively
I am not sure how. I am able to balance pretty well!
Have to do it myself
Offer more classes more often
Get all classes in the morning
No comment
The block works with my job ok. Not great but it works except when I have math. Math is too hard with the block and work.
limit class work, like homework, more time in class for this
So far, so good!
More jobs!

I think it is fairly easy to balance my work and school load, due largely to my employer's flexibility. Morning classes always work better with my work schedule, afternoon classes just tend to break up the day and allow for less work time.
Western has done a good job with helping me balance my work and academic load
Pay me every two weeks
Provide more non-work study jobs on campus
Not as much/as many chapters packed into one day of class in the math and science fields. There is just too much work in the junior and senior levels to be done. Block is great for English and Ed. Majors--not sciences. Thanks for listening.
I set up my own hours, but maybe more time for work would help. And more time to complete homework.
I had no trouble whatsoever with facilities.
Not having class from 10-12 and 1-2
I'm not sure.
the professors could try to remember some of us can't just "dump a shift" to make an extracurricular event.
Not having class from 10-12 and 1-2
Don't do block scheduling. Offer more night classes for non-trad students How does this block schedule help non-traditional students? Ones who hold full time jobs? Ones who have children?
Allow more time in class to do homework. Online classes.
Maybe offer more than two times for classes to be held.
I'm pretty happy how it is.
I heard once that teachers are allowed to give 40 hours of homework, when this happens I have to stop working.
You could assist me by not having that much homework.
Discontinue Block Schedule :)
Writing not legible.
GO BACK TO REGULAR SCHEDULE!! Get rid of block program
Allow for LACE to be open more hours. Allow student custodian to wash at different hours than those of staff custodians
?
I'm not sure. I enjoy working on campus because it is convenient. Also, with the block system, I have a set schedule, but also have time before or after class to do homework or get help in my class.
Even though classes are 3 hours long, 6 hours of homework seems a little much. Maybe they can cut back on that.
I love the new schedule. I got the first 4.0 grade avg. of my life!
Nothing. I think it is fine.
Lighten the homework load. Make time in class.
I have it all worked out. Both my job in admissions and at Sparky's are really good about working with my schedule and home work load!
So far class schedules have worked well--it's the extra stuff (club vp, and rehearsal for drama) and independent studies that can be difficult balancing later hours in the comp lab and library would help greatly better weekend hours would help too
Start classes at 8:00 and 12:30 for different blocks.
It's doing great.
Block schedule has it's advantages, but when you started this program, it also messed with the community schedule -might be better without the block schedule.
I am able to balance my work and academic load through Western's block scheduling.

The graph shown below displays a categorization of the above statements which were captured with the question, “How might Western assist you in balancing your work and academic load?” Students appear to be more positive than negative or neutral about the scheduling system currently employed. One did indicate that a mixture of block and stringer courses was a strenuous schedule. It would appear that students have to make an effort to earn marks in either block or traditional schedules. There are some suggestions regarding work schedules and the block that may offer feasible options but at this time the comments would be out of context for this researcher.

How Might Western Assist You in Balancing Your Work and Academic Load?



Clearly more statements were positive or neutral than negative, in fact, at nearly a 2 to 1 ratio. Most of the students are finding ways to make the schedule work and some, “First 4.00 in my life!” are thriving.

Observations, Conclusions, and Recommendations:

There is significant support for the block schedule from the student and staff point of view. Staff efforts to place student in jobs eight times rather than two each year should be appreciated. Also, the students are positive and more supportive in general of the schedule as it now runs although some comments suggest that teachers are still making adjustments in course delivery, and homework. Maturity or experience working in the block schedule arena will help resolve these issues for all concerned.

The first salient observation that can be drawn from the survey results is that a random sample would be more difficult to obtain than the energy and other resources committed to this project allowed. As a result, the accuracy of the data fell from the desired 95% confidence at +/- 5% to 95% +/- 8% due to reduced sample size. Data must be viewed with the level of accuracy obtained which may make conclusions more tentative than desired.

Second, one must observe that the respondents expressed a need to work to pay for their schooling and related expenses and had found work to help meet those needs. Approximately 80% of the respondents want to work and about 78% actually have jobs, some more than one. It is important to pay attention to the needs of the students and make adjustments where possible to allow the students to work. Course schedules must be examined to see if opportunities for small adjustments can pay dividends.

Third, the supervisors of students, most likely on and off campus, have been making an effort to adjust work schedules to meet the needs of students and still meet the need for labor. These efforts are shown most clearly in both the ending comments and in the statistic regarding having problems with schedule changes. Most of the students had to change work schedules due to academics but most found it easy or not too difficult to make the changes. The schedule calls for eight periods of potential re-negotiation rather than the two formerly required by semester courses. The schedule changes are a reality and must be addressed in planning for labor as well as academics. While not directly addressed in the survey, it is recommended that there be an examination of the course schedule used with the block system. Perhaps the blocks could start at 8 rather than 8:30 in the morning and begin at 1pm rather than 12 for the afternoon. Adjusting one or both block schedules (morning and afternoon) would make noon work more likely

Fourth, although there are a significant number of respondents working, there was indication that about 100 students did not know what jobs were available on campus or in the community and how to apply for them. Given the estimate that about 700-800 students were working during the last academic year, the efforts of employers were very effective. It is just that some students report they are not aware of the jobs and the processes used to obtain them. Efforts to make jobs more readily available were requested by the respondents. Other solutions could be brainstormed by the campus supervisors and marketing campaigns established or other additional efforts made to attract labor to help meet the student and campus needs. Community supervisors who are not able to meet labor quotas could also be on the look out for more ways to reach the labor force.

Fifth, financial aid is an economic engine within the campus community. About 70% of the students receive some level of financial aid. The volume of work required to meet the financial aid needs of these students is amazing. The staff in this area appear to be extraordinary in their effectiveness in helping students and their parents complete the forms and processes required to qualify. Scholarships are also part of the funding equation. While there may be few ‘full rides’, there is a significant amount of funds available from this source as well.

Finally, the data produced by the survey were generally confirmed by reports from the knowledge base of the people who formed the Student Employment Task Force. The data appear to be consistent with expectations and experiences across campus according to informal reports and comments received during Student Employment Task Force meetings and report review sessions. There are about 70% female students on campus and 72% of the survey respondents were female, for example. Members of the Student

Employment Task Force confirmed that there are mostly traditional students on campus. They confirmed that the students want and need to work and that the students are working to meet their needs. The data for student sources of income are also consistent with expectations or experience levels of the members of the Student Employment Task Force. The data meet the tests of credibility and are, within the calculated accuracy levels, worthy of consideration and use.

Appendix A

Student Employment Taskforce Survey Spring 2006

Student Employment Survey

Student Employment Survey Spring 2006

1. Are you:
   _____ Female
   _____ Male

2. What is your age?
   _____ 17 or less
   _____ 18 – 19
   _____ 20 – 21
   _____ 22 – 24
   _____ 25 – 29
   _____ 30 – 34
   _____ 35 - 39
   _____ 40 - 49
   _____ 50 - 61
   _____ 62 - 64
   _____ 65 or over

3. Are you a full time student? (At least 12 credits per semester.)
   _____ Yes
   _____ No

4. What year are you in college?
   _____ 1st
   _____ 2nd
   _____ 3rd
   _____ 4th
   _____ 5th
   _____ Other (Specify)

5. How do you pay for school? (Choose all that apply.)
   _____ Parents/Guardian (Credit Card, Savings, etc.)
   _____ Scholarships
   _____ Savings
   _____ Employment
   _____ Credit Card (Student)
   _____ Financial Aid (Grants, Loans)
   _____ Other Source_____

6. How do you pay for room and board? (Choose all that apply.)
   _____ Parents/Guardian (Credit Card, Savings, etc.)
   _____ Scholarships
   _____ Savings
   _____ Employment
   _____ Credit Card (Student)
   _____ Financial Aid (Grants, Loans)
   _____ Other Source_____

7. Do you live:
   _____ On campus
   _____ Off campus

8. Do you have any dependents? (Children, Spouse, etc.)
   _____ Yes
   _____ No

9. Do you find it necessary to work in order to go to school?
   _____ Yes
   _____ No

10. How many hours per day do you spend on the following activities?
   _____ Class Time
   _____ Social Activities (Clubs, Intramurals, etc.)
   _____ Homework (Outside of class.)
   _____ UMW Athletics
   _____ Work
   _____ Internet, on-line chat, video games, TV, listening to music, etc.
   _____ Other (Hobbies, Exercise, etc)

11. Have you applied for Federal or State Work Study?
   _____ Yes
   _____ No
   _____ Don't Know

If you currently work, please skip to question #14.

12. You don't currently work because you:
   _____ Do not need a job
   _____ Do not want a job
   _____ Do not like what's available
   _____ Cannot find a job off campus
   _____ Cannot find a job on campus
   _____ Cannot find a job to fit my class schedule
   _____ Do not qualify for Federal or State Work Study
   _____ Other_____

13. If you do not work, but would like to, what assistance would you need?
_____
_____
_____
_____

If you <u>do not</u> currently work, you have completed the survey. Thank you for your input!

****

14. Do you work because you: (Indicate all that apply.)
_____ Need the money to pay living expenses
_____ Need the money to pay tuition and fees
_____ Need spending money
_____ Satisfaction, experience, keep skills up-to-date
_____ Other_____

15. Have you missed any classes this 2005 – 2006 school year due to: (Indicate number of hours missed for each reason.)
_____ Family
_____ Illness
_____ Work
_____ Weather
_____ Other

16. Have you missed work during this 2005 – 2006 school year due to: (Indicate number of hours missed for each reason.)
_____ Family
_____ Illness
_____ Academic obligation
_____ Weather
_____ Other

17. How many jobs do you have?
_____

18. What time of day do you usually work?
_____ Morning
_____ Afternoon
_____ Evening

19. Indicate the number of hours you work per week
_____ On campus
_____ Off campus

20. Are you usually able to work the hours that your job requires?
_____ Yes
_____ No

21. If no, why?
_____
_____

22. If you work on campus, is your job:
_____ Federal Work Study
_____ State Work Study
_____ Board (Athletic Opportunity)
_____ Non – Work Study
_____ Don't Know

23. Does your work schedule change due to: (Check all that apply.)
_____ My work schedule does not change
_____ Academic schedule changes
_____ Work shift changes
_____ Daycare
_____ Partner's job shift changes

24. If yes, how difficult is it to reschedule your work hours?
_____ Very difficult
_____ Somewhat difficult
_____ Easy to reschedule

25. How might Western assist you in balancing your work and academic load?
_____
_____
_____
_____

Thanks for participating in this survey!

Appendix B

Chi Square Results Comparing Random and Volunteer Responses

Group * Gender

Crosstab

			Gender		Total
			Female	Male	
Group	Volunteer	Count	33	14	47
		% within Group	70.2%	29.8%	100.0%
		% within Gender	31.7%	33.3%	32.2%
		% of Total	22.6%	9.6%	32.2%
	Drawn Sample	Count	71	28	99
		% within Group	71.7%	28.3%	100.0%
		% within Gender	68.3%	66.7%	67.8%
		% of Total	48.6%	19.2%	67.8%
Total		Count	104	42	146
	% within Group		71.2%	28.8%	100.0%
	% within Gender		100.0%	100.0%	100.0%
	% of Total		71.2%	28.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.035(b)	1	.851		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.035	1	.851		
Fisher's Exact Test				.847	.499
Linear-by-Linear Association	.035	1	.852		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.52.

Group * Age

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.145(a)	7	.763
Likelihood Ratio	3.979	7	.782
Linear-by-Linear Association	3.371	1	.066
N of Valid Cases	146		

a 9 cells (56.3%) have expected count less than 5. The minimum expected count is .64.

Group * Student

Chi-Square Tests

	Value
Pearson Chi-Square	.(a)
N of Valid Cases	145

a No statistics are computed because Student is a constant.

Group * Year

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.790(a)	6	.835
Likelihood Ratio	3.151	6	.790
Linear-by-Linear Association	.248	1	.618
N of Valid Cases	146		

a 5 cells (35.7%) have expected count less than 5. The minimum expected count is .32.

Group * Year2

Crosstab

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.056(a)	2	.217
Likelihood Ratio	3.821	2	.148
Linear-by-Linear Association	.070	1	.792
N of Valid Cases	146		

a 4 cells (66.7%) have expected count less than 5. The minimum expected count is .32.

Group * PaySchoolPar

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.389(b)	1	.533		
Continuity Correction(a)	.194	1	.659		
Likelihood Ratio	.392	1	.531		
Fisher's Exact Test				.587	.331
Linear-by-Linear Association	.386	1	.534		
N of Valid Cases	146				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.71.

Group * PaySchoolScholarship

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.764(b)	1	.382		
Continuity Correction(a)	.486	1	.486		
Likelihood Ratio	.764	1	.382		
Fisher's Exact Test				.478	.243
Linear-by-Linear Association	.759	1	.384		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.53.

Group * PaySchoolSavings

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.869(b)	1	.090		
Continuity Correction(a)	2.281	1	.131		
Likelihood Ratio	2.832	1	.092		
Fisher's Exact Test				.101	.066
Linear-by-Linear Association	2.850	1	.091		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.38.

Group * PaySchoolWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.389(b)	1	.533		
Continuity Correction(a)	.199	1	.656		
Likelihood Ratio	.389	1	.533		
Fisher's Exact Test				.595	.327
Linear-by-Linear Association	.387	1	.534		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.25.

Group * PaySchoolCreditCardOwn

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.095(b)	1	.758		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.093	1	.760		
Fisher's Exact Test				.746	.497
Linear-by-Linear Association	.094	1	.759		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.54.

Group * PaySchoolFinAid

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.473(b)	1	.492		
Continuity Correction(a)	.226	1	.634		
Likelihood Ratio	.483	1	.487		
Fisher's Exact Test				.533	.321
Linear-by-Linear Association	.469	1	.493		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.62.

Group * PaySchoolOther

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.310(b)	1	.578		
Continuity Correction(a)	.055	1	.815		
Likelihood Ratio	.323	1	.570		
Fisher's Exact Test				.752	.421
Linear-by-Linear Association	.308	1	.579		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.86.

Group * PayRoomParent

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.278(b)	1	.598		
Continuity Correction(a)	.116	1	.733		
Likelihood Ratio	.280	1	.597		
Fisher's Exact Test				.711	.369
Linear-by-Linear Association	.276	1	.600		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.42.

Group * PayRoomScholarship

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.083(b)	1	.773		
Continuity Correction(a)	.005	1	.945		
Likelihood Ratio	.084	1	.772		
Fisher's Exact Test				.830	.479
Linear-by-Linear Association	.083	1	.774		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.66.

Group * PayRoomSavings

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.107(b)	1	.743		
Continuity Correction(a)	.018	1	.894		
Likelihood Ratio	.108	1	.743		
Fisher's Exact Test				.847	.451
Linear-by-Linear Association	.106	1	.744		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.84.

Group * PayRoomWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.155(b)	1	.694		
Continuity Correction(a)	.047	1	.829		
Likelihood Ratio	.155	1	.694		
Fisher's Exact Test				.725	.414
Linear-by-Linear Association	.154	1	.695		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.89.

Group * PayRoomCreditCardOwn

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.952(b)	1	.162		
Continuity Correction(a)	.731	1	.393		
Likelihood Ratio	3.161	1	.075		
Fisher's Exact Test				.305	.207
Linear-by-Linear Association	1.939	1	.164		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.29.

Group * PayRoomFinAid

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.075(b)	1	.784		
Continuity Correction(a)	.008	1	.929		
Likelihood Ratio	.075	1	.784		
Fisher's Exact Test				.854	.467
Linear-by-Linear Association	.074	1	.785		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.74.

Group * PayRoomOther

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.234(b)	1	.629		
Continuity Correction(a)	.037	1	.848		
Likelihood Ratio	.241	1	.624		
Fisher's Exact Test				.775	.435
Linear-by-Linear Association	.232	1	.630		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.83.

Group * LiveWhere

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.001(b)	1	.971		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.001	1	.971		
Fisher's Exact Test				1.000	.563
Linear-by-Linear Association	.001	1	.972		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.10.

Group * AnyDependents

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.647(b)	1	.421		
Continuity Correction(a)	.299	1	.584		
Likelihood Ratio	.628	1	.428		
Fisher's Exact Test				.446	.287
Linear-by-Linear Association	.643	1	.423		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.44.

Group * NecessaryWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.208(a)	2	.901
Likelihood Ratio	.212	2	.900
Linear-by-Linear Association	.187	1	.665
N of Valid Cases	146		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is .97.

Group * HoursClass

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.202(a)	6	.783
Likelihood Ratio	4.364	6	.628
Linear-by-Linear Association	.582	1	.446
N of Valid Cases	135		

a 11 cells (78.6%) have expected count less than 5. The minimum expected count is .32.

Group * HoursSocial

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.328(a)	5	.650
Likelihood Ratio	3.866	5	.569
Linear-by-Linear Association	.039	1	.844
N of Valid Cases	131		

a 6 cells (50.0%) have expected count less than 5. The minimum expected count is .32.

Group * HoursHomework

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.926(a)	6	.328
Likelihood Ratio	6.776	6	.342
Linear-by-Linear Association	.025	1	.875
N of Valid Cases	111		

a 7 cells (50.0%) have expected count less than 5. The minimum expected count is .32.

Group * HoursUMWAthletics

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.851(a)	5	.571
Likelihood Ratio	3.928	5	.560
Linear-by-Linear Association	.006	1	.937
N of Valid Cases	142		

a 8 cells (66.7%) have expected count less than 5. The minimum expected count is .33.

Group * HoursWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.098(a)	10	.523
Likelihood Ratio	10.581	10	.391
Linear-by-Linear Association	.274	1	.601
N of Valid Cases	121		

a 14 cells (63.6%) have expected count less than 5. The minimum expected count is .31.

Group * HoursOnLine

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.213(a)	6	.899
Likelihood Ratio	2.726	6	.842
Linear-by-Linear Association	.190	1	.663
N of Valid Cases	127		

a 7 cells (50.0%) have expected count less than 5. The minimum expected count is .31.

Group * HoursOther

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.341(a)	9	.500
Likelihood Ratio	9.456	9	.396
Linear-by-Linear Association	1.430	1	.232
N of Valid Cases	133		

a 13 cells (65.0%) have expected count less than 5. The minimum expected count is .32.

Group * AppliedFinAid

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.421(a)	3	.038
Likelihood Ratio	8.173	3	.043
Linear-by-Linear Association	1.419	1	.234
N of Valid Cases	146		

a 3 cells (37.5%) have expected count less than 5. The minimum expected count is .32.

Group * NoWorkNeed

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.353(b)	1	.553		
Continuity Correction(a)	.011	1	.915		
Likelihood Ratio	.383	1	.536		
Fisher's Exact Test				1.000	.482
Linear-by-Linear Association	.350	1	.554		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.61.

Group * NoWorkWant

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.668(b)	1	.197		
Continuity Correction(a)	.445	1	.505		
Likelihood Ratio	1.526	1	.217		
Fisher's Exact Test				.243	.243
Linear-by-Linear Association	1.656	1	.198		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .97.

Group * NoWorkLike

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.295(b)	1	.587		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.275	1	.600		
Fisher's Exact Test				.542	.542
Linear-by-Linear Association	.293	1	.589		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .64.

Group * NoWorkNoFindOff

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.109(b)	1	.741		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.107	1	.744		
Fisher's Exact Test				.712	.506
Linear-by-Linear Association	.109	1	.742		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.58.

Group * NoWorkNoFindOn

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.230(b)	1	.267		
Continuity Correction(a)	.518	1	.472		
Likelihood Ratio	1.153	1	.283		
Fisher's Exact Test				.271	.230
Linear-by-Linear Association	1.221	1	.269		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.58.

Group * NoWorkNoFit

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.230(b)	1	.267		
Continuity Correction(a)	.518	1	.472		
Likelihood Ratio	1.153	1	.283		
Fisher's Exact Test				.271	.230
Linear-by-Linear Association	1.221	1	.269		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.58.

Group * NoWorkNoAid

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.834(b)	1	.176		
Continuity Correction(a)	.752	1	.386		
Likelihood Ratio	1.688	1	.194		
Fisher's Exact Test				.328	.190
Linear-by-Linear Association	1.822	1	.177		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.61.

Group * NoWorkOther

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.959(b)	1	.328		
Continuity Correction(a)	.414	1	.520		
Likelihood Ratio	.911	1	.340		
Fisher's Exact Test				.333	.254
N of Valid Cases	146				

a Computed only for a 2x2 table
b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.54.

Group * NoWorkHelpNeeded

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.129(a)	2	.345
Likelihood Ratio	2.289	2	.318
N of Valid Cases	146		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is .32.

Group * WorkLivingExp

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.337(b)	1	.561		
Continuity Correction(a)	.151	1	.697		
Likelihood Ratio	.334	1	.563		
Fisher's Exact Test				.570	.346
Linear-by-Linear Association	.335	1	.563		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.49.

Group * WorkTuition

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.264(b)	1	.071		
Continuity Correction(a)	2.648	1	.104		
Likelihood Ratio	3.246	1	.072		
Fisher's Exact Test				.076	.052
Linear-by-Linear Association	3.241	1	.072		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.96.

Group * WorkSpendBucks

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.012(b)	1	.914		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.012	1	.914		
Fisher's Exact Test				1.000	.528
Linear-by-Linear Association	.012	1	.915		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.71.

Group * WorkSatisfied

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.475(b)	1	.491		
Continuity Correction(a)	.249	1	.618		
Likelihood Ratio	.482	1	.488		
Fisher's Exact Test				.569	.311
Linear-by-Linear Association	.472	1	.492		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.81.

Group * WorkOther

Chi-Square Tests

	Value
Pearson Chi-Square	.(a)
N of Valid Cases	138

a No statistics are computed because WorkOther is a constant.

Group * MissClassFamily

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.719(a)	9	.563
Likelihood Ratio	9.672	9	.378
Linear-by-Linear Association	.061	1	.805
N of Valid Cases	145		

a 17 cells (85.0%) have expected count less than 5. The minimum expected count is .32.

Group * MissClassIll

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.695(a)	9	.297
Likelihood Ratio	13.238	9	.152
Linear-by-Linear Association	2.246	1	.134
N of Valid Cases	143		

a 14 cells (70.0%) have expected count less than 5. The minimum expected count is .31.

Group * MissClassWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.172(a)	9	.422
Likelihood Ratio	11.467	9	.245
Linear-by-Linear Association	.424	1	.515
N of Valid Cases	146		

a 18 cells (90.0%) have expected count less than 5. The minimum expected count is .32.

Group * MissClassWeather

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.484(a)	4	.241
Likelihood Ratio	7.718	4	.102
Linear-by-Linear Association	.132	1	.716
N of Valid Cases	145		

a 8 cells (80.0%) have expected count less than 5. The minimum expected count is .32.

Group * MissClassOther

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.933(a)	6	.327
Likelihood Ratio	10.897	6	.092
Linear-by-Linear Association	2.157	1	.142
N of Valid Cases	144		

a 12 cells (85.7%) have expected count less than 5. The minimum expected count is .33.

Group * MissWorkFamily

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.342(a)	12	.223
Likelihood Ratio	18.894	12	.091
Linear-by-Linear Association	.149	1	.699
N of Valid Cases	145		

a 23 cells (88.5%) have expected count less than 5. The minimum expected count is .32.

Group * MissWorkIll

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.650(a)	14	.787
Likelihood Ratio	11.561	14	.642
Linear-by-Linear Association	.027	1	.869
N of Valid Cases	142		

a 25 cells (83.3%) have expected count less than 5. The minimum expected count is .32.

Group * MissWorkAcademics

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.549(a)	12	.330
Likelihood Ratio	15.910	12	.195
Linear-by-Linear Association	1.076	1	.300
N of Valid Cases	145		

a 22 cells (84.6%) have expected count less than 5. The minimum expected count is .32.

Group * MissWorkWeather

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.548(a)	2	.170
Likelihood Ratio	4.588	2	.101
Linear-by-Linear Association	.778	1	.378
N of Valid Cases	145		

a 4 cells (66.7%) have expected count less than 5. The minimum expected count is .32.

Group * MissWorkOther

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.134(a)	4	.388
Likelihood Ratio	5.058	4	.281
Linear-by-Linear Association	.040	1	.841
N of Valid Cases	146		

a 8 cells (80.0%) have expected count less than 5. The minimum expected count is .32.

Group * JobsCurrently

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.801(a)	5	.876
Likelihood Ratio	2.397	5	.792
Linear-by-Linear Association	.416	1	.519
N of Valid Cases	146		

a 6 cells (50.0%) have expected count less than 5. The minimum expected count is .32.

Group * TimeDayWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.481(a)	4	.113
Likelihood Ratio	8.510	4	.075
Linear-by-Linear Association	.490	1	.484
N of Valid Cases	146		

a 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.54.

Group * HoursWorkOnCampus

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.331(a)	18	.116
Likelihood Ratio	31.652	18	.024
Linear-by-Linear Association	.330	1	.566
N of Valid Cases	141		

a 32 cells (84.2%) have expected count less than 5. The minimum expected count is .33.

Group * HoursWorkOffCampus

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.811(a)	18	.404
Likelihood Ratio	22.073	18	.229
Linear-by-Linear Association	1.606	1	.205
N of Valid Cases	137		

a 34 cells (89.5%) have expected count less than 5. The minimum expected count is .31.

Group * UsuallyWorkHours

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.127(a)	3	.771
Likelihood Ratio	1.418	3	.701
Linear-by-Linear Association	.626	1	.429
N of Valid Cases	146		

a 3 cells (37.5%) have expected count less than 5. The minimum expected count is .32.

Group * ReasonNotWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.002(b)	1	.966		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.002	1	.965		
Fisher's Exact Test				1.000	.605
Linear-by-Linear Association	.002	1	.966		
N of Valid Cases	145				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.08.

Group * JobCategory

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.056(a)	6	.802
Likelihood Ratio	3.580	6	.733
Linear-by-Linear Association	1.865	1	.172
N of Valid Cases	146		

a 6 cells (42.9%) have expected count less than 5. The minimum expected count is .97.

Group * WorkSchedNotChange

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.941(b)	1	.164		
Continuity Correction(a)	1.302	1	.254		
Likelihood Ratio	2.102	1	.147		
Fisher's Exact Test				.211	.125
Linear-by-Linear Association	1.928	1	.165		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.76.

Group * WorkSchedAcademics

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.935(b)	1	.334		
Continuity Correction(a)	.618	1	.432		
Likelihood Ratio	.945	1	.331		
Fisher's Exact Test				.369	.217
Linear-by-Linear Association	.929	1	.335		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.67.

Group * WorkSchedShiftChange

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.935(b)	1	.334		
Continuity Correction(a)	.486	1	.486		
Likelihood Ratio	.990	1	.320		
Fisher's Exact Test				.425	.247
Linear-by-Linear Association	.928	1	.335		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.79.

Group * WorkSchedDayCare

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.002(b)	1	.966		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.002	1	.966		
Fisher's Exact Test				1.000	.691
Linear-by-Linear Association	.002	1	.966		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .97.

Group * WorkSchedPartner

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.097(b)	1	.755		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.102	1	.750		
Fisher's Exact Test				1.000	.613
Linear-by-Linear Association	.097	1	.756		
N of Valid Cases	146				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.29.

Group * ReschedWork

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.286(a)	3	.963
Likelihood Ratio	.286	3	.963
Linear-by-Linear Association	.235	1	.628
N of Valid Cases	146		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.93.