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ABSTRACT

This study examined effects of participation in the Washington State Work Study program on students' career selection and full-time employment opportunities after graduation. The program provides financial assistance to needy students by stimulating and promoting their employment--as much as possible in jobs related to their academic pursuits or career plans. The study conducted telephone interviews with a representative sample of 905 participants who graduated between 1987 and 1989 and with 300 of their post-graduation employers. This information was merged with data on participants' demographic characteristics, their financial aid awards, and the type of institution they attended. Analysis indicated that the State Work Study program enables students who otherwise could not attend college. In addition participation appeared to help students define their career goals, plan their educational program; prepare for a career; and more readily find a job after graduation. The work study experience itself sometimes led to a permanent job or a job referral. Employers confirmed the value of a job applicant's work experience. Extensive information in the appendix includes comparison data, tables, results of regression analysis, and occupation, industry and study categories. (JB)

Washington State Work Study: More than a Financial Aid Program

A Evaluation of the Impact of the Washington State Work Study Program on Students' Career Selection and Employability After Graduation

Higher Education Coordinating Board
State of Washington

WASHINGTON STATE WORK STUDY:

MORE THAN A FINANCIAL AID PROGRAM

An Evaluation of the Impact of the
Washington State Work Study Program on
Students' Career Selection and
Employability After Graduation

FINAL REPORT

November 1991

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PREFACE

This study of the Washington State Work Study program was conducted for the Washington State Higher Education Coordinating Board under contract C-91-58 to MPR Associates, with J.D. Franz Research as subcontractor. MPR Associates staff developed the research design, conducted the data analysis, and prepared the final report. The project director was Susan P. Choy, Vice President. Research staff included Karen A. Levesque, Christine Tien, Charles R. Byce, and Scott Garland. Ellen Liebman was responsible for all programming tasks. J.D. Franz Research staff, under the direction of Jennifer D. Franz, President, participated in the design of the survey instruments, conducted all the telephone interviews, and prepared the data for analysis.

TABLE OF CONTENTS

APPENDIX

LIST OF FIGURES

LIST OF TABLES

1 INTRODUCTION

The federal government began funding work study with the passage of the Higher Education Act of 1965. Since then, a number of states have followed suit with their own programs. The Washington State Work Study program, the largest state-funded work study program in the country, was created in 1974.

Work-study programs are, first of all, financial aid programs. Awarded as part of a package that might also include grants and loans, work-study funds are used to subsidize students' wages in part-time employment. The subsidy provides an incentive to employers to hire students, thereby enhancing their prospects of finding employment. Work-study programs exemplify a "self-help" approach to financing postsecondary education. While providing access to postsecondary education, they at the same time require students to assume some of the financial responsibility—a feature that makes them especially attractive politically. They also leverage limited financial aid funds so that more students can derive benefits from a given level of government funding.

Work study is an important resource for students enrolled in postsecondary education. In 1986–87, 46 percent of all undergraduate students nationwide received some kind of financial aid, 38 percent received grants, 24 percent received loans, and 6 percent received work study.[1] Recent trends, including rising college costs, reductions in the availability of financial aid, and increased emphasis on loans have created a crisis for many students and made work-study programs all the more important.

Work-study programs provide students with practical work experience as well as financial aid, and the potential benefits derived from this experience should not be overlooked. At a minimum, students learn general job-related skills. Under the best of circumstances, work-study jobs can provide students with a chance to explore career opportunities, to gain a better understanding of how knowledge gained in school is applied on the job, and to acquire important practical skills that will give them an edge when they apply for a job after graduation. It may even lead to an offer of a permanent position. To maximize these potential benefits, the Washington

[1] Roslyn Korb et al., *Undergraduate Financing of Postsecondary Education: A Report of the 1987 National Postsecondary Student Aid Study*, National Center for Education Statistics, U.S. Department of Education (May 1988), 35.

State Work Study program emphasizes the importance of placing students in jobs that are related to their career interests.

The Washington State Work Study Program

The State Legislature established the Washington State Work Study program in 1974 not only to provide financial assistance to needy students in eligible postsecondary institutions by stimulating and promoting their employment, but also to provide these students (whenever possible) with employment related to their academic pursuits or area of career exploration. In 1974-75, the state provided $506,000 for 1,100 recipients. By 1989–90, the state expenditure had grown to $9.5 million and the number of recipients to 7,000. A total of 1,200 employers and 51 institutions participated in 1989–90. With the employer match, $13 million in gross wages were generated in 1989–90.

The Higher Education Coordinating Board has overall administrative responsibility for the program. The Board develops program rules, regulations, guidelines, forms, and contracts; provides institutional training; determines institutional allocations; monitors the use of funds (including audits); and enters into agreements and makes reimbursement payments directly to the employers of students in private institutions.

Public two- and four-year institutions, independent institutions that are accredited by their regional accrediting association, and public vocational-technical colleges are eligible to participate in the program. The institutions determine student eligibility, locate jobs and eligible employers, match students and jobs, monitor student and employer eligibility, and maintain records of expenditures.

To be eligible for State Work Study aid, a student must demonstrate financial need; be enrolled or accepted for enrollment on at least a half-time basis at an eligible institution as an undergraduate, graduate, or professional student in a course of study other than theology; be judged capable of maintaining good standing in the course of study while employed; and demonstrate satisfactory academic progress toward a degree or certificate. Priorities for placement are as follows: 1) educational relatedness and/or career investigation; 2) Washington residency; and 3) moderate financial need.

Eligible employers include public postsecondary institutions, nonprofit organizations, and for-profit businesses. Employers may not have a direct association with a controlling sectarian

organization, and must enter into a written agreement indicating their willingness to comply with all program requirements. The jobs are subject to certain restrictions:

- They should be related to the student's education or provide the student with an opportunity for career investigation;
- They may not displace employed workers or impair existing contracts for services;
- The hourly rate of pay must be equal to the entry-level rate for comparable positions within the organization;
- The work must not be sectarian-related or involve political activities;
- The student may be employed for an average of not more than 19 hours per week when classes are in session and not more than 40 hours per week during vacation periods.

The State Work Study program pays up to 80 percent of the wages of students employed by a public institution, and up to 65 percent of the wages of students employed off-campus. Exceptions are the Adult Literacy, tutorial, or M.O.R.E. programs, which may receive 80 percent. The employer pays all employer taxes and benefits.

Study Objectives

The major purpose of this study was to determine what effect, if any, participation in the State Work Study program has on students' career selection and full-time employment opportunities after graduation. Specific questions addressed include the following:

- Does State Work Study employment influence participants' career goals?
- Does it enhance their employability after graduation? Does it teach them skills that they can use in their jobs after graduation, and do these skills help them advance?
- Do any aspects of the work-study job such as its relatedness to the participant's career goals, its location (on- or off-campus), or the availability of on-the-job training enhance employability?
- Are the benefits of work-study participation affected by the length of time in the job, the number of jobs held, the total amount of work-study aid received, or the timing of the award during the student's academic career?

A second objective was to determine what effect, if any, State Work Study participation has on the amount of money students borrow. If students earn money through work-study jobs, can they borrow less (or not at all)?

Finally, a third objective was to determine what benefits, if any, accrue to State Work Study participants that might not be available to federally funded College Work Study participants. For example, do career-related employment and off-campus jobs offer advantages not normally available to those with College Work Study jobs?

This study provides information that can be used when considering the following important policy issues:

- How should aid be targeted? Are there specific types of students who seem to benefit most from work study in terms of age, level in school, academic interests, career goals, performance in school, type of institution attended, other kinds of aid received, financial need?

- How much aid should a single student receive? Is there a minimum level of participation (in terms of hours worked or time in the program) below which the program objectives are not met? Do benefits accrue from one year of participation? Are two, three, or even four years better?

- What kinds of employers and jobs should be sought? Are there specific types of jobs that have benefited students more than others? For example, have off-campus jobs led more often to placement after graduation than on-campus ones? If so, should more effort be devoted to developing off-campus jobs than on-campus ones?

- In student financial aid programs, what should the balance be between work study and loans? Can work substitute for borrowing, or is it a necessary adjunct to borrowing that increases access to postsecondary education?

- Should work-study programs require that jobs be related to students' educational or career interests? This requirement makes the program more expensive to administer than it would be if the content of the job were not important. Do the benefits to the student (both short- and long-term) make the relatedness requirement worthwhile?

Methodology

Data Collection

To address the research questions identified above, we conducted telephone interviews with a representative sample of 905 State Work Study and 321 College Work Study participants who graduated between 1987 and 1989 and with 300 of their postgraduation employers. This information was merged with data from the Board's Unit Record Report (URR) and the College Scholarship Service (CSS) on the participants' demographic characteristics, their financial aid awards, and the type of institution they attended.

Our goal was to conduct 1,000 interviews with former State Work Study participants, 300 interviews with College Work Study participants, and 300 interviews with employers. Although the State Work Study program was established in 1974, we focused on the most recent completers for two reasons: the more recently they graduated, the easier it would be to find them; and the shorter the time since they participated in the program, the more accurate their perceptions of the experience were likely to be.

The first challenge was to locate the former work-study participants who met our criteria for inclusion in the study—that is, who had completed a certificate or degree either at the institution where they received work-study aid or at another institution, were not currently enrolled in college, and had worked at a job for pay since graduation (not counting any jobs they had while enrolled in a college program).[2] Students tend to move after they leave college and are therefore not likely to be found at either the college address or former permanent address that the colleges and universities have in their records.

As a first step, we used the URR to identify students who received financial aid between 1981–82 and 1989–90. From this pool, we selected all the students who expected to graduate with a degree or certificate in 1986–87, 1987–88, or 1988–89. Among these students were 8,099 who received State Work Study aid and 12,130 who received College Work Study aid. There was overlap among these groups, however: 58 percent of the students who received State Work Study aid also received College Work Study aid at some point during their academic career.

[2] For example, we did not include individuals who were work-study participants as undergraduates and then went to graduate school and worked then.

Next, we obtained current addresses from the Department of Motor Vehicles and selected a random sample (stratified by institution type) of 3,000 State Work Study recipients and 1,000 College Work Study students. We mailed to such a large number because we had no way of estimating how many would respond. The sample from each institution type was proportional to the number of recipients at that type of institution (four-year public doctoral, four-year public comprehensive, four-year private, and two-year public). Former participants in public vocational-technical institutes were excluded because of the small number of participants in that type of institution.

We then sent a letter to each of the 4,000 former work-study recipients describing the study and asking them either to send their telephone number on an enclosed postage-paid reply card so that an interviewer could contact them or to call a toll-free 800 number to be interviewed. The initial response was disappointing. Only 491 returned the postcards, and only 231 called in. However, we were able to obtain telephone numbers for many students through the telephone company's directory assistance. With these additional telephone numbers we were able to come close to our original goals. Although many of the former students did not respond to our letter, only 34 refused to be interviewed when we telephoned them.

This approach for contacting former work-study students left several groups underrepresented in our final sample: those who had left the state, those who were not registered with the Department of Motor Vehicles, those who had moved without notifying the Department of Motor Vehicles, and those with unlisted telephone numbers. However, a comparison of the characteristics of former work-study students interviewed with the characteristics of the rest of the work-study students receiving aid in the same time period shows no important differences between the two populations in terms of their demographic, socioeconomic, and financial aid characteristics (see Appendix A). Consequently, we are confident that the findings have not been seriously biased by the underrepresentation of the groups identified above.

To obtain the sample of employers, we asked the former work-study students if we could contact their current supervisor or someone else who would have been involved in the decision to hire them. We explained that we wanted to obtain employers' opinions on the value of work study. Just over one-half (55.7 percent) of the former students provided a supervisor's name and telephone number, and employers were selected randomly until 300 interviews were completed. Only five of the employers contacted refused to be interviewed.

As might be predicted, the former students who provided their employer's name differed somewhat from those who did not want us to contact their current employer. The former work-

study students who gave employer information were more likely than those who refused to provide it to say that their last work-study job was strongly related to their career goal, that work study was very helpful in preparing them for a career, that it was very helpful in finding a job after graduation, and that they used skills learned in their work-study job in their postgraduation jobs. In short, they had more positive outcomes from their work-study experience. It is also possible, therefore, that their employers were more likely than other employers to have a high regard for work study.

Data Analysis

The data were analyzed using SAS, a well-known statistical package for social scientists. The Student's t-test was used to determine the significance of differences among groups of former work-study students. All differences reported in the text of this report have been tested and found to be significant at the .05 level, which means that there is only a 5 percent probability that the observed differences are due to chance.

Determining the impact of State Work Study experience on student outcomes is complicated by the fact that many of the program's participants (58 percent) had one or more College Work Study jobs during their academic careers and many (59 percent) had non-work-study jobs. Students would have learned general job skills, and possibly career-related skills as well, in these other jobs. Therefore, we must be careful about attributing the benefits of their work experiences solely to the State Work Study program.

Evaluating the impact of State Work Study is also complicated by the fact that students, especially several years after graduation, might not remember exactly which skills they learned in which job, especially in the case of general job skills as opposed to specialized job skills. Therefore, some of the questions we asked students about their work-study experiences were general rather than focused on State Work Study only. For example, we asked students if their work-study experience (as a whole) influenced their career goal, if it helped them find a job after graduation, and if it taught them skills they used later, not simply whether or not their State Work Study job had done so.

For policy purposes it may not be important to know exactly what can be attributed to State Work Study as opposed to work experience while in college more generally. If we know that work experience makes a difference, and the availability of State Work Study aid increases the likelihood that students will have the opportunity to work, then the program is worthwhile. Similarly, if certain types of job experiences are shown to be associated with positive outcomes,

such as being useful in finding a job after graduation, then it does not really matter if those jobs actually were State or College Work Study. The findings show the kinds of placements that State Work Study aid administrators should focus on.

Although we could not separate the effects of College and State Work Study participation when students received both types of aid, we were able to compare the types of jobs held through each program, because some questions we asked referred to specific jobs. For example, we were able to determine, for each job, whether or not it was related to the participants' career interest at the time, whether it was located on or off campus, how much it paid, and whether or not it led to an offer of permanent employment. We were, for the most part, able to distinguish which jobs were funded through the State Work Study program and which through College Work study by matching the timing of the jobs with the students' financial aid records. In the relatively few cases where we could not tell which was which (for example, if a student had both kinds of work-study aid in the same year), we did not use the job in the comparisons between State and College Work Study jobs.

Organization of the Report

We collected a large amount of quantitative data for this study. To increase the readability of this report, we have presented the highlights of the findings in the text and in graphic displays and have relegated the detailed tables to Appendix B. The Appendix tables are referenced in the text to assist the reader in relating them to the text and graphic materials.

In Chapter 2 of this report, we provide a profile of work-study students and their jobs as background to the rest of the study. In the next three chapters, we examine the impact of work-study participation on students' career goals and educational plans (Chapter 3), on their employability after graduation (Chapter 4), and on their need to borrow (Chapter 5). In Chapter 6, we compare State and College Work Study participation to determine whether or not the career-related aspect of State Work Study employment offers benefits not available to College Work Study program participants. Finally, in Chapter 7, we present our conclusions.

2 WORK-STUDY STUDENTS AND THEIR JOBS

In this chapter we describe the characteristics of the work-study students and their jobs to provide a context for examining the impact of State Work Study on students' career selection and employability after graduation. First, we describe the students' demographic characteristics, their educational experience, and their financial aid situations. Next, we examine various aspects of their work-study participation, such as the intensity, their student status at the time of participation, and where they worked. Finally, we examine various aspects of work-study jobs themselves—where they were located, how much they paid, how much training was provided, and so on.

To provide a frame of reference, the characteristics of State Work Study students and their jobs are compared with those of the federally funded College Work Study program. As already indicated, more than half of the students who received State Work Study aid received College Work Study aid as well sometime during their academic career. We therefore actually have three groups of students to compare: those who received State Work Study aid only, those who received College Work Study aid only, and those who received both.

Throughout this report, when we refer to "State Work Study recipients," we mean all those who received State Work Study aid, including those who received only State Work Study aid and those who received College Work Study aid as well. In the few instances where we discuss recipients of only State Work Study aid, we clearly identify them as such. "College Work Study recipients" are those who received only College Work Study aid. A more definitive comparison of the State and College Work Study programs could be made if the analysis could be limited to students who received one type of aid or the other. However, because over half of the State Work Study recipients received College Work Study aid as well, the group of students who received only State Work Study aid would not be representative of all students who received State Work Study aid.

Student Characteristics

Demographic Characteristics

Roughly equal proportions of both State and College Work Study students were male and female (Table B-2.1). The students served by the State Work Study program tended to be older

than the students participating in the College Work Study program, however. Approximately half (49.9 percent) of all State Work Study students were 25 years or older, in comparison with only 37.1 percent of College Work Study students. This difference was expected, because it is common practice among postsecondary financial aid administrators to offer College Work Study in earlier college years and to reserve the career-related State Work Study for later undergraduate or graduate years, when students tend to have better-defined career goals and more marketable skills.

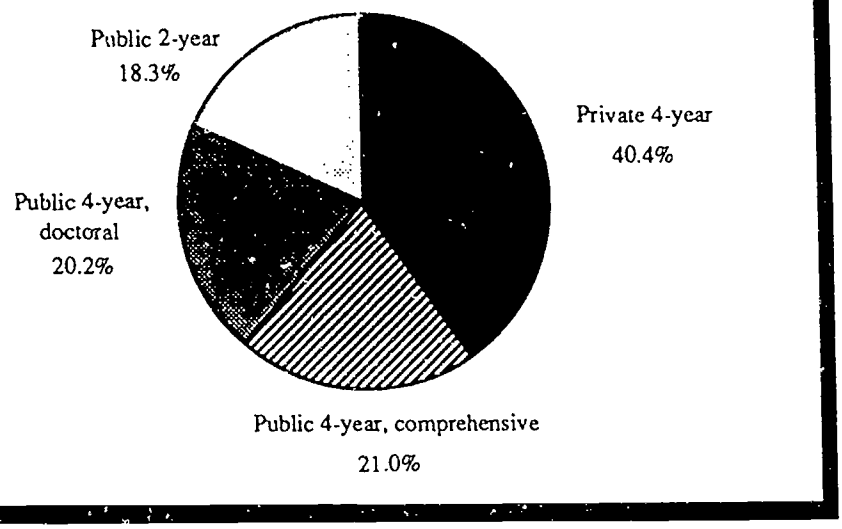
State Work Study students at private four-year institutions were generally younger than State Work Study students at other types of institutions, with two-thirds under the age of 25 (Table B-2.2). At the other types of institutions, much smaller percentages were less than 25 years old: 46.9 percent at four-year public doctoral institutions, 45.8 percent at four-year public comprehensive institutions, and only 24.7 percent at two-year public institutions.

Eighty-eight percent of the State Work Study students were white. The State and College Work Study programs served nonwhite students (black, Hispanic, Asian, and Native American), at roughly equal rates, but students who received both types of work-study aid were more likely to be nonwhite than were students who received just one or the other type of aid. Specifically, 14.0 percent of students who received both State and College Work Study aid were nonwhite, compared with only 9.2 percent of students who received just State Work Study aid and 9.4 percent of students who received just College Work Study aid. Note, however, that nonwhite students included in the study had a higher level of total financial need over all years at their work-study institution than did white students. Fully 60.8 percent of nonwhite students had a total need level in excess of $20,000 in contrast with only 48.5 percent of white students (Table B-2.3).

Educational Experience

More State Work Study students (40.4 percent of all State Work Study students) attended private four-year institutions than any other single type of postsecondary institution (Figure 2.1 and Table B-2.4). This distribution is similar to the allocation of State Work Study funds among types of institutions. During the 1988–89 academic year, 42.9 percent of State Work Study funds were allocated to private institutions. Because of the high cost of attending private four-year institutions, private institutions put relatively greater reliance on State Work Study funding as a financial aid resource. During 1988-89, 4.0 percent of all financial aid expenditures by

Figure 2.1
Types of Institutions Attended by State Work Study Students



private four-year institutions came from State Work Study funding, in contrast with only 2.4 percent of expenditures by public four-year institutions.[1]

Private four-year institutions were more likely than any of the other types of postsecondary institutions in the study to award both State and College Work Study to the same student. A total of 45.4 percent of students who received both types of work-study aid attended private four-year institutions, compared with only 33.5 percent of students who received just State Work Study and 36.4 percent of students who received just College Work Study (Table B-2.4). No other type of institution had proportionately more students receiving both types of aid rather only one.

Private four-year institutions appeared to use both types of work study for the same student because the financial need of their students was greater. The total per student need accumulated over all years enrolled was higher at four-year private institutions than at any other type of institution: 50.3 percent required more than $30,000, while the next largest was 21.9 percent in four-year public doctoral institutions (Table B-2.5).

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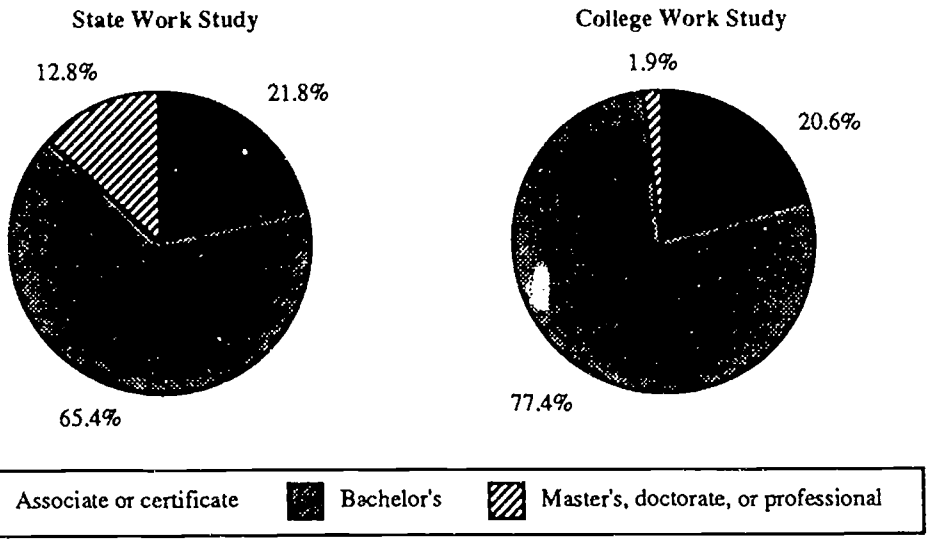
[1] Higher Education Coordinating Board, *Student Financial Aid in Washington State: An Overview*, November 1990, A-6. The percentage cited in this report excludes the State Work Study funds allocated to vocational/technical institutions.

State Work Study participants were more likely than College Work Study participants to be graduate or professional students (Figure 2.2 and Table B-2.4). While 12.8 percent of all State Work Study students were graduate students, only 1.9 percent of College Work Study students were working towards a master's, doctorate, or professional degree. Still, the majority of State Work Study students were undergraduates, with most of these (65.4 percent) earning a bachelor's degree at their work-study institution.

Figure 2.2
Degree Earned by
State and College Work Study Students



Career Goals

The majority of State Work Study students said that at the time they graduated they planned to go into a professional occupation: 67.1 percent of State Work Study students planned professional careers, with the most popular professional area being education (20.6 percent) (Table B-2.6). (See Appendix D for a description of the types of jobs classified under each occupational area.) The only significant difference between the career goals of State and College Work Study students was in the area of law. A greater number of State Work Study students than College Work Study students planned law careers (8.6 percent compared with 1.0 percent).

The career goals of State Work Study students as a group changed very little between the time work study began and graduation, at least in terms of broad occupational areas. The only significant change was in the medical and health professions. Although 11.6 percent of State Work Study students planned to go into this occupational area when they first received work study, at time of graduation only 8.2 percent still had this goal. There is no way to know, however, if State Work Study students changed their minds at a rate that was any different than the rate for the general student population or how much of a factor their State Work Study experience was in their decision.

Financial Aid

Work study is usually only one component of the student's financial-aid package. The combination of grants, loans, and work study that are awarded depends on a variety of factors, including the student's need, the cost of attending the institution selected, and institutional policy. Here we describe the financial aid characteristics of work-study students, including dependency status, family income, financial need, levels of work study, loan and grant aid, and borrowing limitation. We also compare State and College Work Study students.

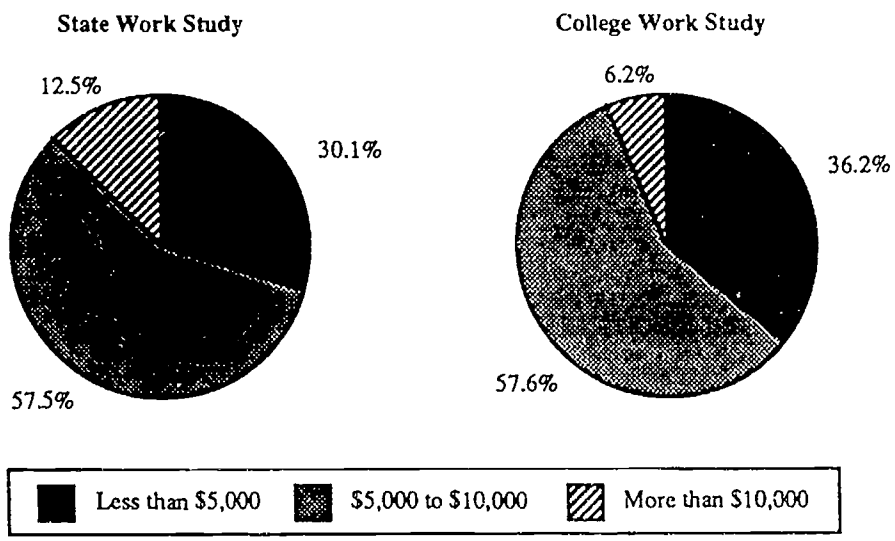
Most State Work Study students (71.3 percent) were financially independent at some time during their college careers (Table B-2.7). Students who received just State Work Study were the least likely to be financially dependent during the whole period. Only 17.9 percent of students who received just State Work Study were in this category, compared with 37.4 percent of those who received College Work Study only and 36.5 percent of those who received both types of work-study aid. This probably reflects the fact that students who received just State Work Study were more likely to be graduate students (Table B-2.4) and that graduate students are more likely to be financially independent.

Controlling for dependency status, State and College Work Study students closely resembled each other in terms of family income (Table B-2.7). Approximately the same proportions of financially dependent State and College Work Study students (55.5 percent and 56.3 percent) and of independent State and College Work Study students (88.0 percent and 89.9 percent) had family incomes under $18,000 during their last work-study year. Furthermore, the family incomes of students who received both types of work-study aid did not differ significantly from students who received just one type of aid.

The average yearly financial need of State Work Study students was higher than that of College Work Study students (Figure 2.3 and Table B-2.7). Similarly, total financial need was

The average yearly financial need of State Work Study students was higher than that of College Work Study students (Figure 2.3 and Table B-2.7). Similarly, total financial need was higher for State Work Study students. These differences can probably be attributed to the fact that State Work Study students were more likely to be independent at some time during their college years and that independent students had lower family incomes on average than dependent students.

Figure 2.3
Average Annual Financial Need of
State and College Work Study Students



For most State Work Study students (76.0 percent), the total amount of work-study aid received was $7,500 or less. However, despite the fact that students who received just College Work Study were more likely to participate in work study for more years or to hold more work-study jobs, students who received just State Work Study had a higher total dollar level of work-study aid. Although 17.9 percent of students who received only State Work Study received more than $7,500, only 8.1 percent of College Work Study students received this level of aid. In addition, students who received both State and College Work Study were more likely than students who received just one type of aid to accumulate more than $7,500 in work-study aid (28.3 percent).

Study were even more likely than students who received just one type of aid to be awarded both grants and loans (88.0 percent compared with 76–83 percent). That is, more financially needy students were not only more likely to receive both types of work-study aid but also were more likely to receive a combination of other types of financial aid.

Nearly one-third of all State Work Study students received both grant aid and loan aid in excess of $10,000 (30.7 percent and 29.8 percent). Consistent with patterns described earlier, students who received both State and College Work Study were more likely than students who received just one type of work-study aid to be awarded this level of aid (42.8 percent and 35.2 percent).

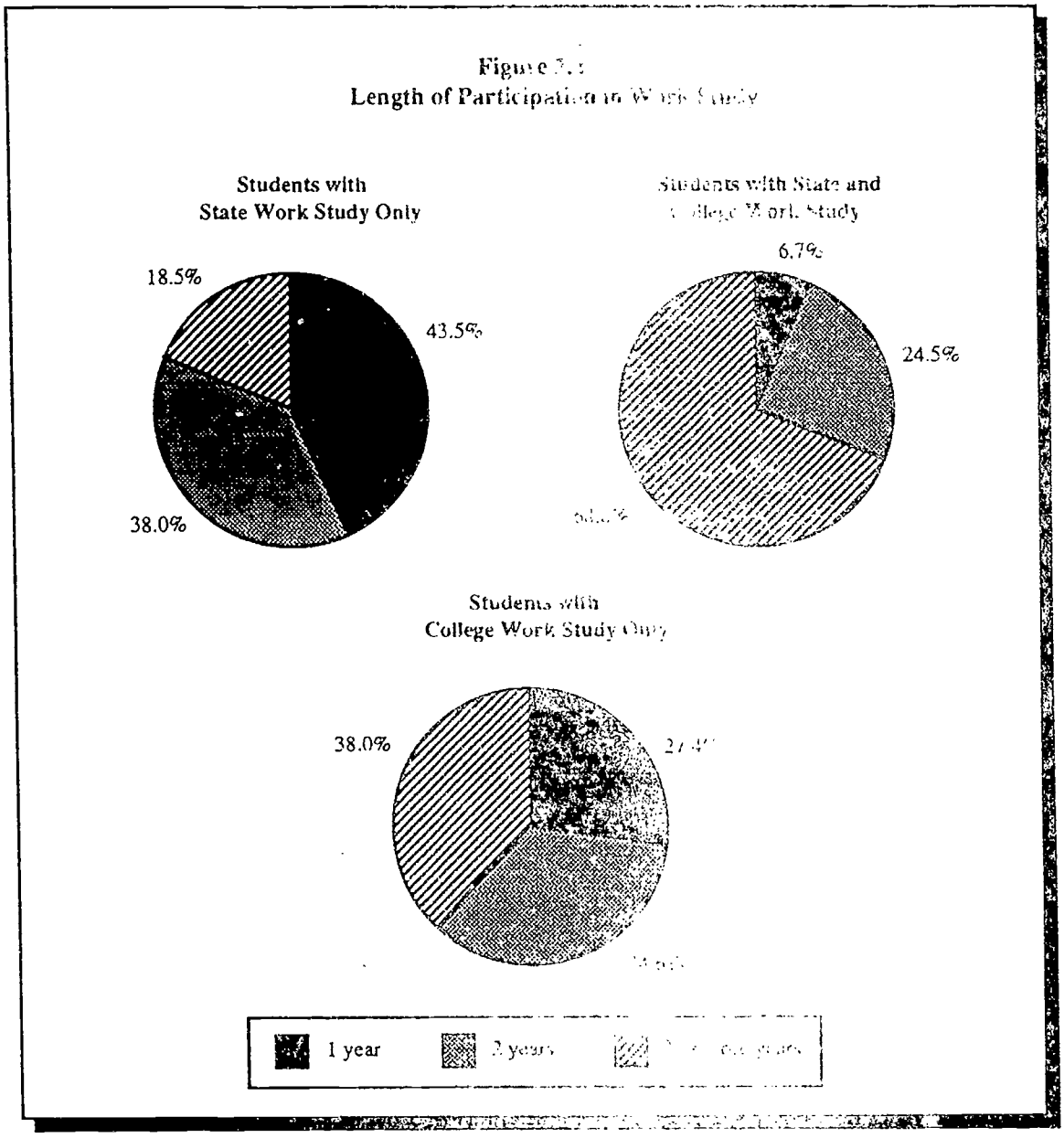
Work-Study Participation

A student's work-study participation can be characterized in terms of the length of participation, the number of jobs held, student status when participation occurred, and the location of the jobs. In this section, we describe the experiences of the State Work Study recipients and, for reference, compare them with the experiences of College Work Study recipients.

State Work Study provided a less intensive experience than College Work Study in terms of length of participation. Roughly half (56.5 percent) of students who received just State Work Study participated for 2 or more years (Figure 2.4 and Table B-2.8). In contrast, more than two-thirds (72.6 percent) of students who received just College Work Study participated in work study for this length of time. This difference can be explained in part by the fact that the amount of College Work Study funding available over the period studied in this report exceeded the amount of State Work Study funding. Although federal work study decreased 32 percent from 1980–81 to 1988–89, College Work Study funding still exceeded State Work Study funding by 18.2 percent in 1988–89.[2] In addition, the requirement that State Work Study pay wages comparable to non-work-study employees in the same job meant that State Work Study wages were often higher than College Work Study wages. Therefore, because there were fewer State Work Study dollars and higher hourly wages, it would be expected that State Work Study aid would be awarded to students for a shorter period of time than College Work Study aid.

Students who received both State and College Work Study were much more likely than students who received just one or the other type of aid to participate in work study for two or

[2] *Ibid.*, 14 and A-1. The 32 percent decrease is based on constant 1989 dollars.



more years. Fully 93.3 percent of students who received both types of work study participated for more than one year. Rather than substituting one type of aid for another, the combination of State and College Work Study lengthened student participation in work study.

The same patterns emerged with respect to the number of work-study jobs held by students. Students who received just College Work Study were more likely than students who received just State Work Study to hold two or more jobs (42.7 percent compared with 33.2 percent). However, it is interesting to note that many work-study jobs lasted more than one year. While 66.8 percent of the students who received just State Work Study held only one work-

study job, only 43.5 percent participated for only one year. Similarly, of those who received just College Work Study aid, 57.3 percent held only one job, but only 27.4 percent participated for only one year.

Students who received State Work Study aid only were much more likely than those who received College Work Study only to participate mostly in their graduate/professional years (17.5 percent compared with only 3.4 percent). On the other hand, those who received College Work Study only were much more likely than those who received State Work Study only to receive it during overlapping time periods (26.8 percent compared with 11.9 percent).

Approximately half of all State Work Study students never had an off-campus work-study experience. Although private four-year institutions are required to locate State Work Study jobs off-campus, and although off-campus employment is described in the program's operations manual[3] as providing "marketplace experience," 52.5 percent of State Work Study students held all of their work-study jobs on-campus. A number of factors probably contributed to this pattern. First, in some areas of the state, the college or university may be one of the main employers, and other employment may be remote from campus. Second, students who have career interests in certain areas such as science may find the most appropriate employment using school facilities such as laboratories. Third, graduate students may find the most appropriate and related employment in their own departments. Finally, on-campus jobs may provide better pay than similar off-campus jobs. The Higher Education Personnel Board mandates that students be paid at the same rate as other employees doing the same job; students may not be paid less simply because they are students. The great majority of College Work Study students (87.9 percent) held all of their work-study jobs on-campus.

Finally, more than half of all students reported that they held non-work-study jobs in addition to their work-study jobs. In fact, 58.5 percent of State Work Study students held additional jobs. Of these, 60.9 percent were not related to the students' career goals and 39.1 percent were related.

Work-Study Jobs

Another way to examine the State Work Study Program is to look at the characteristics of the jobs rather than student participation. The 1,226 State and College Work Study students surveyed reported a total of 2,171 work-study jobs, of which 44.1 percent (958) were identified

[3] Higher Education Coordinating Board, State Work Study Operations Manual, 1990–91, 2 and II-10.

as State Work Study jobs, 35.6 percent (772) were identified as College Work Study jobs, and 20.3 percent (441) could not be identified with certainty as one or the other.[4] An examination of State and College Work Study jobs provides a more direct comparison of the programs than does an examination of students, because some received both types of work-study aid.

The State Work Study program appears to have been successful in meeting its priority of placing students in career-related employment: most State Work Study jobs were either strongly (45.6 percent) or somewhat related (26.4 percent) to the students' career goals (Figure 2.5 and Table B-2.9). Only 20.5 percent of College Work Study jobs were strongly related, but career-relatedness is not a goal of this program. Despite a program emphasis on off-campus placement, more than half (56.4 percent) of State Work Study jobs were located on-campus. Off-campus placements, however, were much greater for State Work Study jobs than for College Work Study jobs (43.6 percent compared with only 7.0 percent).

The most common occupational area of both State and College Work Study jobs was administrative support (46.7 percent and 49.2 percent, respectively). (See Appendix D for a description of how each occupation was defined.) However, as we show later, administrative occupations were less likely than other areas, particularly professional and technical occupations, to be associated with positive employability outcomes. The program's operations manual suggests that the most desirable work-study jobs are at the professional or paraprofessional level or involve "emerging technologies, accounting, financial services, engineering, marketing, and computer technology."[5] The high proportion of jobs in administrative occupations raises the question whether changes need to be made in the ways that work-study jobs are found or students are matched to jobs. However, it may not always be appropriate or possible to increase the skill level of work-study positions, particularly where the local economy is limited or where students lack previous work experience.

State Work Study jobs were more likely than College Work Study jobs to be in technical areas (18.6 percent compared with 9.3 percent). College Work Study jobs, on the other hand, were more likely than State Work Study jobs to be in services (17.5 percent compared with 9.3 percent).

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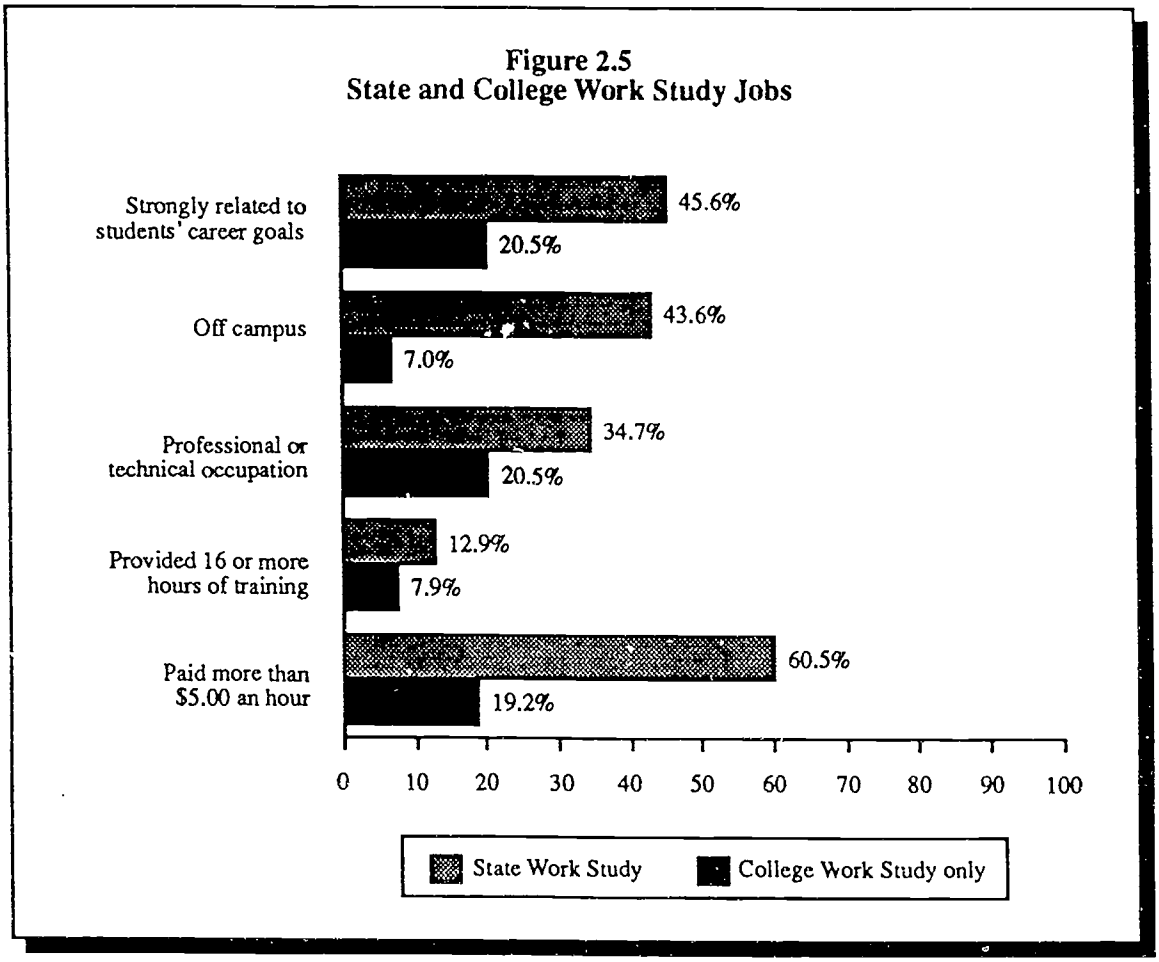
[4] Students were not asked to identify the work-study program that funded their different work-study jobs. Instead, researchers matched the jobs that students reported with funding information from Washington State. In some cases, usually when students received both types of work-study funding in the same year or when students' jobs overlapped academic years, it was unclear which funding source to assign to a job. In these cases, the job was removed from the comparison of work-study jobs.

[5] Higher Education Coordinating Board, *State Work Study Operations Manual*, 1990–91, 5.



Overwhelmingly, State Work Study jobs were in the services industry (83.9 percent), especially educational services (64.3 percent), although less so than College Work Study jobs, of which 97.3 percent were in services and 90.9 percent in educational services. (See Appendix D for a description of how each industry was defined.) Obviously, the predominance of the educational services positions reflected the fact that most work-study jobs were located on campus.

Although formal job training tended to be associated with positive employability outcomes, most jobs provided no formal training. Approximately three-quarters of both State and College Work Study jobs (78.5 percent and 77.1 percent, respectively) had no formal training.

Roughly one-half of State Work Study jobs (47.4 percent) paid between $5.00 and $7.50 per hour during the 1981 and 1989 period of this study, compared with 17.8 percent of College Work Study jobs. Another 13.1 percent of State Work Study jobs and 1.4 percent of College

Work Study jobs paid more than $7.50, and the rest paid less than $5.00. Given the requirement that the State Work Study program pay wages comparable to the wages paid to non-work-study employees in comparable positions, it was not surprising to find that wages for State Work Study jobs were higher. College Work Study program is required only to pay the state minimum wage. Because no adjustment was made to convert the wages to constant dollars, the actual dollar amounts are less meaningful than the comparisons between the two programs.

3 IMPACT OF STATE WORK STUDY PARTICIPATION ON STUDENTS' CAREER CHOICE AND EDUCATIONAL PLANS

Many students do not have well-formulated career goals when they begin college. The State Work Study program is intended to help students explore career opportunities by providing them with jobs related to their career interests. With this type of employment, students should be able to see whether or not the field really offers the kinds of opportunities they expect. They should also be able to gain a better understanding of what specific skills are important to learn and how they are actually used on the job. The work experience may confirm their career interests and help them refine their career goals, or it may convince them that they are no longer interested in a particular field (an equally valid outcome). In either case, students with career-related work experience should be in a better position than those without it to plan the rest of their educational programs and to know what type of job to look for after graduation.

By giving students an opportunity to apply knowledge and use skills learned in college in a practical setting, State Work Study jobs should enable students to assess whether or not the skills they are acquiring in college are appropriate for the type of work they plan to do after they graduate. As a result of their work experience, students might decide to take particular courses or even change their major to prepare themselves better for employment in their chosen field after graduation.

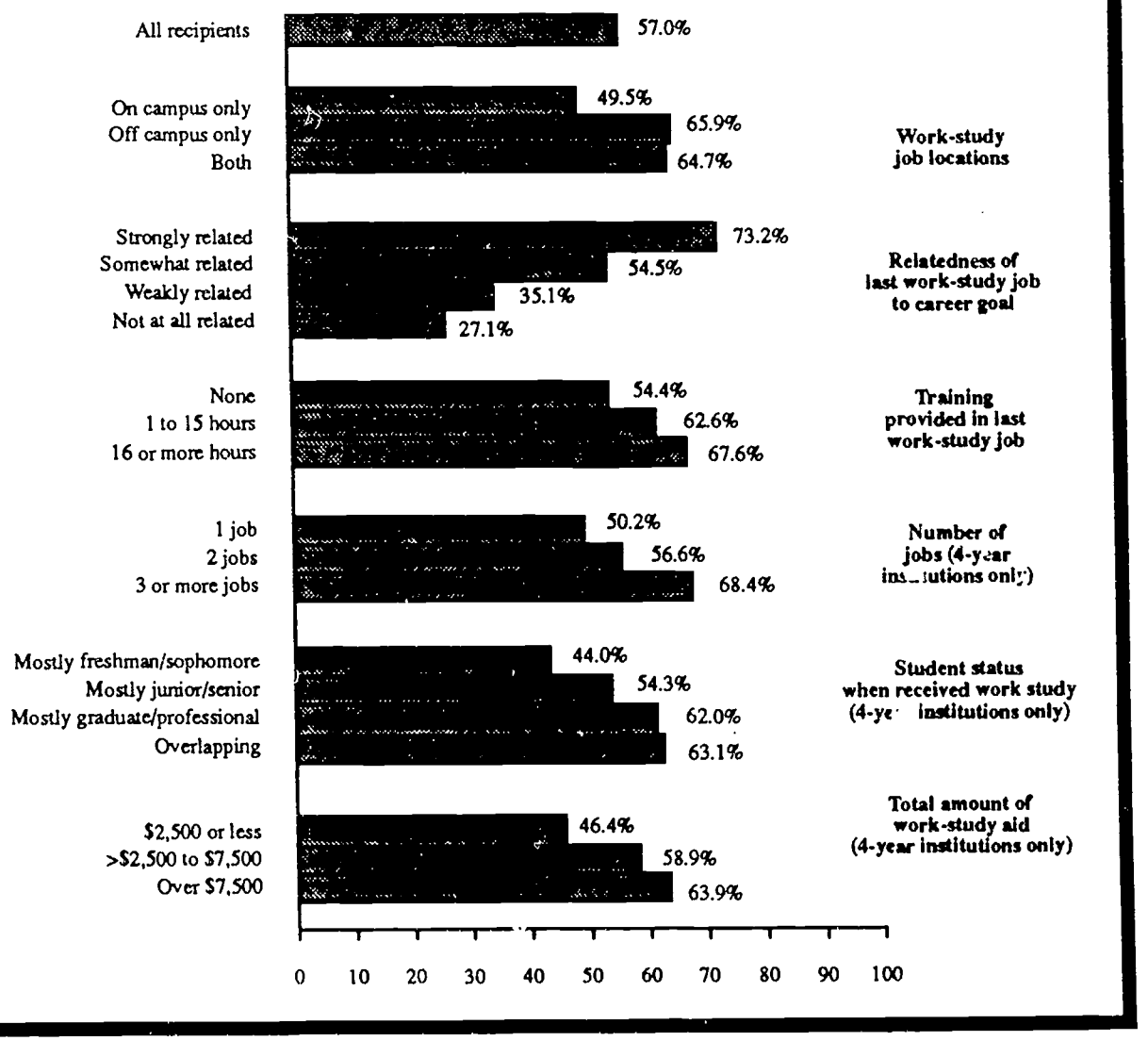
To determine the extent to which work-study employment impacted participants' career goals and educational plans, we asked former work-study students if there was anything about their work-study job (or jobs) that had influenced their career goal, and if so, to describe the type of influence. We also asked if there was anything about their jobs that had influenced their educational plans, and if so, to describe the type of influence.

Note that the questions about the types of influence were open ended. That is, respondents described the influences in their own words rather than selecting applicable ones from a list of possibilities. This approach avoids leading the respondent toward reporting certain influences, but respondents do not always mention all the influences. For example, roughly one-third of the former State Work Study students reported that they had experiences that cemented their career direction. However, the proportion would undoubtedly have been different if we had asked directly, "Did you have experiences that cemented your career direction?"

Influence on Career Goals

More than one-half of the State Work Study participants (57.0 percent) reported that their experience had influenced their career goal (Figure 3.1 and Table B-3.1). It is important to note that although only the responses of individuals who received State Work Study aid are reported here, many State Work Study participants (58 percent) received College Work Study aid as well. Thus, their responses about the influence of work study reflect their experience with both programs.

Figure 3.1
State Work Study Recipients Who Said That Work Study Influenced Their Career Goals



State Work Study recipients were most likely to report that work study influenced their career goal when they had at least one work-study job off-campus, their last work-study job was strongly related to their career goal, and they received 16 hours or more of formal training in that job. At four-year institutions, the intensity of participation was a factor as well. Work-study participants who worked at three or more jobs and students with total work-study aid amounts of more than $7,500 were most likely to say that work study had influenced their career goal.

Timing was a factor as well in four-year institutions. Those who received work-study aid primarily as freshmen or sophomores were less likely than those who received it as upper division or graduate students to report that it influenced their career goals.

When asked how work study had influenced their career goal, many mentioned more than one way (see Table B-3.2). More than one-third (38.0 percent) said that the experience allowed them to learn about the positive and negative aspects of a career in that field, and 30.4 percent said that it helped them cement their career direction. State Work Study students also said that they learned skills that were relevant for their future career (19.6 percent), gained practical experience in their field (18.2 percent), gained knowledge of what their future career would be like (14.7 percent), acquired practical knowledge or understanding of a job (12.2 percent), and learned interpersonal skills (11.2 percent). Those who received State Work Study aid primarily in their freshman or sophomore years were least likely to mention gaining practical knowledge or understanding of a job (2.3 percent compared with 16.6 percent for those who received aid mostly as juniors or seniors and 28.1 percent for those who received it mostly as graduate or professional students).

Influence on Educational Plans

A smaller, but still significant, percentage of the State Work Study participants (25.4 percent) said that their work-study experience influenced their educational plans (Table B-3.1). They were especially likely to report an influence if they worked both on and off-campus, if their last work-study job was strongly related to their career goal, and if they received 16 or more hours of formal training at that job.

Work-study participants who reported that work study had influenced their educational plans were asked to describe how it had done so. Although there were a wide variety of responses, the influences that students mentioned most often were that work study encouraged them to further their education (20.0 percent), to stay in their chosen field (16.5 percent), to remain in college (15.7 percent), to go into the field of their work-study job (13.5 percent), and

to take more classes (10.9 percent) (Table B-3.3). Students in jobs strongly related to their career goals were much more likely than those in jobs that were weakly or not at all related to state that work study had encouraged them to stay in their chosen field or to go into the field of their work-study job.

Preparing Students for a Career

Overall, approximately one-half (48.4 percent) of the students who received State Work Study aid reported that work study was "very helpful" in preparing them for a career, and another 37.7 percent believed that it was "somewhat helpful" (Table B-3.4). Only 8.0 percent said that this aid was "not too helpful," and 5.4 percent that it was "not at all helpful." A few did not know if it had been helpful.

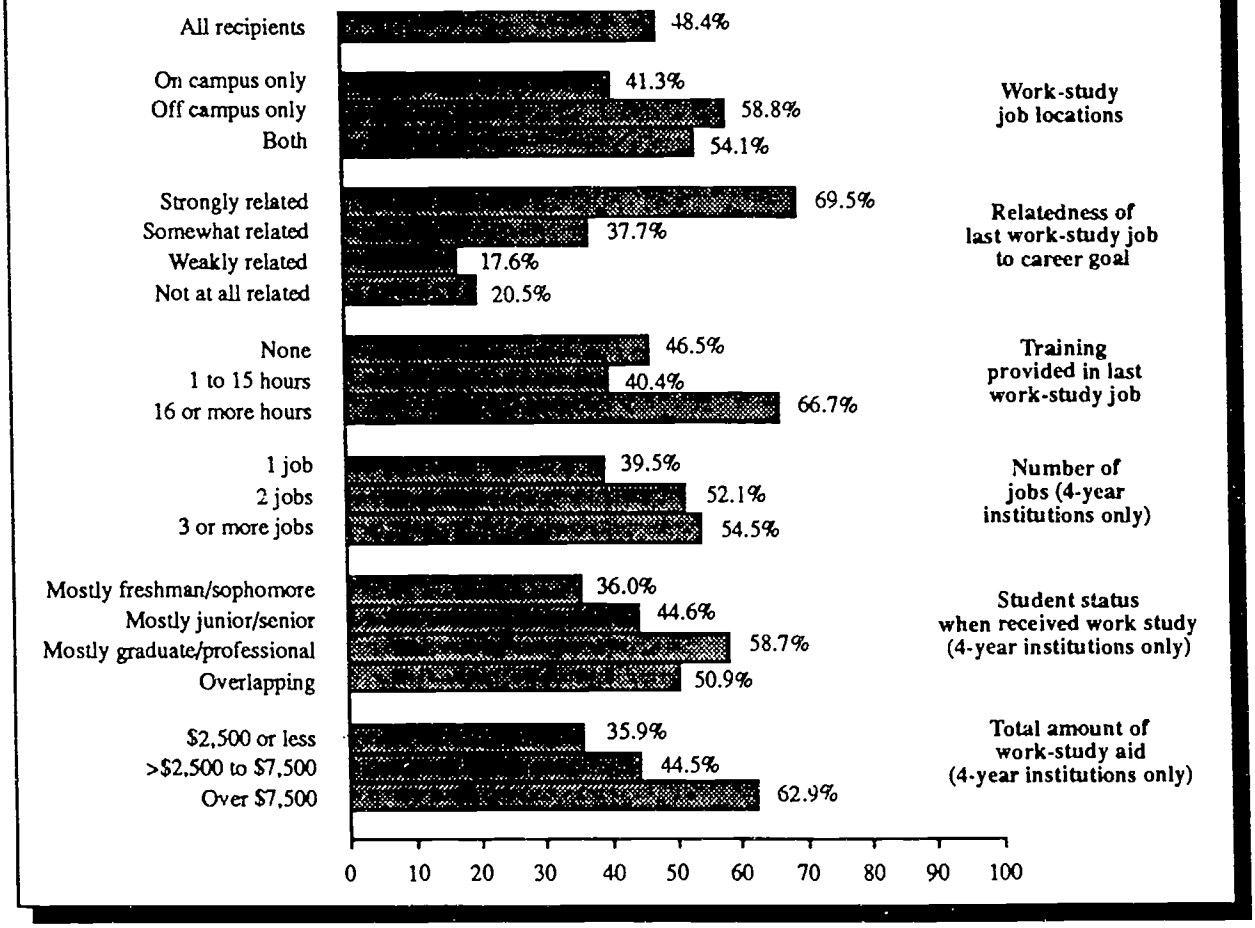
Those interviewed were particularly likely to report that work study was "very helpful" in preparing them for a career when they worked in at least one job off-campus, their last work-study job was strongly related to their career goal, they received 16 hours or more of formal training in their last work-study job, they participated mostly as graduate or professional students, and they received a total of more than $7,500 in work-study aid (Figure 3.2).

Link Between Postgraduation Employment and Career Goal or Last Work-Study Job

More than one-half (60.7 percent) of the former State Work Study participants reported that they had at least one job after graduation that was related to their career goal at the time of graduation. There were differences by type of institution, however. In two-year institutions, only 45.7 percent had this experience, compared with 64.0 percent at four-year institutions (Table B-3.5).

For 35.7 percent of the former State Work Study participants surveyed, at least one job after graduation was in the same occupational field as their last work-study job, and for 33.6 percent, at least one job was in the same industry (Table B-3.6). Particularly likely to have postgraduation jobs in the same occupational field and industry as the last work-study job were former State Work Study students whose last work-study job was strongly related to their career goals (41.2 percent had jobs in the same occupation and 43.8 percent had jobs in the same industry) and whose work-study jobs were off-campus only (43.8 percent had jobs in the same occupation and 46.7 percent had jobs in the same industry).

Figure 3.2
State Work Study Recipients Who Said That Work Study Was "Very Helpful" in Preparing Them for a Career



4 IMPACT OF STATE WORK STUDY PARTICIPATION ON EMPLOYABILITY AFTER GRADUATION

An important rationale for requiring that students' work-study jobs be related to their career goals is the assumption that this will increase their employability upon graduation. Since students face a competitive job market when they finish college, those who already have work experience in their chosen field are expected to have an advantage in the search for employment. A work-study job can serve as a trial period for the student and employer if there are opportunities for a permanent position with that employer. Even if these opportunities do not exist, the employer may be able to put the student in contact with someone in the same type of business who does have an opening. Moreover, work-study jobs can provide students with the chance to learn skills that are needed in their fields of interest and, therefore, strengthen their position in the job market.

To determine how useful work-study jobs were in helping a student find employment after graduation, we asked former participants if their work-study job (or jobs) had helped them find a job when they graduated. We also asked them how work study had (or had not) been helpful, what skills they had learned that they used in jobs after graduation, how often they used those skills, and how helpful work-study has been for job advancement. In addition to questions about their overall work-study experience, we asked about their experiences with each individual work-study job, such as what year at college had they been in at the time of employment, what occupation and business the job had been in, whether or not they had received any formal training on the job (and if so, how much), how satisfied they had been with the job, how related it had been to their career interests, how much it had paid, and whether or not it had led to a job offer or referral.

Believing that employers would be a valuable source of information on the usefulness of the work-study experience, we included them in our survey as well. We asked them if their employee's work-study experience had been a factor in the hiring decision, how it had (or had not) been a factor, what skills had been important, and if those skills would help the employee advance. We also asked them some general questions such as whether or not they thought that it was important for new, entry-level employees to have previous work experience, whether or not it mattered if the experience was related to the job for which they were hiring, and how often they hired students right out of college with no previous work experience.

This chapter reports on the impact of work-study on the employability of all the students in the sample who received at least some State Work Study aid. As indicated in the Introduction, more than half of these students also received College Work Study aid at some point. Thus, their responses to the general questions about their work-study participation reflect their experiences with both programs. (The experiences of students who received only College Work Study aid are described in Chapter 6, where they are compared with the experiences of students who received State Work Study aid only or both State and College Work Study aid.)

This study showed that participation in the State Work Study program does, in fact, enhance employability. Specifically, it helps participants find jobs after they graduate; it sometimes leads to a permanent job or a job referral; and it teaches them skills they can use in jobs after graduation—ones that will help them advance. The value of work study is underscored by the fact that employers believe that previous work experience is important for new, entry-level employees.

Finding Jobs After Graduation

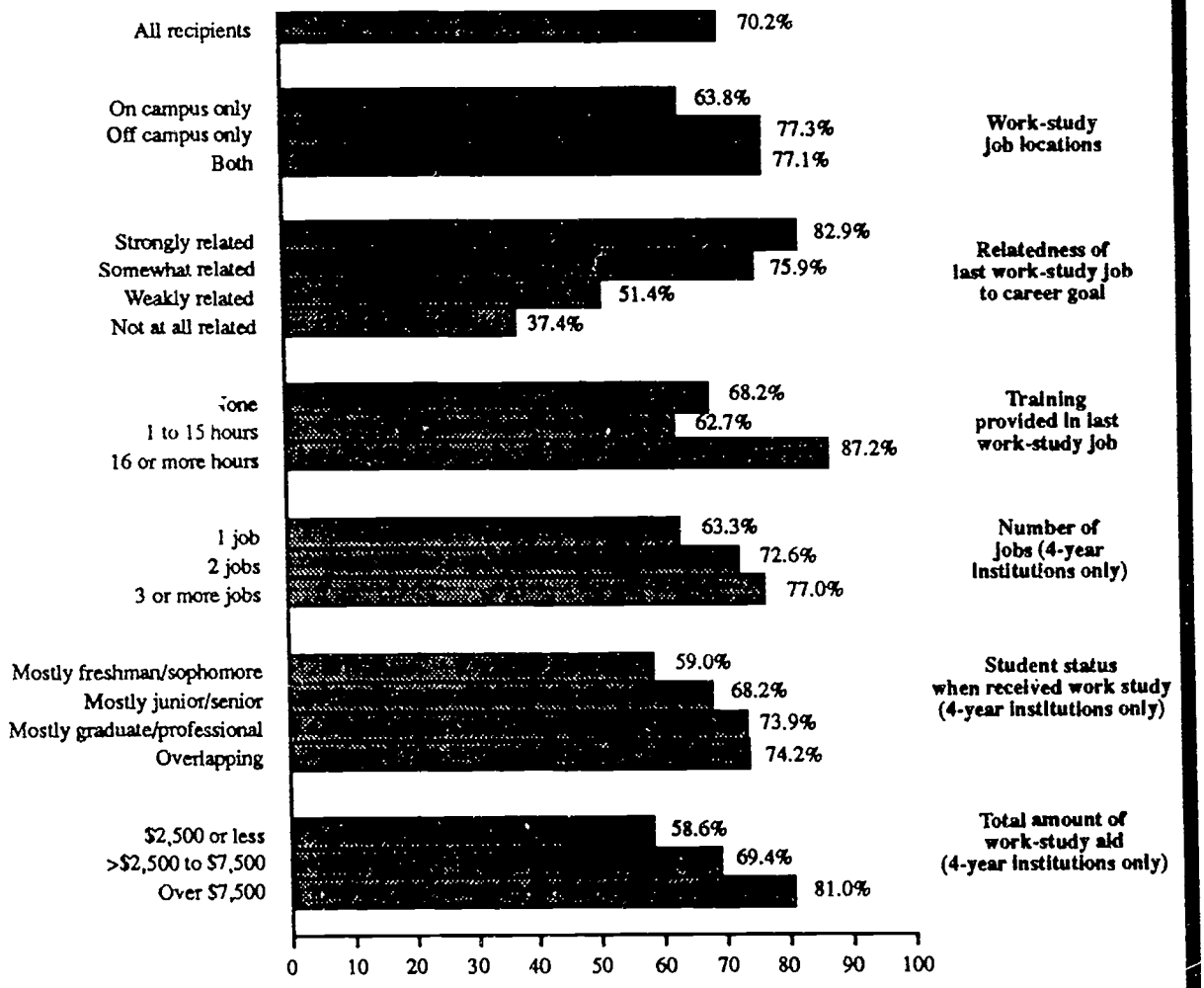
The Students' Perspective

More than 70 percent of the State Work Study recipients who were surveyed reported that their work-study experience was "very helpful" or "somewhat helpful" in helping them find a job after graduation. Responses were similar for recipients who had attended two- and four-year institutions. When students worked off-campus, in jobs that were strongly related to their career interests, and in jobs that provided formal training the experience was especially likely to be valuable in enhancing the students' employment prospects (Figure 4.1 and Table B-4.1).

The intensity of the work-study participation appears to have some effect on the usefulness of the experience for finding a job after graduation. In four-year institutions especially, the more jobs students had and the greater the total amount of work-study aid they received, the more likely they were to report that the experience was helpful.

The timing of the work-study participation in the student's academic career was also of some importance for students in four-year institutions. Students who received work-study aid mostly as freshmen or sophomores were less likely than those who received it mostly as juniors or seniors or as graduate or professional students to report that their experience was helpful in finding a job after graduation.

Figure 4.1
State Work Study Recipients Who Said That Work Study Was "Very Helpful" or "Somewhat Helpful" in Finding a Job After Graduation



When asked how work study was (or was not) helpful to them in finding a job after graduation, the survey respondents gave many different answers. The most frequently mentioned ways that it was helpful were that the work-study job provided experience that was directly related to their career goal (26.4 percent), good general work experience (22.6 percent), and good references (22.4 percent) (Table B-4.2). Respondents whose last work-study jobs were strongly related to their career goals were more likely than those whose work-study jobs had not been related to their career goals to mention these reasons.

Somewhat smaller percentages reported that specific skills learned in their jobs helped them find a job after graduation (13.3 percent). Respondents whose last work-study jobs were strongly related to their career goals were more likely to mention specific skills (15.5 percent) than were respondents whose jobs were only weakly related to their career goals (6.8 percent) or not at all related (9.1 percent). Specific skills were an important reason especially for those whose work-study jobs were in education (19.2 percent).

Overall, 12.0 percent of the survey respondents said that their work-study experience had put them in contact with someone who offered them a job. Contacts were especially important to students who worked off campus, in jobs related to their career interests, and in jobs in the managerial occupational field (17.1 percent, 18.0 percent, and 23.5 percent, respectively, of students in these categories reported that their work-study experience had put them in contact with someone who offered them a job.

The Employers' Perspective: The Importance of Work Study Experience in the Hiring Decision

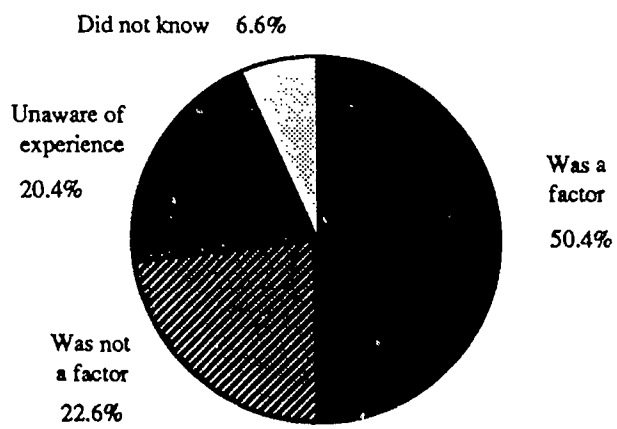
The former State Work Study students' perceptions about the usefulness of the work-study experience were supported by their current employers. About one-half (50.4 percent) of the current employers of the former State Work Study participants said that the work-study experience had been a factor in their decision to hire that person (Figure 4.2 and Table B-4.3). It was more likely to be a factor when the recipient's last work-study job was strongly related to the career goal than when the job was weakly or not at all related (53.9 percent compared with 38.8 percent). Among participants who attended four-year institutions, it was more likely to be a factor when work-study participation was mostly in the junior/senior or graduate/professional years rather than in the freshman/sophomore years (52.2 percent and 50.0 percent compared with 23.8 percent).

Of the employers of State Work Study participants who said that work-study experience was factor in the hiring decision, almost one-half (49.1 percent) said that the experience was very important and 41.2 percent said it was somewhat important (Table B-4.4). Only 4.4 percent said it was not very important, and 5.3 percent that they did not know.

Employers of State Work Study participants who said that work-study experience was a factor in the hiring decision said it was important because it demonstrated that the employee was qualified for the job, and it showed that the employee had developed a sense of responsibility and knowledge about job requirements (Table B-4.5). Some employers mentioned that they had wanted to hire an employee with work experience and that work study gave the student an

advantage over candidates without such experience. Of the employers who said work-study experience was not a factor in the hiring decision, frequently stated reasons were that the experience was not related to the job field, that they were unaware that the employee had participated in a work-study program, and that they believed that education was more important (Table B-4.6).

Figure 4.2
Importance of Work-Study Experience in Employer's Hiring Decision

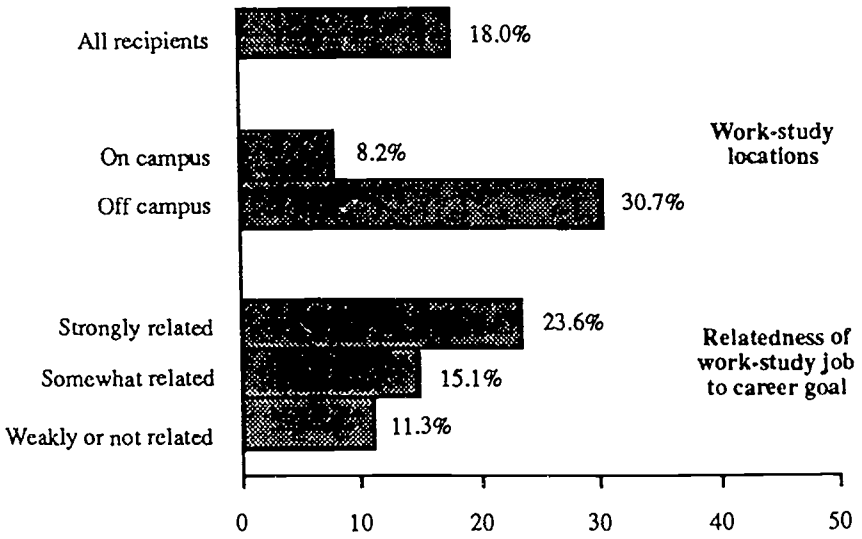


Offers of Permanent Jobs or Referrals to Other Jobs

The majority of State Work Study jobs (63.1 percent) did not lead directly to permanent employment for the student (Table B-4.7). However, 18.0 percent did lead to an offer of permanent employment (either a part-time job while the student was still in college or employment after graduation), and 21.7 percent led to referrals elsewhere (Figure 4.3).[1] Offers were most likely to be forthcoming when the jobs were strongly related to the students' career goals and when they were off campus. Not all offers were accepted, however: 10.2 percent of the jobs led to accepted offers and 7.9 percent to declined offers.

[1]These three percentages add to more than 100 percent because a few students received both offers and referrals.

Figure 4.3
State Work Study Jobs Leading to Offers of Permanent Jobs



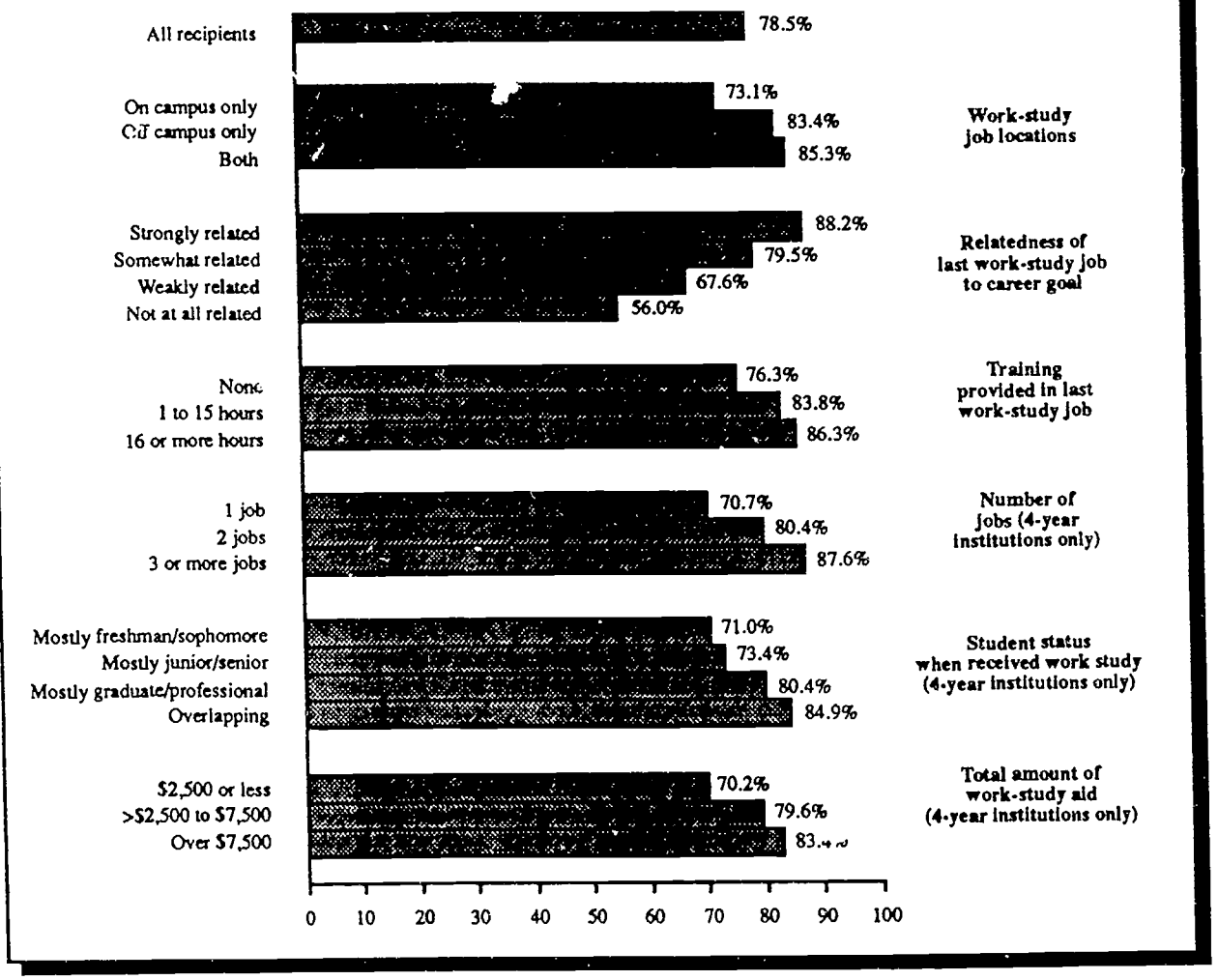
Referrals were also much more likely when the job was strongly related to the student's career goal than when it was not at all related (28.6 percent compared with 10.8 percent). Referrals were about equally likely for both on- and off-campus jobs (just over 20 percent). This suggests that even though on-campus employers are not often in a position to offer permanent employment, they often have contacts outside the college or university that can be helpful to a student job-seeker.

The percentages of jobs that led to offers and referrals varied by occupation. For example, jobs in professional fields (other than education), managerial occupations, and farm occupations were particularly likely to lead to offers and for the offers to be accepted.

Use of Skills Learned in Work-Study Jobs After Graduation

Overall, 78.5 percent of the former State Work Study recipients reported that they used skills learned in work study in their jobs after graduation (Figure 4.4 and Table B-4.8). The percentages were similar in both two- and four-year institutions. A greater likelihood of using these skills was associated with the last work-study job being related to the student's career goal,

Figure 4.4
State Work Study Recipients Who Said That Skills Learned in Work Study Were Used After Graduation



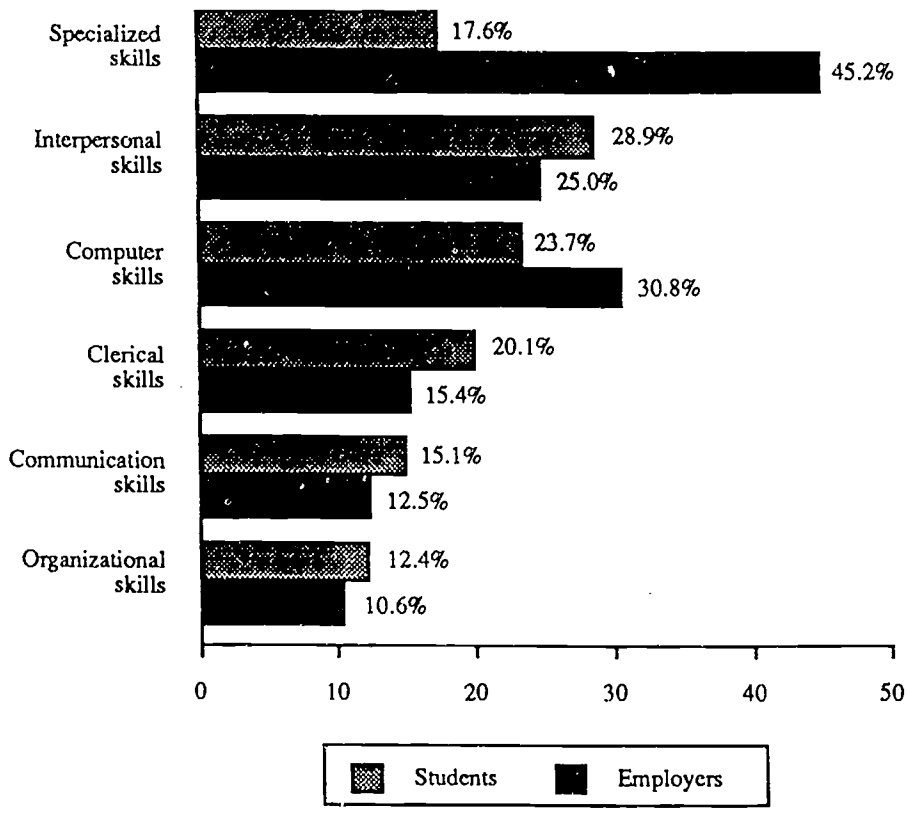
working off campus, receiving on-the-job training in the last work-study job, greater intensity of participation, and later participation.

A somewhat smaller percentage of employers reported that the State Work Study recipients used skills learned in work study in their current jobs—57.8 percent compared with the 78.5 percent reported by the State Work Study recipients themselves (Table B-4.9). However, another 17.2 percent of the employers were unaware of the student's work-study skills. Only 12.2 percent of the employers (compared with 20.7 percent of the former State Work Study recipients) said that skills learned in the work-study job were not used. The current employers of former State Work Study students whose last job was strongly related to their career goal and who had

worked off campus were especially likely to report that skills learned in work-study jobs were used.

Both former State Work Study participants and their current employers who indicated that skills that were learned in work study were used in current jobs were asked to describe those skills. Interestingly, employers were much more likely than their employees to report that specialized work skills unique to the job were used (45.2 percent compared with 17.6 percent) (Figure 4.5 and Tables B-4.10 and B-4.11). On the other hand, both were about equally likely to mention other more general work skills such as interpersonal skills, computer skills, clerical skills, communication skills, and organizational skills.

Figure 4.5
State Work Study Recipients and Employers Who Reported the Use of Various Skills After Graduation



The types of skills used varied with the occupational field of the State Work Study recipient's job. For example, students whose last work-study jobs were in managerial or service occupations were particularly likely to use interpersonal skills that they learned in their work-study job in their jobs after graduation. Students whose work-study jobs were in administrative support occupations were especially likely to be using computer skills they learned. Those whose last work-study job was in a professional field (other than education) were particularly likely to report using specialized skills that they had learned.

About three-quarters (74.6 percent) of the former State Work Study students said that they used the skills they learned in their work-study jobs all or most of the time in jobs held after graduation (Table B-4.12). They were particularly likely to report using the skills this often when their last work-study job was strongly related to their career goal, when it was in a professional or managerial occupation, and when at least some of their work-study jobs were off-campus. The employers also thought that the former State Work Study students made extensive use of skills learned through work-study: 87.5 percent said that they used them all or most of the time (Table B-4.13).

Usefulness of Skills for Advancement

Approximately one-half (50.3 percent) of the recipients thought that the skills they learned in work-study jobs had (or would in the future) help them advance (Table B-4.14). They were particularly likely to think so when the work-study job was strongly related to their career goal, when they received 16 hours or more of on-the-job training, and when they were at the graduate or professional level at the time of work-study participation.

In contrast, only 28.3 percent of the current employers thought that the skills had helped (or would help) the State Work Study recipients advance (Table B-4.15). Thirty percent did not think so, and the remaining 24.4 percent did not know. However, the employee may have advanced in ways in which the employer was unaware, such as from one job to another.

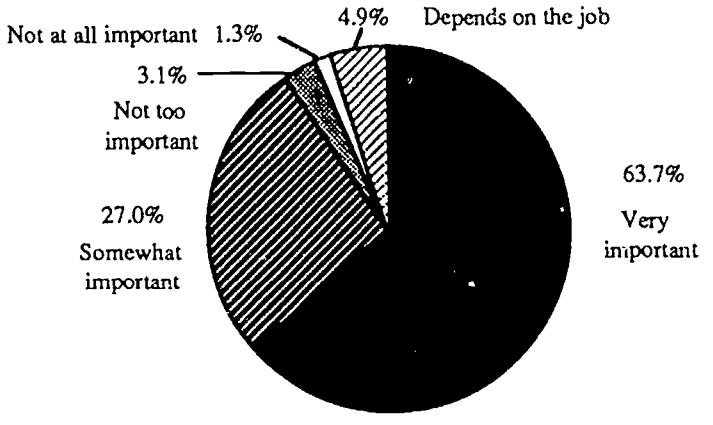
Of the former State Work Study students who thought that skills learned through work study had helped them advance in their current jobs (or would in the future), approximately one-quarter mentioned each of the following: job-related skills, interpersonal skills, and general work skills learned on the work-study job (Table B-4.16). When the job was strongly related to the student's career goal and when the student had worked off-campus, job-related skills were especially valuable. The employers who believed that work-study-learned skills had (or would) help the employee advance mentioned the following: specialized skills (31.4 percent); skills

directly related to the job (25.5 percent); practical skills (15.7 percent); and interpersonal skills (15.7 percent) (Table B-4.17).

Importance of Work Experience for New, Entry-Level Employees

Previous work experience appears to be very important in today's job market. The overwhelming majority of employers thought that work experience was important when they hired new, entry-level employees: 63.7 percent said that it was "very important" and 27.0 percent said that it was "somewhat important" (Figure 4.6). Only 1.3 percent said that it was "not at all important." When asked how often they hired recent college graduates with no previous work experience, almost one-half (46.0 percent) of the employers responded "rarely" or "never." Only 18.2 percent said that they "frequently" hired employees with no previous work experience.

Figure 4.6
Employers Who Said That Work Experience Was Important for New, Entry-Level Employees



Experience related to the current job was less important to employers than general work experience, but it was still important. Of those who thought that previous work experience was of any importance when hiring new, entry-level employees: 31.1 percent thought that it was "very important" that the experience be related to the current job, and 55.2 percent thought that it was "somewhat important." Another 7.1 percent thought that it was "not too important" that the

experience be related to the current job, and only 2.4 percent thought that it was "not at all important." The remaining 4.2 percent said that it depended on the job.

Interrelatedness of Job Characteristics

Throughout this chapter and the previous one, we have linked individual job characteristics with outcomes (such as the impact of career-relatedness on finding a job after graduation) and repeatedly found many of the same characteristics linked to positive outcomes. Jobs that were strongly related to the students' career goals, that were off-campus, that involved training, and that were held later in the students' academic careers were consistently associated with stronger influences on students' career selection and greater employability after graduation. In fact, these characteristics were strongly interrelated. Specifically,

- Strongly related jobs were more likely than other jobs to be located off-campus, be held during graduate years, be in technical and professional occupations;[2] provide 16 or more hours of training, pay more than $7.50 an hour, be held by juniors/seniors than freshmen/sophomores and by graduate students even more (Table B-4.18).

- Off-campus jobs were more likely than on-campus jobs to be related to the student's career goal, to be held during junior or senior years, to be in professional occupations, to provide a longer period of formal job training, and to pay higher hourly wages (Table B-4.19).

- In four-year institutions, jobs held by State Work Study students in their later college years tended to be more related to their career goals, be in professional or technical areas, and pay higher wages (Table B-4.20).

Although the patterns for students at four-year institutions generally held true for students at public two-years institutions, because of the relatively small number of two-year students in the study, most differences did not prove to be statistically significant. However, public two-year students in their first year were more likely than students holding jobs in later years to have jobs in less-skilled service occupations (15.2 percent compared with 2-3 percent). In addition, public

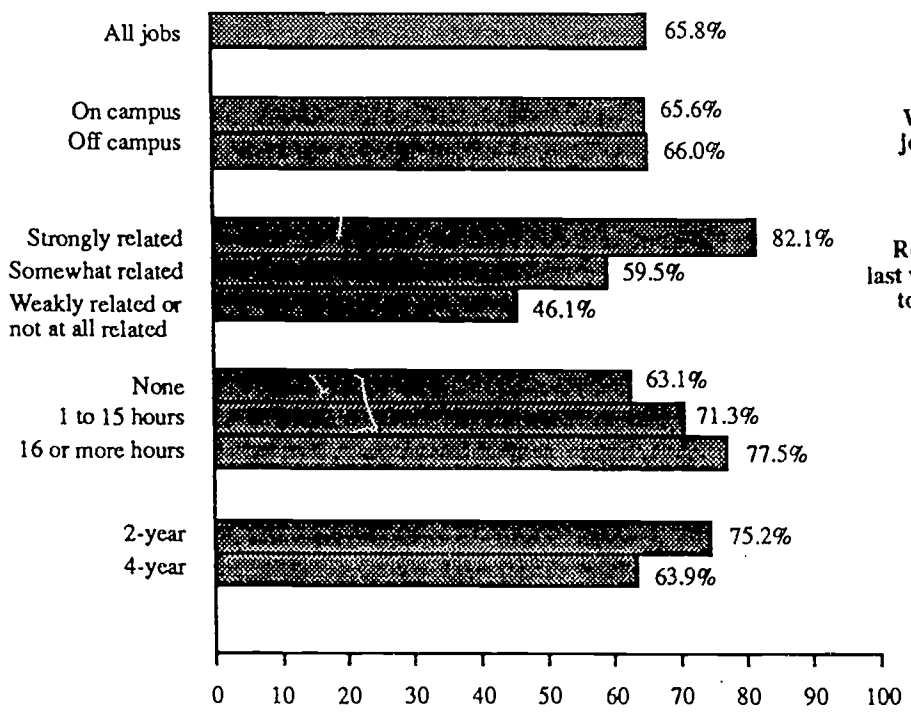
[2] However, the patterns within specific professional areas were uneven. In contrast, jobs that were not at all related were more likely to occur in services and weakly related jobs were more likely than strongly related jobs to occur in the area of administrative support. It is not surprising to find that professional jobs were more related to the students' career goals given that 67.1 percent of State Work Study students planned careers in professional areas (Table B-2.6). Furthermore, technical jobs often provided the opportunity to work as a professional assistant where a student did not possess the necessary credential to work in a professional capacity. (See Appendix D for a description of technical occupations.)

two-year students holding jobs in second or later years were more likely than first-year students to earn more than $7.50 an hour (6.1 percent compared with 0 percent). Finally, unlike students at four-year institutions, public two-year students holding jobs in their second or later years were more likely than students in their first year to receive some formal job training (27.8 percent compared with 9.1 percent).

Student Satisfaction With State Work Study Jobs

We asked the program participants how satisfied they had been with each of their State Work Study jobs. They reported that they were "very satisfied" with 65.8 percent of them and "somewhat satisfied" with 27.8 percent (Figure 4.7 and Table B-4.21). They were "somewhat

Figure 4.7
State Work Study Jobs with Which Students Were "Very Satisfied"



dissatisfied" or "very dissatisfied" with only 6.0 percent. Jobs with which State Work Study recipients were particularly likely to be "very satisfied" were those that were strongly related to their career goals and involved 16 or more hours of on-the-job training. An on- or off-campus location was not a significant factor in student satisfaction with the job (Figure 4.7).

Students gave a variety of reasons for leaving their State Work Study jobs, but they most commonly left because they graduated (33.3 percent) or the work-study award was over (28.3 percent) (Table B-4.22). Only 3.2 percent left because they did not like the job. Other reasons for leaving included (but were not limited to) wanting another job, the job interfering with school, and the student's transferring to a different college.

5 IMPACT OF STATE WORK STUDY PARTICIPATION ON BORROWING

A key intended benefit of work-study programs is that they allow students who need financial assistance to attend college to receive such assistance without assuming a large loan burden. An important question is whether or not the availability of work-study aid does in fact reduce the amount that students need to borrow. That is, is work study a substitute for borrowing, or does it only increase access by enabling those students who have already been awarded the maximum grant and loan amounts to attend college?

We searched for the answer to this question in two ways. First, in our survey, we asked the former State Work Study recipients what they would have done if they had not received work-study assistance and, if borrowing would have been necessary, how much they would have borrowed. Second, we used multivariate statistical techniques to analyze state-collected financial aid data to determine whether work study serves as a substitute for loans. Controlling for the type of institution attended, student level, student demographic characteristics, financial need, and financial aid grants, does the amount borrowed decrease as the amount of work-study aid increases?

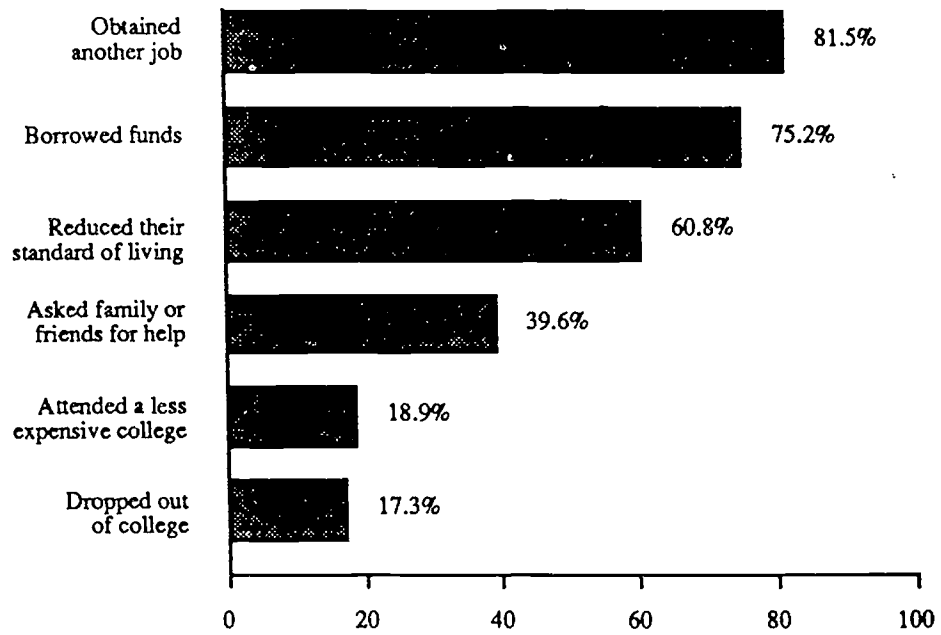
Survey Findings

Many of the State Work Study recipients reported that they would have used more than one strategy to make up the difference if they had not received State Work Study aid. About three-quarters said that they would have needed to take out a loan or take out a larger loan if they had not received work-study aid while in college (Figure 5.1 and Table B-5.1). Other strategies that they mentioned included getting another job (not work study), reducing their standard of living, and obtaining additional help from their family or friends. Some students would have gone to a less expensive college or dropped out of college.

Some were more likely than others to say that they would have chosen specific options. For example, recipients who were financially dependent students would have been more likely than those who were financially independent to have turned to their families (47.7 percent compared with 34.7 percent) and would have been less likely to have dropped out of college (8.1 percent compared with 21.6 percent). Independent students with family incomes of more than $30,000 a year would have been more likely than those with annual incomes of less than $6,000

to have reduced their standard of living without work-study aid (73.3 percent compared with 58.0 percent). Students who received the most work-study aid (more than $10,000 in total) would have been more likely than those with levels of work-study aid that were less than $5,000 to have dropped out of college.

Figure 5.1
What Students Would Have Done Without Work-Study Aid



Of those for whom borrowing would have been an option (that is, they had not reached their borrowing limit), approximately one-quarter (25.3 percent) said that they would not have taken out loans (Table B-5.2). However, 10.9 percent said that they would have needed to borrow up to $2,000; 26.9 percent would have needed to borrow between $2,000 and $4,999; and 29.9 percent would have needed to borrow more than $5,000. Seven percent said that they did not know how much they would have had to borrow.

Results of the Multivariate Analysis

As indicated above, the purpose of this analysis was to determine if there is any substitution of work-study aid for loan aid. In other words, if students are awarded work-study aid, are they able to reduce the amount borrowed? Separate regression analyses were performed for each year between 1983–84 and 1988–89. The sample included in each equation was all work-study recipients who graduated in 1987, 1988, or 1989 who received work study aid in year analyzed.[1]

The dependent variable (the variable whose value we were trying to explain) was the amount awarded in loans. The independent variables (the factors expected to determine the value of the dependent variable) were the type of institution attended, student level in college, age, sex, race, family income, financial need, grants, State Work Study aid, and College Work Study aid.

The model was successful at explaining some of the variance in the amounts of the loans students were awarded. (See Appendix C for the values of the coefficients and measures of significance.) The analysis generally supported the hypothesis that work study serves as a substitute for loans. It showed that, everything else being equal, an extra dollar of College Work Study aid decreased a student's loans by 3 to 29 cents, and that an extra dollar of State Work Study decreased loans from 2 to 22 cents. In 1987–88, however, there was a positive coefficient for State Work Study, indicating that larger amounts of State Work Study were associated with larger loans that year, a finding that was not consistent with the findings for the other years.

As would be expected because of the higher cost of attending, students who attended four-year institutions generally had more in loans than did those who attended community colleges. Also as would be expected, student level and age were factors in the amount of loan aid: the higher the level and the older the student, the greater the loans.

Somewhat surprisingly, the amount of loans increased with family income in the earlier years, but decreased in the most recent two years. One possible explanation is that financial aid officers may try to award grants rather than loans to lower-income families, especially in the earlier years of a student's academic career. As would be expected, the amount of loans increased as need increased and decreased as the amount of grants increased.

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[1] That is, 6,372 recipients in 1983–84; 10,351 in 1984–85; 14,939 in 1985–86; 21,580 in 1986–87; 20,629 in 1987–88; and 15,531 in 1988–89.

6 COMPARISON OF STATE AND COLLEGE WORK STUDY

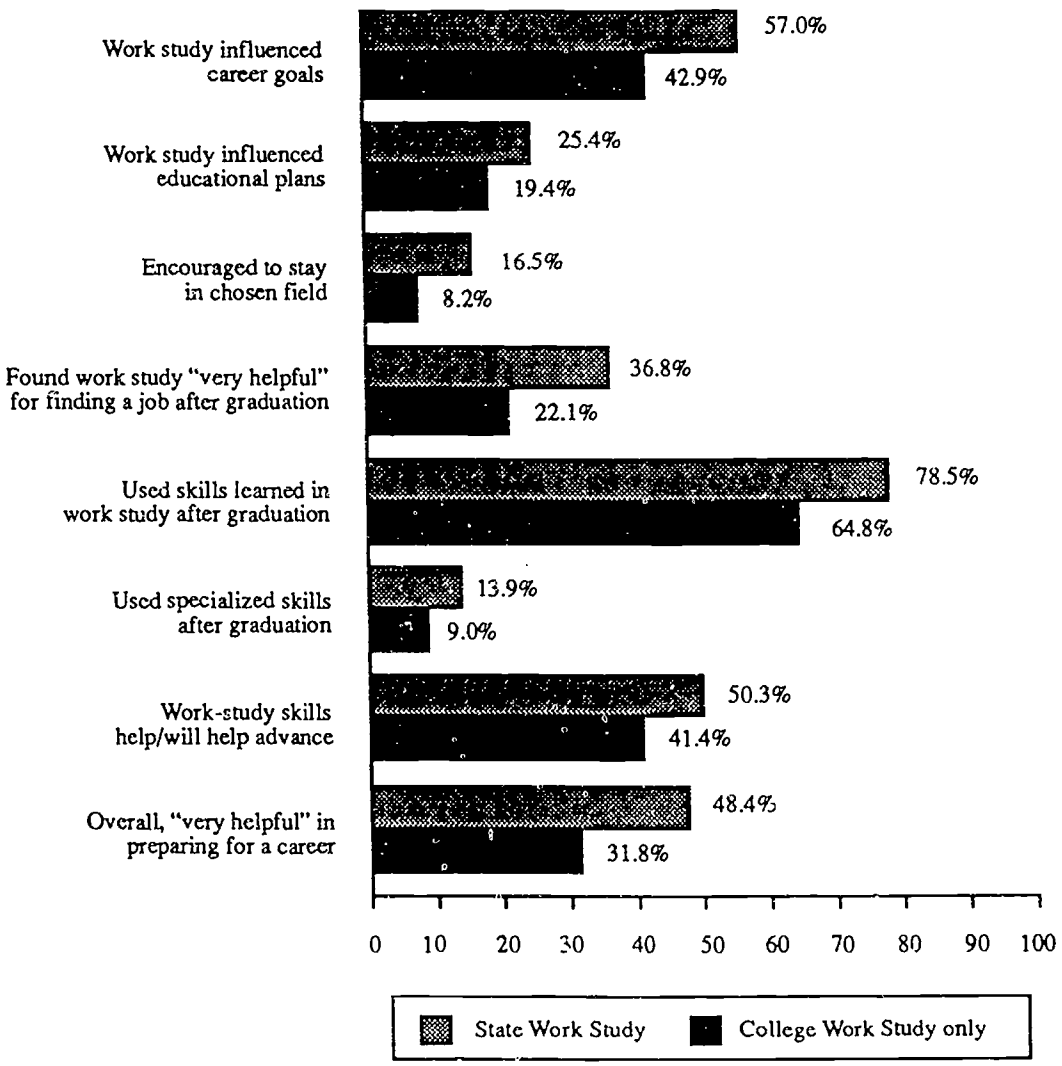
Both the federally funded College Work Study program and the State Work Study program offer students an opportunity to earn money to help them finance their college education. By subsidizing employers, they increase the likelihood that students will be able to find jobs. The major difference between the two programs is the provision in the State Work Study program that the student's job be related to his or her career interests. Making this match is expensive to administer. The colleges must identify students' career goals, develop appropriate jobs (including off-campus jobs, which involves dealing with many employers), and ensure that employers are meeting program requirements. Given the additional cost of administering the State program, it is reasonable to ask whether the career-related work opportunities of the State Work Study program benefit students in ways that College Work Study jobs do not.

As indicated in Chapter 2, State and College Work study jobs have tended to differ. Among the work-study jobs held by the recipients in our sample, State Work Study jobs were more often associated with the following characteristics than were College Work Study jobs. They were more likely to be strongly related to the students' career goals, located off campus, held in later college years, provide longer training, and pay more than $5.00 per hour. Chapters 3 and 4 showed that these job characteristics are associated with greater impacts on helping students define their career goals and increasing their employability, which means that individuals whose work-study experience included at least one State Work Study job appear to have benefited in ways that those who had only College Work Study jobs have not. In addition, while the State Work Study program allowed students to borrow slightly less, the combination of both State and College Work Study aid in the same financial aid package had the greatest impact.

Impact on Career Choice

The State Work Study program appeared to have a stronger impact than the College Work Study program on career goals. Specifically, 57.0 percent of students who received State Work Study aid in contrast with only 42.9 percent of students who received just College Work Study aid reported that their work-study experience influenced their career goals (Figure 6.1 and Table B-6.1). This difference suggests that the design of the State Work Study program has succeeded in providing more career-relevant experience.

Figure 6.1
Comparison of State and College Work Study Recipients' Experiences



The difference in the impact on educational plans was less striking: 25.4 percent of those who received State Work Study aid reported that their work-study experience had influenced their educational plans, compared with 19.4 percent of those who received College Work Study aid only. However, students who received both State and College Work Study were slightly more likely than students who received just one type of aid to report that work study had an impact on their educational plans (28.4 percent compared with 21.9 percent for those who received State Work Study aid only and 19.4 percent for those who received College Work

Study aid only). This difference may be due to the fact that students who received both types of work-study aid generally participated longer in work study. As shown previously, a more intensive work-study experience tended to be associated with greater positive outcomes for students.

In general, State and College Work Study were very similar in the types of influences the programs had on students' career goals. Both students who received just State Work Study and students who received just College Work Study reported that work study influenced them most by teaching them positive or negative aspects of the field (46.4 percent and 37.8 percent) or by cementing their career direction (28.0 percent and 28.1 percent) (Table B-6.1). However, students who received just College Work Study were twice as likely to mention that work study taught them interpersonal skills (17.8 percent vs. 8.7 percent). Since students who received just College Work Study were more likely than other students to hold work-study jobs in administrative support and service occupations, they probably had less opportunity to learn technical skills but more opportunity to interact with people.

State and College Work Study were similar in the types of influences the programs had on students' educational plans. The only significant difference was that students who received just State Work Study were more likely than students who received just College Work Study to report that work study showed them they needed to learn more (13.4 percent compared with 3.3 percent). Since State Work Study jobs were more likely to be in technical or professional occupations, the State Work Study experience probably challenged participating students more in terms of the skills they needed to use in their work-study jobs.

Impact on Employability

Work-study participants who had received any State Work Study aid consistently reported greater benefits than students who received just College Work Study.[1] They were more likely than those who received only College Work Study aid to report that work study was very helpful in finding a job after graduation, taught them skills they used after graduation, and taught them skills that had helped them advance (or would in the future help them do so). Although the skills that State and College Work Study students reported using after graduation were very similar,

[1] In fact, there were almost no significant differences between students who received just State Work Study and students who received both State and College Work Study. Since a student's last work-study job probably had more of an impact on employability than earlier jobs, one reason for the similarity among State Work Study students may be that most students who received both types of aid held State Work Study jobs as their last work-study jobs.

State Work Study students were more likely to report that they used specialized skills.[2] Finally, State Work Study students were more likely to report that, overall, work study had been very helpful in preparing them for a career.

State Work Study jobs were more likely than College Work Study jobs to lead to an offer of a permanent position (18.0 percent compared with 9.9 percent) and to receive a "very satisfied" rating (65.8 percent compared with 57.1 percent) (Table B-6.3). However, there were no significant differences in students' reasons for leaving either type of job.

[2] Specialized skills are specific to the occupation or industry and cover a wide variety of reported skills.

7 CONCLUSIONS

This study has provided evidence that as a financial aid program, State Work Study enables students to attend college who would otherwise not be able to do so and reduces the need for students to borrow. However, this study has also shown that State Work Study is more than a financial aid program. Specifically, participation in the State Work Study Program:

- Helps students define their career goals and plan their educational programs;
- Helps prepare them for a career;
- Helps them find a job after graduation;
- Sometimes leads to a permanent job or a job referral; and
- Teaches students skills that they use in jobs after graduation and that help them advance.

Employers confirm the value of a job applicant's work experience when looking for a job. The majority of those surveyed said that previous work experience was important for new, entry-level employees.

Characteristics of jobs that repeatedly were found to be more frequently associated with positive outcomes include off-campus employment, jobs that were strongly related to the students' career interests, and ones that provided formal training. In addition, a more intense experience and the awarding of State Work Study aid later in the students' academic careers were often related to positive outcomes. It is important to note that job characteristics were interrelated, making it difficult to ascribe a direct link between a specific job characteristic and a particular outcome. In general, the following job characteristics were associated with each other: being related to the students' career goals, off campus, held during later college years, in professional and technical occupations, providing longer training, and paying higher wages.

By placing greater emphasis on placements with these characteristics (at least for students with career interests where this is appropriate), program administrators may be able to increase the likelihood that work-study jobs will help students make their career choice and will increase their employability. Note, however, that encouraging off-campus employment may not always be appropriate. Students who do not have a clear career goal may not benefit any more from off-campus or professional or technical employment than they would benefit from on-campus or

other employment. The study showed that graduate students were most likely and freshmen/sophomores least likely to report that their work-study jobs were related to their career goal. It is reasonable to assume that students clarify their career goals as they progress through their college years.

Off-campus employment may particularly benefit undergraduates. The study found that, for undergraduates, off-campus employment was consistently associated with a more strongly related experience than was on-campus employment. However, on-campus employment particularly in technical occupations was just as successful at providing graduate students with strongly related work-study experiences.

The key difference between the State and College Work Study programs—the emphasis on placement in a job related to the student's career interest—appears to provide participants in the State Work Study program with benefits not available to students in the College Work Study program. For students who have definite career interests they want to explore, the State Work Study program is extremely valuable.

APPENDIX A COMPARISON OF THE SAMPLE SURVEYED WITH THE REST OF THE POPULATION OF WORK-STUDY PARTICIPANTS

	Sample Surveyed				Rest of Population			
	Private 4-yr.	Public 4-yr. Doctoral	Public 4-yr. Comp.	Public 2-yr.	Private 4-yr.	Public 4-yr. Doctoral	Public 4-yr. Comp.	Public 2-yr.
Student Characteristics	*State Work Study Participants*							
Race								
Black	2.13%	1.49%	1.20%	1.32%	5.45%	1.89%	2.75%	3.15%
Native American	1.06	0.50	2.40	1.32	4.16	1.63	1.55	1.22
Asian	9.57	0.99	5.39	2.65	9.08	3.65	5.73	8.94
Latino	2.13	2.48	1.50	2.65	2.23	2.35	2.13	2.72
White	77.13	86.14	85.93	88.08	66.90	82.92	82.75	79.11
Missing	7.97	8.42	3.59	3.97	12.18	7.57	5.11	4.86
Age								
Less than 20	0.53	1.00	0.90	5.30	0.89	1.32	1.17	6.49
21 to 25	52.66	48.76	67.37	23.18	51.1	50.56	69.52	30.59
26 to 30	22.34	25.87	18.86	23.18	27.77	22.91	15.22	20.71
Greater than 30	24.47	24.38	12.87	48.34	20.25	25.21	14.09	42.21
State Work Study as a								
Freshman	5.85	8.42	10.48	43.71	8.20	10.95	12.15	45.42
Sophomore	19.68	23.76	26.95	76.82	16.23	24.12	24.91	72.60
Junior	20.21	34.16	45.21	3.31	19.92	33.70	44.56	0.64
Senior	51.60	51.49	52.69	0.66	49.15	43.81	53.58	0.86
Graduate/Professional	22.11	10.84	10.14	0.00	20.71	11.49	11.43	0.21
Student status								
Dependent	5.32	3.47	4.19	0.00	3.05	2.61	5.11	1.00
Independent	34.57	29.21	19.46	45.03	33.04	35.33	19.30	41.63
Both	60.11	67.33	76.35	54.97	63.91	62.06	75.59	57.37
Received grants	94.68	96.04	95.21	98.68	95.66	97.07	97.02	98.69
Received loans	93.09	90.10	98.20	54.30	94.91	89.24	98.14	54.80
Years received CWS								
0	47.34	43.56	32.63	50.33	42.24	46.68	36.83	51.50
1 to 2	42.55	44.56	46.71	44.37	46.16	43.22	41.82	43.57
More than 3	10.10	11.88	20.66	5.30	11.60	10.11	21.35	4.93
Years received SWS								
1 to 2	85.63	89.60	79.04	91.39	90.57	91.53	78.53	93.99
More than 3	14.37	10.40	20.96	8.61	9.43	8.47	21.47	6.01
Had SWS only (no CWS)	47.34	43.56	32.63	50.33	42.24	46.68	36.83	51.50

	Sample Surveyed				Rest of Population			
	Private 4-yr.	Public 4-yr. Doctoral	Public 4-yr. Comp.	Public 2-yr.	Private 4-yr.	Public 4-yr. Doctoral	Public 4-yr. Comp.	Public 2-yr.
Student Characteristics	***Participants in College Work Study Only***							
Race								
Black	3.28%	1.20%	0.84%	0.00%	5.70%	1.90%	1.81%	4.13%
Native American	8.20	0.00	1.68	0.00	5.32	1.38	1.48	1.40
Asian	4.92	1.20	3.36	5.17	12.33	3.48	4.38	11.99
Latino	0.00	1.20	1.68	0.00	2.93	3.41	1.52	2.50
White	72.13	90.36	89.08	93.10	60.08	82.47	86.18	76.54
Missing	11.48	6.02	3.36	1.72	13.63	7.35	4.62	3.43
Age								
Less than 20	0.00	2.41	1.68	3.45	1.81	2.26	1.53	10.48
21 to 25	60.66	69.88	72.27	29.31	55.05	63.11	78.69	31.96
26 to 30	19.67	15.66	13.45	24.14	25.77	19.18	10.92	20.36
Greater than 30	19.67	12.05	12.61	43.10	17.36	15.46	8.86	37.20
College Work Study as a								
Freshman	14.75	31.33	39.50	50.00	18.90	35.85	38.59	56.00
Sophomore	37.70	45.78	37.82	82.76	28.25	41.63	45.93	65.54
Junior	22.95	46.99	47.90	1.72	23.47	36.11	51.26	0.99
Senior	59.02	32.53	59.66	0.00	46.77	29.15	50.69	0.29
Graduate/Professional	9.68	0.00	0.80	0.00	14.29	1.12	2.90	0.00
Student status								
Dependent	1.64	7.23	3.36	3.45	3.59	3.81	6.19	2.10
Independent	18.03	14.46	18.49	39.66	29.55	24.49	12.82	34.63
Both	80.33	78.31	78.15	56.90	66.87	71.70	80.99	63.27
Received grants	95.08	97.59	99.16	98.28	95.02	98.62	98.62	99.01
Received loans	93.44	87.95	94.12	53.45	92.45	91.73	96.19	53.08
Years received CWS								
1	50.82	43.37	41.18	51.72	58.23	57.45	36.92	63.74
2	26.23	43.37	21.01	37.93	25.48	26.13	27.30	27.36
More than 3	22.95	13.26	37.82	10.35	16.29	16.42	35.79	10.34
Years received SWS								
0	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

APPENDIX B TABLES

Table B-2.1 Demographic Characteristics of Work-Study Students

Demographic characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Total	100.0%	100.0%	100.0%	100.0%
n[1]	905	379	526	321
Sex				
Male	48 1	49.4	47.2	46.4
Female	51.9	50.6	52.8	53.6
Race-ethnicity				
White, non-Hispanic	88.0	90.8	86.0	90.6
Nonwhite, total	12.0	9.2	14.0	9.4
Black, non-Hispanic	1.5	2.3	1.0	1.3
Hispanic	3.2	2.6	3.7	2.3
Asian	5.8	2.6	8.1	5.2
Native American	1.4	1.7	1.2	0.6
Age first received work study[2]				
Under 20	0.5	0.8	0.2	3.4
20 to 24	49.6	37.6	58.1	59.5
25 to 29	24.2	29.3	20.7	15.6
30 or over	25.7	32.3	21.1	21.5

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[2] Age is at the end of the academic year.

Table B-2.2 Demographic Characteristics of Work-Study Students at Different Types of Postsecondary Institutions

Demographic characteristics	Percentage distribution of State Work Study students attending			
	Four-year private	Four-year public doctoral	Four-year public comprehensive	Two-year public
Total	100.0%	100.0%	100.0%	100.0%
n[1]	366	183	190	166
Sex				
Male	47.9	54.1	51.1	38.6
Female	52.1	45.9	48.9	61.4
Race–ethnicity				
White, non-Hispanic	87.8	82.5	93.2	88.3
Nonwhite, total	12.2	17.5	6.8	11.7
Black, non-Hispanic	1.5	1.8	1.7	1.2
Hispanic	2.4	3.5	3.4	4.3
Asian	6.4	11.7	0.6	4.3
Native American	1.8	0.6	1.1	1.8
Age first received work study				
Under 20	0.3	0.5	0.5	0.6
20 to 24	66.4	46.4	45.3	24.1
25 to 29	19.0	28.4	29.5	24.1
30 or over	14.3	24.6	24.7	51.2

[1] All students who received at least some State Work Study are included in this table. Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

Table B-2.3 Financial Aid Characteristics of Work-Study Students—A Comparison by Race–Ethnicity and Sex

Financial aid characteristics	Race–ethnicity		Sex	
	White	Nonwhite	Male	Female
Total	100.0%	100.0%	100.0%	100.0%
n[1]	1,018	130	570	626
Dependency status during all school years				
Dependent	32.2	32.3	29.8	33.5
Independent	47.1	39.2	46.1	47.4
Changed over time	20.7	28.5	24.0	19.0
Family income during last work-study year, dependent students only				
<$6,000	32.5	44.4	41.7	27.1
$6,000–17,999	24.1	22.2	22.2	23.7
$18,000–29,999	18.1	33.3	16.7	22.0
$30,000 or over	25.3	0.0	19.4	27.1
Family income during last work-study year, independent students only				
<$6,000	77.3	68.4	79.2	73.9
$6,000–17,999	11.9	18.4	10.0	14.7
$18,000–29,999	6.2	7.9	6.7	5.9
$30,000 or over	4.6	5.3	4.1	5.4
Average yearly determined need				
$2,500 or less	2.8	0.8	1.9	3.2
>$2,500 to 5,000	29.7	33.8	32.3	27.5
>$5,000 to 7,500	36.0	37.7	34.7	38.5
>$7,500 to 10,000	22.4	20.0	21.8	22.4
Over $10,000	9.1	7.7	9.3	8.5
Total need (accumulated over all years)				
$10,000 or less	15.6	9.2	15.4	14.5
>$10,000 to 20,000	35.9	30.0	36.0	34.0
>$20,000 to 30,000	26.2	33.1	26.5	28.3
Over $30,000	22.3	27.7	22.1	23.2
Level of total work-study aid (all years, all types)				
$2,500 or less	35.5	30.0	34.2	34.2
>$2,500 to 5,000	30.5	23.1	27.4	31.9
>$5,000 to 7,500	16.5	18.5	15.4	17.9
>$7,500 to 10,000	7.1	11.5	10.2	5.6
Over $10,000	10.5	16.9	12.8	10.4
Grant/Loan aid status				
Received grants, not loans	13.0	11.5	9.5	15.2
Received loans, not grants	3.0	2.3	3.2	2.9
Received both grants and loans	83.6	85.4	86.8	81.3
Received neither grants nor loans	0.4	0.8	0.5	0.6

Table B-2.3 Financial Aid Characteristics of Work-Study Students—A Comparison by Race–Ethnicity and Sex—Continued

Financial aid characteristics	Race–ethnicity		Sex	
	White	Nonwhite	Male	Female
Level of total grant aid (over all years)				
$0	3.4	3.1	3.7	3.5
>$0 to 5,000	27.4	21.5	26.1	26.8
>$5,000 to 10,000	37.8	32.3	38.4	36.1
>$10,000 to 15,000	19.8	25.4	19.1	22.2
Over $15,000	11.5	17.7	12.6	11.3
Level of total loan aid (over all years)				
$0	13.4	12.3	10.0	15.8
>$0 to 5,000	31.9	29.2	34.6	29.7
>$5,000 to 10,000	29.3	31.5	28.6	30.4
>$10,000 to 15,000	17.0	17.7	17.9	15.5
Over $15,000	8.4	9.2	8.9	8.6
Borrowing limitation[2]				
Reached maximum	37.0	44.4	36.3	38.9
Could have borrowed more	63.0	55.6	63.7	61.1

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[2] Only students who stated they had taken out a student loan are included in the borrowing limitation rows.

Table B-2.4 Educational Experience of Work-Study Students

Educational experience characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Total	100.0%	100.0%	100.0%	100.0%
n[1]	905	379	526	321
Type of institution attended when last received work study[2]				
Private 4-year	40.4	33.5	45.4	36.4
Public 4-year, doctoral	20.2	22.2	18.8	19.0
Public 4-year, comprehensive	21.0	21.9	20.3	25.2
Public 2-year	18.3	22.4	15.4	19.3
Degree earned at work-study institution				
Certificate	2.5	2.7	2.3	2.9
Associate's degree	19.3	21.8	17.5	17.7
Bachelor's degree	65.4	55.8	72.4	77.4
Master's degree	7.5	11.9	4.3	1.3
Doctorate or professional	5.3	7.8	3.5	0.6
Field of study at work-study institution				
Math and science	9.5	8.6	10.1	8.4
Engineering, computer science, and other technical	7.8	6.2	9.0	8.8
Medical/health	4.9	4.3	5.3	2.3
Business and marketing	11.4	12.4	10.7	15.3
Letters, humanities, and communication	10.5	9.5	11.3	10.4
Social sciences	12.3	12.4	12.3	16.9
Art and design	5.5	7.3	4.3	8.4
Education	11.2	9.5	12.5	9.7
Other academic	14.0	16.8	12.1	8.8
Vocational	12.7	13.0	12.5	11.0

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[2] Public four-year doctoral institutions offer doctoral degrees. Public four-year comprehensive institutions do not offer doctoral degrees but may offer master's degrees.

Table B-2.5 Financial Aid Characteristics of Work-Study Students at Different Types of Postsecondary Institutions

Financial aid characteristics	Percentage distribution of State Work Study students attending: Four-year private	Four-year public doctoral	Four-year public comprehensive	Two-year public
Total	100.0%	100.0%	100.0%	100.0%
n[1]	366	183	190	166
Dependency status				
Dependent	41.8	23.5	20.5	15.1
Independent	35.5	54.1	54.2	75.9
Changed over time	22.7	22.4	25.3	9.0
Family income during last work-study year, independent students only[2]				
<$6,000	76.7	76.5	85.2	65.8
$6,000–17,999	12.2	10.1	6.3	17.9
$18,000–29,999	4.7	7.6	4.2	11.1
$30,000 or over	6.4	5.9	4.2	5.1
Average yearly need				
$2,500 or less	21.0	21.9	33.7	45.2
>$2,500 to 5,000	26.8	25.7	36.8	33.1
>$5,000 to 7,500	19.4	19.1	16.8	14.5
>$7,500 to 10,000	12.8	13.7	5.3	4.2
Over $10,000	19.9	19.7	7.4	3.0
Total need (accumulated over all years)				
$10,000 or less	4.6	14.2	15.8	29.5
>$10,000 to 20,000	18.6	32.2	47.9	51.2
>$20,000 to 30,000	26.5	31.7	29.5	15.1
Over $30,000	50.3	21.9	6.8	4.2
Level of total work-study aid (all years, all types)				
$2,500 or less	1.4	0.5	2.1	3.6
>$2,500 to 5,000	9.3	31.1	50.0	42.2
>$5,000 to 7,500	24.6	41.5	40.0	44.0
>$7,500 to 10,000	37.4	23.0	6.8	7.8
Over $10,000	27.3	3.8	1.1	2.4
Grant/Loan aid status				
Received grants, not loans	1.4	5.5	7.9	43.4
Received loans, not grants	8.5	4.4	2.6	1.2
Received both grants and loans	89.6	89.1	87.9	55.4
Received neither grants nor loans	0.5	1.1	1.6	0.0

Table B-2.5 Financial Aid Characteristics of Work-Study Students at Different Types of Postsecondary Institutions—Continued

Financial aid characteristics	Percentage distribution of State Work Study students attending: Four-year private	Four-year public doctoral	Four-year public comprehensive	Two-year public
Level of total grant aid (over all years)				
$0	9.0	5.5	4.2	1.2
>$0 to 5,000	16.7	26.2	28.9	48.8
>$5,000 to 10,000	30.1	33.9	42.1	46.4
>$10,000 to 15,000	22.1	23.0	21.1	3.6
Over $15,000	22.1	11.5	3.7	0.0
Level of total loan aid (over all years)				
$0	1.9	6.6	9.5	43.4
>$0 to 5,000	9.8	39.3	50.0	42.2
>$5,000 to 10,000	31.1	32.8	31.1	12.0
>$10,000 to 15,000	29.5	14.8	7.9	2.4
Over $15,000	27.6	6.6	1.6	0.0
Borrowing limitation[3]				
Reached maximum	48.0	32.0	28.3	35.3
Could have borrowed more	52.0	68.0	71.7	64.7

[1] All students who received at least some State Work Study are included in this table. Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[2] Family income for dependent students was not reported here, because the number of dependent State Work Study students at each type of institution was too small to produce reliable estimates.

[3] Only students who stated they had taken out a student loan are included in the borrowing limitation rows.

Table B-2.6 Career Goals of Work-Study Students

Career goal characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Total	100.0%	100.0%	100.0%	100.0%
n[1]	905	379	526	321
Initial career goal				
Professional, total	70.0	69.1	70.7	67.3
Scientific/engineering	13.9	13.4	14.3	19.1
Medical/health	11.6	9.2	13.4	9.3
Education	19.4	16.2	21.7	17.1
Social science	9.0	10.5	7.9	11.3
Law	9.4	12.4	7.2	2.3
Arts/athletics	6.7	7.3	6.2	8.2
Managerial	7.6	6.7	8.3	10.1
Technical, sales, administrative, total	16.1	16.9	15.5	17.9
Technical	5.8	5.4	6.0	8.2
Sales	2.4	3.2	1.8	0.4
Administrative support	7.9	8.3	7.6	9.3
Services	1.9	1.6	2.1	0.8
Farming, forestry, fishing	1.1	1.3	0.9	0.8
Precision production, crafts, repairs	2.7	3.5	2.1	3.1
Operators, fabricators, laborers	0.7	1.0	0.5	0.0
Career goal upon graduation				
Professional, total	67.1	67.1	67.1	62.0
Scientific/engineering	12.8	13.4	12.3	14.6
Medical/health	8.2	7.4	8.7	7.7
Education	20.6	15.7	24.0	18.5
Social science	10.2	10.6	9.9	12.2
Law	8.6	11.7	6.5	1.0
Arts/athletics	6.7	8.3	5.7	8.0
Managerial	10.2	10.6	9.9	13.2
Technical, sales, administrative, total	16.3	16.0	16.6	19.2
Technical	6.2	5.7	6.5	8.0
Sales	2.8	2.6	3.0	1.0
Administrative support	7.3	7.7	7.1	10.1
Services	2.2	1.4	2.8	1.4
Farming, forestry, fishing	1.1	1.4	0.8	1.0
Precision production, crafts, repairs	2.7	3.1	2.4	2.4
Operators, fabricators, laborers	0.4	0.3	0.4	0.7

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

Table B-2.7 Financial Aid Characteristics of Work-Study Students

Financial aid characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Total	100.0%	100.0%	100.0%	100.0%
n[1]	905	379	526	321
Dependency status during all school years				
Dependent	28.7	17.9	36.5	37.4
Independent	50.6	65.4	39.9	38.6
Changed over time	20.7	16.6	23.6	24.0
Family income during last work-study year, dependent students only				
<$6,000	33.3	36.8	31.8	31.3
$6,000–17,999	22.2	26.3	20.5	25.0
$18,000–29,999	22.2	21.1	22.7	15.6
$30,000 or over	22.2	15.8	25.0	28.1
Family income during last work-study year, independent students only				
<$6,000	76.5	76.6	76.5	74.9
$6,000–17,999	11.5	9.6	13.1	15.0
$18,000–29,999	6.5	7.3	5.9	6.0
$30,000 or over	5.5	6.5	4.5	4.2
Average yearly determined need				
$2,500 or less	1.8	2.1	1.5	4.7
>$2,500 to 5,000	28.3	28.0	28.5	31.5
>$5,000 to 7,500	34.8	36.7	33.5	38.6
>$7,500 to 10,000	22.7	18.7	25.5	19.0
Over $10,000	12.5	14.5	11.0	6.2
Total need (accumulated over all years)				
$10,000 or less	13.5	22.4	7.0	17.8
>$10,000 to 20,000	33.5	39.3	29.3	36.4
>$20,000 to 30,000	26.1	22.2	28.9	29.3
Over $30,000	27.0	16.1	34.8	16.5
Level of total work-study aid (all years, all types)				
$2,500 or less	28.3	44.3	16.7	49.2
>$2,500 to 5,000	29.8	26.6	32.1	29.0
>$5,000 to 7,500	17.9	11.1	22.8	13.7
>$7,500 to 10,000	9.8	7.1	11.8	3.1
Over $10,000	14.1	10.8	16.5	5.0
Grant/Loan aid status				
Received grants, not loans	11.3	12.9	10.1	14.6
Received loans, not grants	5.1	9.5	1.9	1.9
Received both grants and loans	82.9	75.7	88.0	83.2
Received neither grants nor loans	0.8	1.8	0.0	0.3

Table B-2.7 Financial Aid Characteristics of Work-Study Students—Continued

Financial aid characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Level of total grant aid (over all years)				
$0	5.9	11.3	1.9	2.2
>$0 to 5,000	27.1	37.7	19.4	24.9
>$5,000 to 10,000	36.4	36.9	35.9	37.4
>$10,000 to 15,000	18.7	10.0	24.9	24.9
Over $15,000	12.0	4.0	17.9	10.6
Level of total loan aid (over all years)				
$0	12.0	14.8	10.1	15.0
>$0 to 5,000	30.2	33.8	27.6	34.3
>$5,000 to 10,000	28.0	29.0	27.2	31.2
>$10,000 to 15,000	17.0	14.0	19.2	14.3
Over $15,000	12.8	8.4	16.0	5.3
Borrowing limitation[2]				
Reached maximum	38.9	40.3	38.0	35.3
Could have borrowed more	61.1	59.7	62.0	64.7

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[2] Only students who stated they had taken out a student loan are included in the borrowing limitation rows.

Table B-2.8 Work-Study Participation Characteristics of Students

Participation characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Total	100.0%	100.0%	100.0%	100.0%
n[1]	905	379	526	321
Length of work-study participation				
1 year	22.1	43.5	6.7	27.4
2 years	30.2	38.0	24.5	34.6
3 or more years	47.7	18.5	68.8	38.0
Number of work-study jobs held				
1 job	44.6	66.8	28.7	57.3
2 jobs	29.9	24.0	34.2	27.1
3 or more jobs	25.4	9.2	37.1	15.6
Student status when received work study				
Mostly freshman/sophomore years	26.1	30.2	23.2	32.7
Mostly junior/senior years	31.2	40.5	24.5	37.1
Mostly graduate/professional years	10.6	17.5	5.7	3.4[2]
Overlapping[3]	32.1	11.9	46.6	26.8
Location of work-study jobs				
On-campus only	52.5	46.3	57.0	87.9
Off-campus only	23.3	43.4	8.9	6.2
Both	24.1	10.3	34.0	5.9

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[2] A greater number of College Work Study students reported holding work-study jobs during graduate/professional years than were working towards graduate degrees (Table B-2.4), primarily because some students who attended public two-year institutions already had a bachelor's degree from another institution and inaccurately reported their additional coursework as graduate work.

[3] Most students in this row overlapped freshmen/sophomore and junior/senior years. Only a few overlapped undergraduate and graduate years.

Table B-2.9 Characteristics of All Work-Study Jobs Held by Students

Work-study job characteristics	Percentage distribution of... State Work Study jobs	College Work Study jobs
Total	100.0%	100.0%
n[1]	958	772
Relatedness of work-study job to career goal		
Strongly related	45.6	20.5
Somewhat related	26.4	27.2
Weakly related	9.1	10.6
Not at all related	18.9	41.7
Location of work-study job		
On-campus	56.4	93.0
Off-campus	43.6	7.0
Student status at time of job		
Mostly freshman/sophomore years	33.1	52.3
Mostly junior/senior years	53.5	44.4
Mostly graduate/professional years	13.4	3.2
Occupational area of work-study job		
Professional, total	16.1	11.2
Scientific/engineering	1.3	0.6
Medical/health	1.1	0.0
Education	7.5	6.7
Social science	3.2	1.0
Law	0.4	0.1
Arts/athletics	2.5	2.6
Managerial	3.4	3.8
Technical, sales, administrative, total	67.9	62.1
Technical	18.6	9.3
Sales	2.6	3.6
Administrative support	46.7	49.2
Services	9.3	17.5
Farming, forestry, fishing	0.6	1.6
Precision production, crafts, repairs	1.8	1.6
Operators, fabricators, laborers	0.8	2.3

Table B-2.9 Characteristics of All Work-Study Jobs Held by Students—Continued

Work-study job characteristics	Percentage distribution of State Work Study jobs	Percentage distribution of College Work Study jobs
Type of industry of work-study job		
Agricultural, forestry, fishing	0.1	0.1
Mining	0.0	0.0
Construction	1.2	0.1
Manufacturing	2.3	0.4
Transportation, communications, electric, and gas	1.5	0.5
Wholesale trade	0.0	0.0
Retail trade	2.0	0.6
Finance, insurance, real estate	2.2	0.4
Services, total	83.9	97.3
Business	1.0	0.4
Educational	64.3	90.9
Legal	3.2	0.4
Medical & other health	4.7	1.2
Other	10.6	4.4
Public administration	6.3	0.4
Computer related	0.5	0.1
Formal job training provided in work-study job		
None	78.5	77.1
1–5 hours	5.4	11.2
6–15 hours	5.3	4.9
16–40 hours	6.9	4.9
Over 40 hours	6.0	3.0
Average hourly wages earned in work-study job[2]		
$3.35 or less	4.0	15.6
>$3.35 to 5.00	35.6	65.2
>$5.00 to 7.50	47.4	17.8
>$7.50	13.1	1.4

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[2] Reported hourly wages pertain to work-study jobs held during the period 1981 to 1989.

Table B-3.1 **Impact Of State Work-Study Participation on Career Goals and Educational Plans**

Student characteristics	Percentage of former State Work Study participants who stated that work study: Influenced their career goal	Influenced their educational plans
	All institutions	
Total	57.0	25.4
n[1]	905	905
Location of work-study jobs		
On campus only	49.5	21.3
Off campus only	65.9	24.6
Both	64.7	34.9
Relatedness of student's last work-study job to career goal		
Strongly related	73.2	32.3
Somewhat related	54.5	23.2
Weakly related	35.1	13.5
Not at all related	27.1	15.1
Occupational area of student's last work-study job		
Professional, total	63.7	20.8
Education	57.5	23.8
Other professional	69.3	18.2
Managerial	57.1	25.7
Technical, sales, administrative, total	56.9	27.6
Technical and sales	61.1	31.8
Administrative support	54.8	25.5
Services	45.6	17.7
Other (farming, precision production, operators)	52.6	26.3
Formal job training provided in last work-study job		
None	54.4	23.0
1–15 hours	62.6	31.3
16 or more hours	67.6	34.3

Table B-3.1 Impact Of State Work-Study Participation on Career Goals and Educational Plans—Continued

Student characteristics	Percentage of former State Work Study participants who stated that work study Influenced their career goal	Influenced their educational plans
	Two-year institutions[2]	
Total	56.0	27.7
n[1]	166	166
Length of work-study participation		
1 year	50.7	23.2
2 or more years	59.8	30.9
Number of work-study jobs held		
1 job	54.8	23.7
2 or more jobs	57.5	32.9
Level of work-study aid (all years, all types)		
$2,500 or less	48.0	20.0
Over $2,500	62.6	34.1
	Four-Year institutions[2]	
Total	57.2	24.9
n[1]	739	739
Length of work-study participation		
1 or 2 years	53.7	20.6
3 or more years	60.1	28.5
Number of work-study jobs held		
1 job	50.2	19.6
2 jobs	56.6	26.5
3 or more jobs	68.4	31.1
Student status when received work study		
Mostly freshman/sophomore years	44.0	23.0
Mostly junior/senior years	54.3	19.9
Mostly graduate/professional years	62.0	21.7
Overlapping	63.1	31.2
Level of work-study aid (all years, all types)		
$2,500 or less	46.4	16.6
>$2,500 to 7,500	58.9	23.2
Over $7,500	63.9	35.1

[1] All students who received at least some State Work Study are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-3.2 Type of Influence Work Study Experience Had on Career Goals

Student characteristics	Percentage of former State Work Study participants who stated that they: Learned positive/ negative aspects of field	Had experiences that cemented career direction	Learned skills relevant to future career	Gained practical experience in a field	Gained knowledge of what future career would be like	Gained practical knowledege or understanding	Learned interpersonal skills
All institutions							
Total (n=516[1])	38.0	30.4	19.6	18.2	14.7	12.2	11.2
Location of work-study jobs							
On campus only	32.3	26.0	26.0	17.9	13.6	11.5	14.9
Off campus only	43.2	33.1	12.2	13.7	16.5	11.5	4.3
Both	42.6	34.8	16.3	23.4	14.9	14.2	12.1
Relatedness of student's last work-study job to career goal							
Strongly related	36.3	34.5	19.3	20.2	14.9	11.8	9.0
Somewhat related	38.3	20.0	20.8	19.2	17.5	13.3	14.2
Weakly or not related	45.1	28.2	19.7	8.5	8.5	11.3	16.9
Occupational area of student's last work-study job							
Professional, total	38.3	29.0	21.5	12.1	20.6	15.0	11.2
Education	30.4	32.6	37.0	13.0	19.6	13.0	4.3
Other professional	44.3	26.2	9.8	11.5	21.3	16.4	16.4
Managerial	40.0	30.0	15.0	20.0	10.0	5.0	10.0
Technical, sales, administrative, total	39.5	30.4	18.4	19.9	12.7	12.0	10.2
Technical and sales	38.0	33.1	17.4	19.8	15.7	12.4	4.1
Administrative support	40.3	28.9	19.0	19.9	10.9	11.8	13.7
Services	36.1	30.6	16.7	19.4	13.9	13.9	16.7
Other (farming, precision production, operators)	15.0	35.0	40.0	20.0	25.0	5.0	20.0
Formal job training provided in last work-study job							
None	38.8	31.1	18.9	18.4	17.6	12.8	9.6
1-15 hours	33.9	25.8	27.4	19.4	8.1	9.7	19.4
16 or more hours	34.8	30.4	17.4	17.4	5.8	13.0	14.5

Table B-3.2 Type of Influence Work Study Experience Had on Career Goals—Continued

Student characteristics	Percentage of former State Work Study participants who stated that they: Learned positive/ negative aspects of field	Had experiences that cemented career direction	Learned skills relevant to future career	Gained practical experience in a field	Gained knowledge of what future career would be like	Gained practical knowledge	Learned inter-personal skills
Two-year institutions[2]							
Total (n=93[1])	37.6	28.0	21.5	20.4	7.5	12.9	14.0
Length of work-study participation							
1 year	42.9	25.7	22.9	31.4	11.4	17.1	5.7
2 or more years	34.5	29.3	20.7	13.8	5.2	10.3	19.0
Number of work-study jobs held							
1 job	43.1	23.5	23.5	27.5	11.8	17.6	3.9
2 or more jobs	31.0	33.3	19.0	11.9	2.4	7.1	26.2
Level of work-study aid (all years, all types)							
$2,500 or less	50.0	19.4	22.2	27.8	13.9	13.9	11.1
Over $2,500	29.8	33.3	21.1	15.8	3.5	12.3	15.8
Four-year institutions[2]							
Total (n=423[1])	38.1	31.0	19.1	17.7	16.3	12.1	10.6
Length of work-study participation							
1 or 2 years	40.0	28.9	16.7	17.2	21.1	11.7	8.3
3 or more years	36.6	32.5	21.0	18.1	12.8	12.3	12.3
Number of work-study jobs held							
1 job	35.9	33.3	17.9	11.5	17.3	7.7	9.0
2 jobs	41.1	29.0	17.7	24.2	17.7	16.9	10.5
3 or more jobs	37.8	30.1	21.7	18.9	14.0	12.6	12.6
Student status when received work study							
Mostly freshman/sophomore years	25.0	36.4	15.9	2.3	18.2	6.8	11.4
Mostly junior/senior years	40.7	28.3	18.6	16.6	21.4	9.0	9.7
Mostly graduate/professional years	43.9	40.4	19.3	28.1	14.0	14.0	7.0
Overlapping	37.5	28.4	20.5	19.3	12.5	15.3	12.5
Level of work-study aid (all years, all types)							
$2,500 or less	41.7	19.0	25.0	14.3	23.8	11.9	13.1
>$2,500 to 7,500	34.1	32.7	16.8	18.3	17.3	11.5	8.7
Over $7,500	42.0	35.9	19.1	19.1	9.9	13.0	12.2

[1] Only State Work Study students who stated that work study influenced their career goal are included in this table. Students could report more than one type of influence.

[2] Students were assigned to the type of institution where they last received work study.

Table B-3.3 Type of Influence Work Study Had on Educational Plans

Student characteristics	Percentage of former State Work Study participants who stated that work-study: Encouraged to further education	Encouraged to stay in chosen field	Enabled to help pay for school	Encouraged to go into work study field	Encouraged to take more classes	Encouraged to learn more
All institutions						
Total (n=230[1])	20.0	16.5	15.7	13.5	10.9	9.1
Location of work-study jobs						
On campus only	17.8	14.9	22.8	16.8	13.9	5.9
Off campus only	21.2	15.4	5.8	11.5	7.7	17.3
Both	22.4	18.4	13.2	10.5	9.2	7.9
Relatedness of student's last work-study job to career goal						
Strongly related	19.7	18.3	12.7	16.2	10.6	11.3
Somewhat related	13.7	15.7	23.5	13.7	5.9	5.9
Weakly or not related	31.4	5.7	17.1	2.9	20.0	5.7
Occupational area of student's last work-study job						
Professional, total	17.1	14.3	20.0	28.6	14.3	5.7
Technical, sales, administrative, total	19.3	16.1	14.3	11.8	9.9	8.1
Technical and sales	17.5	14.3	12.7	15.9	14.3	11.1
Administrative support	20.4	17.3	15.3	9.2	7.1	6.1
Other (managerial, services, etc.)	27.3	18.2	18.2	6.1	12.1	18.2
Formal job training provided in last work-study job						
None	20.8	13.2	15.7	15.1	14.5	8.8
1-15 hours	12.9	16.1	16.1	3.2	6.5	6.5
16 or more hours	22.9	28.6	17.1	17.1	0.0	11.4
Two-year institutions[2]						
Total (n=46[3])	17.4	10.9	17.4	8.7	17.4	21.7
Four-year institutions[2]						
Total (n=184[3])	20.7	17.9	15.2	14.7	9.2	6.0
Length of work-study participation						
1 or 2 years	27.5	14.5	11.6	10.1	11.6	8.7
3 or more years	16.5	20.0	17.4	17.4	7.8	4.3
Number of work-study jobs held						
1 job	18.0	21.3	11.5	16.4	11.5	4.9
2 jobs	20.7	12.1	22.4	12.1	8.6	3.4
3 or more jobs	23.1	20.0	12.3	15.4	7.7	9.2
Level of work-study aid (all years, all types)						
$2,500 or less	26.7	10.0	16.7	13.3	10.0	10.0
>$2,500 to 7,500	17.1	24.4	14.6	12.2	7.3	4.9
Over $7,500	22.2	13.9	15.3	18.1	11.1	5.6

[1] Only State Work Study students who stated work study influenced their educational plans are included in this table. Students could report more than one type of influence.

[2] Students were assigned to the type of institution where they last received work study.

[3] No detail was provided for two-year institutions and the student status rows for four-year institutions were not reported, because the number of students in the relevant rows was too small to provide reliable estimates.

Table B-3.4 Overall Helpfulness of Work Study in Preparing Students for a Career

Student characteristics	Percentage of former State Work Study participants who stated that work study was: Very helpful	Somewhat helpful	Not too helpful	Not at all helpful	Don't know
All institutions					
Total (n=905[1])	48.4	37.7	8.0	5.4	0.6
Location of work-study jobs					
On campus only	41.3	42.7	8.2	7.4	0.4
Off campus only	58.8	29.9	6.6	3.8	0.9
Both	54.1	33.9	8.7	2.8	0.5
Relatedness of student's last work-study job to career goal					
Strongly related	69.5	26.8	2.0	1.1	0.5
Somewhat related	37.7	48.6	8.2	4.5	0.9
Weakly related	17.6	55.4	18.9	8.1	0.0
Not at all related	20.5	44.0	18.1	16.9	0.6
Occupational area of student's last work-study job					
Professional, total	52.4	33.9	6.5	5.4	1.8
Education	47.5	36.3	8.8	6.3	1.3
Other professional	56.8	31.8	4.5	4.5	2.3
Managerial	57.1	25.7	8.6	8.6	0.0
Technical, sales, administrative, total	49.1	38.9	6.9	4.8	0.3
Technical and sales	57.1	34.3	5.1	3.5	0.0
Administrative support	44.9	41.3	7.8	5.5	0.5
Services	34.2	40.5	17.7	7.6	0.0
Other (farming, precision production, operators)	44.7	39.5	10.5	5.3	0.0
Formal job training provided in last work-study job					
None	46.5	38.9	8.1	5.8	0.7
1–15 hours	40.4	44.4	11.1	4.0	0.0
16 or more hours	66.7	23.5	4.9	4.9	0.0

Table B-3.4 Overall Helpfulness of Work Study in Preparing Students for a Career—Continued

Student characteristics	Percentage of former State Work Study participants who stated that work study was: Very helpful	Somewhat helpful	Not too helpful	Not at all helpful	Don't know
Two-year institutions[2]					
Total (n=166[1])	52.4	36.7	5.4	5.4	0.0
Length of work-study participation					
1 year	47.8	37.7	7.2	7.2	0.0
2 or more years	55.7	36.1	4.1	4.1	0.0
Number of work-study jobs held					
1 job	51.6	40.9	2.2	5.4	0.0
2 or more jobs	53.4	31.5	9.6	5.5	0.0
Level of work-study aid (all years, all types)					
$2,500 or less	42.7	41.3	8.0	8.0	0.0
Over $2,500	60.4	33.0	3.3	3.3	0.0
Four-year institutions[2]					
Total (n=739[1])	47.5	37.9	8.5	5.4	0.7
Length of work-study participation					
1 or 2 years	45.1	39.1	7.2	7.2	1.5
3 or more years	49.5	36.9	9.7	4.0	0.0
Number of work-study jobs held					
1 job	39.5	41.5	10.0	8.0	1.0
2 jobs	52.1	37.0	5.5	4.6	0.9
3 or more jobs	54.5	33.5	9.6	2.4	0.0
Student status when received work study					
Mostly freshman/sophomore years	36.0	44.0	15.0	5.0	0.0
Mostly junior/senior years	44.6	38.6	7.5	8.2	1.1
Mostly graduate/professional years	58.7	30.4	6.5	2.2	2.2
Overlapping	50.9	37.3	7.9	3.9	0.0
Level of work-study aid (all years, all types)					
$2,500 or less	35.9	43.1	8.8	10.5	1.7
>$2,500 to 7,500	44.5	39.9	10.5	5.1	0.0
Over $7,500	62.9	29.8	4.9	1.5	1.0

[1] All students who received at least some State Work Study are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-3.5 Postgraduation Employment in Same Field as Career Goal at Time of Graduation

Student characteristics	Percentage of State Work Study students working in: At least one job after graduation in same occupational field as career goal	No jobs after graduation in same occupational field as career goal
All institutions		
Total (n=845[1])	60.7	39.3
Location of work-study jobs		
On campus only	57.1	42.9
Off campus only	65.8	34.2
Both	63.2	36.8
Relatedness of student's last work-study job to career goal		
Strongly related	62.9	37.1
Somewhat related	55.4	44.6
Weakly related	60.0	40.0
Not at all related	61.8	38.2
Occupational area of student's last work-study job		
Professional, total	68.4	31.6
Education	70.7	29.3
Other professional	66.3	33.7
Managerial	54.5	45.5
Technical, sales, administrative, total	59.6	40.4
Technical and sales	62.2	37.8
Administrative support	58.2	41.8
Services	64.0	36.0
Other (farming, precision production, operators)	42.9	57.1
Formal job training provided in last work-study job		
None	62.5	37.5
1–15 hours	59.6	40.4
16 or more hours	50.0	50.0
Other job(s) held by work-study students		
Work-study job(s) only	63.2	36.8
Non-work-study job(s), related	60.8	39.2
Non-work-study job(s), not related	57.6	42.4

Table B-3.5 Postgraduation Employment in Same Field as Career Goal at Time of Graduation—Continued

Student characteristics	Percentage of State Work Study students working in: At least one job after graduation in same occupational field as career goal	Percentage of State Work Study students working in: No jobs after graduation in same occupational field as career goal
Two-year institutions[2]		
Total (n=151[1])	45.7	54.3
Length of work-study participation		
1 year	47.5	52.5
2 or more years	44.4	55.6
Number of work-study jobs held		
1 job	50.6	49.4
2 or more jobs	39.4	60.6
Level of work-study aid (all years, all types)		
$2,500 or less	47.8	52.2
Over $2,500	43.9	56.1
Four-year institutions[2]		
Total (n=694[1])	64.0	36.0
Length of work-study participation		
1 or 2 years	68.6	31.4
3 or more years	60.3	39.7
Number of work-study jobs held		
1 job	68.6	31.4
2 jobs	61.7	38.3
3 or more jobs	59.5	40.5
Student status when received work study		
Mostly freshman/sophomore years	69.1	30.9
Mostly junior/senior years	60.0	40.0
Mostly graduate/professional years	76.4	23.6
Overlapping	61.5	38.5
Level of work-study aid (all years, all types)		
$2,500 or less	62.0	38.0
>$2,500 to 7,500	64.7	35.3
Over $7,500	64.4	35.6

[1] All students who received at least some State Work Study are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-3.6 Postgraduation Employment in Same Field as Last Work-Study Job

Student characteristics	Percentage of State Work Study students working in at least one job after graduation in: Same occupational field as last work-study job	Same industry as last work-study job	Neither same occupational field nor industry as last work-study job
	All institutions		
Total (n=900[1])	35.7	33.6	45.9
Location of work-study jobs			
On campus only	29.9	24.7	55.5
Off campus only	43.8	46.7	32.1
Both	40.6	40.6	38.4
Relatedness of student's last work-study job to career goal			
Strongly related	41.2	43.8	35.5
Somewhat related	33.2	29.5	48.6
Weakly related	32.4	16.2	62.2
Not at all related	25.5	18.8	63.4
Occupational area of student's last work-study job			
Professional, total	50.0	45.5	38.9
Education	46.3	44.3	46.8
Other professional	53.4	46.6	31.8
Managerial	34.3	28.6	48.6
Technical, sales, administrative, total	33.7	31.6	45.4
Technical and sales	30.5	35.5	43.9
Administrative support	35.3	29.6	46.2
Services	21.5	30.8	56.4
Other (farming, precision production, operators)	34.2	21.1	60.5
Type of industry of student's last work-study job			
Construction, manufacturing, and finance	64.3	31.0	28.6
Services, total	34.2	34.5	46.5
Educational	31.0	29.8	51.2
Medical & other health	57.9	63.2	23.7
Other	41.4	45.9	33.1
Public administration	38.2	30.9	45.5
Other (agricultural, transportation retail, computer)	28.6	18.5	59.3
Formal job training provided in last work-study job			
None	35.4	33.8	46.1
1–15 hours	32.3	29.3	47.5
16 or more hours	41.2	36.3	42.2

Table B-3.6 Post-Graduation Employment in Same Field as Last Work-Study Job—Continued

Student characteristics	Percentage of State Work Study students working in at least one job after graduation in: Same occupational field as last work-study job	Same industry as last work-study job	Neither same occupational field nor industry as last work-study job
Two-year institutions[2]			
Total (n=165[1])	45.8	24.4	46.3
Length of work-study participation			
1 year	47.8	30.4	39.1
2 or more years	44.3	20.0	51.6
Number of work-study jobs held			
1 job	46.2	22.8	44.6
2 or more jobs	45.2	26.4	48.6
Level of work-study aid (all years, all types)			
$2,500 or less	46.7	25.3	44.0
Over $2,500	45.1	23.6	48.3
Four-year institutions[2]			
Total (n=736[1])	33.4	35.7	45.9
Length of work-study participation			
1 or 2 years	32.4	35.1	46.1
3 or more years	34.2	36.1	45.7
Number of work-study jobs held			
1 job	32.8	34.1	47.6
2 jobs	31.8	37.3	45.4
3 or more jobs	36.1	36.4	43.8
Student status when received work study			
Mostly freshman/sophomore years	30.0	31.0	49.0
Mostly junior/senior years	36.3	32.0	46.6
Mostly graduate/professional years	51.5	48.9	35.9
Overlapping	32.5	36.6	47.3
Level of work-study aid (all years, all types)			
$2,500 or less	33.3	31.8	52.0
>$2,500 to 7,500	31.3	34.6	47.4
Over $7,500	37.3	41.0	37.7

[1] All students who received at least some State Work Study are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.1 Helpfulness of Work Study in Finding a Job After Graduation

Student characteristics	Percentage of former State Work Study participants who stated that work-study was: Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	Don't know
All institutions					
Total (n=905[1])	36.8	33.4	11.7	15.8	2.3
Location of work-study jobs					
On campus only	29.1	34.7	13.7	20.2	2.3
Off campus only	45.5	31.8	10.0	10.0	2.8
Both	45.4	31.7	9.2	11.9	1.8
Relatedness of student's last work-study job to career goal					
Strongly related	54.3	28.6	7.3	6.8	3.0
Somewhat related	28.2	47.7	11.4	10.5	2.3
Weakly related	12.2	39.2	21.6	27.0	0.0
Not at all related	12.7	24.7	19.3	42.2	1.2
Occupational area of student's last work-study job					
Professional, total	40.5	33.9	11.9	11.3	2.4
Education	37.5	32.5	10.0	17.5	2.5
Other professional	43.2	35.2	13.6	5.7	2.3
Managerial	42.9	40.0	5.7	8.6	2.9
Technical, sales, administrative, total	38.4	33.1	11.0	15.1	2.4
Technical and sales	47.0	31.3	8.1	11.6	2.0
Administrative support	34.0	34.0	12.5	16.9	2.6
Services	19.0	27.8	19.0	31.6	2.5
Other (farming, precision production, operators)	28.9	39.5	13.2	18.4	0.0
Formal job training provided in last work-study job					
None	35.6	32.6	11.1	18.2	2.5
1–15 hours	25.3	37.4	21.2	13.1	3.0
16 or more hours	52.9	34.3	7.8	3.9	1.0

Table B-4.1 Helpfulness of Work Study in Finding a Job After Graduation—Continued

Student characteristics	Percentage of former State Work Study participants who stated that work-study was: Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	Don't know
Two-year institutions[2]					
Total (n=166[1])	40.4	30.7	12.0	13.9	3.0
Length of work-study participation					
1 year	30.4	40.6	18.8	5.8	4.3
2 or more years	47.4	23.7	7.2	19.6	2.1
Number of work-study jobs held					
1 job	40.9	34.4	10.8	9.7	4.3
2 or more jobs	39.7	26.0	13.7	19.2	1.4
Level of work-study aid (all years, all types)					
$2,500 or less	33.3	40.0	14.7	10.7	1.3
Over $2,500	46.2	23.1	9.9	16.5	4.4
Four-year institutions[2]					
Total (n=739[1])	36.0	34.0	11.6	16.2	2.2
Length of work-study participation					
1 or 2 years	31.6	35.8	11.3	18.5	2.7
3 or more years	39.6	32.4	11.9	14.4	1.7
Number of work-study jobs held					
1 job	28.9	34.4	12.2	21.9	2.6
2 jobs	41.1	31.5	11.4	13.7	2.3
3 or more jobs	41.1	35.9	11.0	10.5	1.4
Student status when received work study					
Mostly freshman/sophomore years	27.0	32.0	17.0	24.0	0.0
Mostly junior/senior years	31.5	36.7	11.2	17.2	3.4
Mostly graduate/professional years	43.5	30.4	5.4	17.4	3.3
Overlapping	41.2	33.0	12.2	12.2	1.4
Level of work-study aid (all years, all types)					
$2,500 or less	22.7	35.9	14.4	24.3	2.8
>$2,500 to $7,500	34.8	34.6	12.7	16.1	1.7
Over $7,500	49.8	31.2	7.3	9.3	2.4

[1] All students who received at least some State Work Study are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.2 How Work Study Was or Was Not Helpful in Finding a Job After Graduation

Student characteristics	Percentage of former State Work Study participants stating why work study Was helpful: Provided experience related to career goal	Provided general work experience	Provided good work reference	Taught skills helpful for career goal	Put student in contact with a job	Wasn't helpful: Was unrelated to career goal
All institutions						
Total (n=884[1])	26.4	22.6	22.4	13.3	12.0	23.4
Location of work-study jobs						
On campus only	23.5	21.6	21.3	11.9	8.4	29.5
Off campus only	28.3	22.0	27.8	12.7	17.1	13.7
Both	30.4	25.7	19.6	17.3	15.0	19.6
Relatedness of student's last work-study job to career goal						
Strongly related	36.5	21.3	24.1	15.5	18.0	9.4
Somewhat related	24.2	28.4	27.9	14.9	9.8	17.7
Weakly related	9.5	29.7	21.6	6.8	1.4	41.9
Not at all related	9.8	15.2	11.6	9.1	3.7	59.8
Occupational area of student's last work-study job						
Professional, total	26.2	20.1	24.4	15.9	13.4	18.3
Education	23.1	20.5	17.9	19.2	9.0	24.4
Other professional	29.1	19.8	30.2	12.8	17.4	12.8
Managerial	23.5	44.1	32.4	5.9	23.5	14.7
Technical, sales, administrative, total	27.1	23.4	22.8	13.7	11.6	21.8
Technical and sales	31.4	24.2	20.1	14.4	13.4	16.0
Administrative support	24.8	22.9	24.3	13.3	10.7	24.8
Services	18.2	14.3	14.3	9.1	11.7	46.8
Other (farming, precision production, operators)	34.2	21.1	15.8	13.2	2.6	28.9
Formal job training provided in last work-study job						
None	24.5	21.4	22.6	12.5	11.7	25.5
1–15 hours	30.2	27.1	20.8	10.4	8.3	25.0
16 or more hours	34.7	25.7	22.8	21.8	13.9	9.9

Table B-4.2 How Work Study Was or Was Not Helpful in Finding a Job After Graduation—Continued

Student characteristics	Percentage of former State Work Study participants stating why work study Was helpful: Provided experience related to career goal	Provided general work experience	Provided good work reference	Taught skills helpful for career goal	Put student in contact with a job	Wasn't helpful: Was unrelated to career goal
Two-year institutions[2]						
Total (n=161[1])	24.2	22.4	21.7	13.7	10.6	23.0
Length of work-study participation						
1 year	30.3	24.2	18.2	13.6	9.1	22.7
2 or more years	20.0	21.1	24.2	13.7	11.6	23.2
Number of work-study jobs held						
1 job	25.8	20.2	24.7	18.0	14.6	18.0
2 or more jobs	22.2	25.0	18.1	8.3	5.6	29.2
Level of work-study aid (all years, all types)						
$2,500 or less	24.3	23.0	16.2	14.9	8.1	23.0
Over $2,500	24.1	21.8	26.4	12.6	12.6	23.0
Four-year institutions[2]						
Total (n=723[1])	26.8	22.7	22.5	13.3	12.3	23.5
Length of work-study participation						
1 or 2 years	29.8	18.4	22.1	12.6	10.7	24.2
3 or more years	24.4	26.2	22.9	13.9	13.6	22.9
Number of work-study jobs held						
1 job	22.1	17.5	22.4	9.9	12.5	27.7
2 jobs	30.4	28.5	24.8	12.1	13.1	22.4
3 or more jobs	30.1	24.3	20.4	19.4	11.2	18.4
Student status when received work study						
Mostly freshman/sophomore years	18.0	19.0	25.0	10.0	10.0	35.0
Mostly junior/senior years	27.1	18.2	22.9	12.8	13.6	24.0
Mostly graduate/professional years	36.0	18.0	16.9	7.9	15.7	16.9
Overlapping	26.5	29.8	23.3	16.7	10.9	21.1
Level of work-study aid (all years, all types)						
$2,500 or less	24.4	18.8	20.5	10.8	7.4	31.3
>$2,500 to 7,500	25.6	21.9	24.5	13.5	11.2	24.5
Over $7,500	31.0	27.5	21.0	15.0	18.5	15.0

[1] All students who received at least some State Work Study are included in this table. Students could give more than one response.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.3 Relevance of Work-Study Experience in the Hiring Decision

Student characteristics	Percentage of employers who stated: Work study was a factor	Work study was not a factor	Didn't know student had work-study experience	Don't know
All institutions				
Total (n=300)	52.0	21.7	20.3	6.0
College Work Study only (n=74)	56.8	18.9	20.3	4.1
State Work Study (n=226[1])	50.4	22.6	20.4	6.6
Relatedness of last work-study job to career goal				
Strongly related	53.9	15.6	26.6	3.9
Somewhat related	52.1	18.8	12.5	16.7
Weakly or not at all related	38.8	44.9	12.2	4.1
Location of work-study job				
On campus only	53.4	22.9	16.1	7.6
Off campus only	48.1	18.5	25.9	7.4
Both	46.3	25.9	24.1	3.7
Formal job training provided in last work-study job				
None	50.3	20.8	20.8	8.2
1–15 hours	62.1	24.1	10.3	3.4
Over 16 hours	44.1	29.4	23.5	2.9
Two-year institutions[2]				
Total (n=63)	69.8	9.5	17.5	3.2
State Work Study (n=46[1])	73.9	10.9	13.0	2.2
Four-year institutions[2]				
Total (n=237)	47.3	24.9	21.1	6.8
College Work Study only (n=57)	56.1	22.8	17.5	3.5
State Work Study (n=180[1])	44.4	25.6	22.2	7.8
Student status when received work study				
Mostly freshman/sophomore years	23.8	42.9	23.8	9.5
Mostly junior/senior years	52.2	20.9	19.4	7.5
Mostly graduate/professional years	50.0	6.3	31.3	12.5
Overlapping	42.1	28.9	22.4	6.6
Length of work-study participation				
1 or 2 years	47.4	25.6	19.2	7.7
3 or more years	42.2	25.5	24.5	7.8
Amount of work-study aid from all sources				
$2,500 or under	46.7	28.9	13.3	11.1
$2,600 to 7,500	42.9	27.5	19.8	9.9
Over $7,500	45.5	18.2	36.4	0.0

[1] Detailed rows are reported only for students who received State Work Study. No detail was provided for two-year institutions, because the number of State Work Study students was too small to provide reliable estimates.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.4 Degree of Importance of Work-Study Experience in the Hiring Decision

Student characteristics	Percentage of employers who stated work study was: Very important	Somewhat important	Not very important	Don't know
All institutions				
Total (n=156[1])	44.9	44.2	5.8	5.1
College Work Study only (n=42)	33.3	52.4	9.5	4.8
State Work Study (n=114[2])	49.1	41.2	4.4	5.3
Relatedness of last work-study job to career goal				
Strongly related	47.8	40.6	5.8	5.8
Somewhat related	56.0	40.0	0.0	4.0
Weakly or not at all related	47.4	42.1	5.3	5.3
Location of work-study job				
On campus only	41.3	46.0	6.3	6.3
Off campus only	61.5	34.6	0.0	3.8
Both	56.0	36.0	4.0	4.0
Formal job training provided in last work-study job				
None	50.0	42.5	3.8	3.8
1–15 hours	38.9	38.9	11.1	11.1
Over 16 hours	60.0	33.3	0.0	6.7
Two-year institutions[3]				
Total (n=44[1])	50.0	40.9	6.8	2.3
State Work Study (n=34[2])	50.0	38.2	8.8	2.9
Four-year institutions[3]				
Total (n=112[1])	44.9	44.2	5.8	5.1
College Work Study only (n=32)	28.1	53.1	12.5	6.3
State Work Study (n=80[2])	48.8	42.5	2.5	6.3

[1] Only employers who stated that work study was a factor in the hiring decision were included in this table.

[2] Detailed rows are reported only for students who received some State Work Study. No detail was provided for two- or four-year institutions, because the number of State Work Study students was too small to provide reliable estimates.

[3] Students were assigned to the type of institution where they last received work study.

Table B-4.5 Employer-Reported Benefits of Work Study

Student characteristics	Percentage of employers who stated: Work study made student qualified/ competent	Work study made student responsible/ knowledgeable	Wanted work experience	Work study gave student an advantage	Employee showed ability to work with people	Work study gave student office skills
All institutions						
Total (n=156[1])	50.0	21.8	17.9	16.7	7.7	7.1
College Work Study only (n=42)	54.8	11.9	19.0	16.7	9.5	4.8
State Work Study (n=114[2])	48.2	25.4	17.5	16.7	7.0	7.9
Relatedness of last work-study job to career goal						
Strongly related	47.8	20.3	18.8	17.4	7.2	4.3
Somewhat related	44.0	32.0	12.0	28.0	4.0	20.0
Weakly or not at all related	52.6	36.8	21.1	0.0	10.5	5.3
Location of work-study job						
On campus only	46.0	30.2	15.9	15.9	4.8	12.7
Off campus only	57.7	15.4	15.4	23.1	11.5	0.0
Both	44.0	24.0	24.0	12.0	8.0	4.0
Formal job training provided in last work-study job						
None	47.5	27.5	16.3	16.3	6.3	8.8
1–15 hours	50.0	27.8	38.9	11.1	0.0	11.1
Over 16 hours	46.7	13.3	0.0	26.7	20.0	0.0
Two-year institutions[3]						
Total (n=44[1])	56.8	15.9	22.7	20.5	4.5	4.5
State Work Study (n=34[2])	52.9	20.6	26.5	20.6	5.9	5.9
Four-year institutions[3]						
Total (n=112[1])	47.3	24.1	16.1	15.2	8.9	8.0
State Work Study (n=80[2])	46.3	27.5	13.8	15.0	7.5	8.8

[1] Only employers who stated that work study was a factor in the hiring decision were included in this table. Employers could report more than one benefit.

[2] Detailed rows are reported only for students who received State Work Study. No detail was provided for two- or four-year institutions, because the number of State Work Study students was too small to provide reliable estimates.

[3] Students were assigned to the type of institution where they last received work study.

Table B-4.6 Reasons Work-Study Experience Was Not Important in Hiring Decision

Student characteristics	Percentage of employers who stated: No specific reason	Job not related to work-study job	Employer unaware of student's work study	Formal education was more important	Employee did not get experience until after work study
All institutions					
Total (n=65[1])	38.5	33.8	26.2	12.3	4.6
State Work Study (n=51[2])	43.1	33.3	21.6	13.7	3.9
Four-year institutions[3]					
Total (n=59[1])	39.0	35.6	27.1	13.6	3.4
State Work Study (n=46[2])	43.5	34.8	23.9	15.2	2.2

[1] Only employers who stated that work study was not a factor in the hiring decision were included in this table. Employers could report more than one reason.

[2] No detailed rows were reported, because the number of State Work Study students was too small to provide reliable estimates.

[3] Students were assigned to the type of institution where they last received work study.

Table B-4.7 Offers of Permanent Employment or Referral Elsewhere

Work-study job characteristics	Percentage of State Work Study jobs that led to: Offer of permanent employment–Total	Offer of permanent employment–Accepted	Offer of permanent employment–Declined	Referral elsewhere	No offer or referral
All institutions					
Total (n=954[1])	18.0	10.2	7.9	21.7	63.1
Relatedness of work-study job to career goal					
Strongly related	23.6	13.4	9.9	28.6	53.8
Somewhat related	15.1	8.3	7.1	22.1	64.3
Weakly or not related	11.3	6.0	5.3	10.8	77.8
Location of work-study job					
On campus	8.2	5.2	3.0	22.1	70.6
Off campus	30.7	16.5	14.1	21.2	53.5
Occupational area of work-study job					
Professional, total	22.1	12.3	9.1	18.5	62.3
Education	13.9	5.6	8.3	13.2	73.6
Other professional	29.3	18.3	9.8	23.9	52.4
Managerial	27.3	18.2	9.1	7.4	66.7
Technical, sales, administrative, total	16.1	8.8	7.4	23.9	63.0
Technical and sales	17.8	11.9	5.9	20.1	65.3
Administrative support	15.3	7.4	8.1	25.6	61.9
Services	19.1	10.1	9.0	15.0	67.4
Other (farming, precision production, operators)	25.8	19.4	6.5	24.0	51.6
Formal job training provided in work-study job					
None	16.4	8.9	7.6	19.1	66.2
1–15 hours	13.9	10.9	3.0	26.7	63.4
16 or more hours	33.3	17.2	15.2	34.1	43.4
Two-year institutions[2]					
Total (n=160[1])	18.8	10.0	8.8	28.3	56.9
Student status at time of job					
First year only	12.1	6.1	6.1	22.6	66.7
Second or later year only	19.1	12.4	6.7	25.3	60.7
Overlapping first and later years	23.7	7.9	15.8	40.0	39.5
Four-year institutions[2]					
Total (n=794[1])	17.9	10.2	7.7	20.4	64.4
Student status at time of job					
Mostly freshman/sophomore years	16.5	8.0	8.5	13.6	71.0
Mostly junior/senior years	19.5	11.8	7.7	20.5	63.1
Mostly graduate/professional years	13.6	7.2	6.4	29.3	60.0

[1] All jobs that were identified as State Work Study jobs are included in this table. The percentage that accepted jobs and the percentage that declined them may not add to the total due to rounding.

[2] Jobs were assigned to the type of institution where students last received work study.

Table B-4.8 Use of Work-Study Skills in Jobs After Graduation: State Work-Study Participant Reponse

Student characteristics	Percentage of former State Work Study participants who stated they Used work-study skills	Did not use work-study skills	Did not know
All institutions			
Total (n=905[1])	78.5	20.7	0.9
Location of work-study jobs			
On campus only	73.1	25.9	1.1
Off campus only	83.4	16.1	0.5
Both	85.3	13.8	0.9
Relatedness of student's last work-study job to career goal			
Strongly related	88.2	10.9	0.9
Somewhat related	79.5	20.0	0.5
Weakly related	67.6	29.7	2.7
Not at all related	56.0	43.4	0.6
Occupational area of student's last work-study job			
Professional, total	80.4	18.5	1.2
Education	80.0	18.8	1.3
Other professional	80.7	18.2	1.1
Managerial	74.3	25.7	0.0
Technical, sales, administrative, total	80.1	18.9	1.0
Technical and sales	82.8	16.7	0.5
Administrative support	78.7	20.0	1.3
Services	67.1	32.9	0.0
Other (farming, precision production, operators)	73.7	26.3	0.0
Formal job training provided in last work-study job			
None	76.3	22.6	1.2
1–15 hours	83.8	16.2	0.0
16 or more hours	86.3	13.7	0.0

Table B-4.8 Use of Work-Study Skills in Jobs After Graduation: State Work-Study Participant Reponse—Continued

Student characteristics	Percentage of former State Work Study participants who stated they Used work-study skills	Did not use work-study skills	Did not know
Two-year institutions[2]			
Total (n=166[1])	78.9	20.5	0.6
Length of work-study participation			
1 year	76.8	21.7	1.4
2 or more years	80.4	19.6	0.0
Number of work-study jobs held			
1 job	80.6	19.4	0.0
2 or more jobs	76.7	21.9	.4
Level of work-study aid (all years, all types)			
$2,500 or less	73.3	25.3	1.3
Over $2,500	83.5	16.5	0.0
Four-year institutions[2]			
Total (n=739[1])	78.3	20.7	0.9
Length of work-study participation			
1 or 2 years	74.0	24.8	1.2
3 or more years	81.9	17.3	0.7
Number of work-study jobs held			
1 job	70.7	28.3	1.0
2 jobs	80.4	17.8	1.8
3 or more jobs	87.6	12.4	0.0
Student status when received work study			
Mostly freshman/sophomore years	71.0	28.0	1.0
Mostly junior/senior years	73.4	25.5	1.1
Mostly graduate/professional years	80.4	19.6	0.0
Overlapping	84.9	14.0	1.1
Level of work-study aid (all years, all types)			
$2,500 or less	70.2	28.7	1.1
>$2,500 to 7,500	79.6	19.3	1.1
Over $7,500	83.4	16.1	0.5

[1] All students who received at least some State Work Study are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.9 Use of Work-Study Skills in Jobs After Graduation: Employer Response

Student characteristics	Percentage of employers who stated: Employee uses work-study skills	Employee doesn't use work-study skills	Unaware of student's work-study skills	Don't know
All institutions				
Total (n=239[1])	57.7	12.6	18.0	11.7
College Work Study only (n=59)	57.6	13.6	20.3	8.5
State Work Study (n=180[2])	57.8	12.2	17.2	12.8
Relatedness of last work-study job to career goal				
Strongly related	64.9	9.6	14.9	10.6
Somewhat related	57.1	9.5	19.0	14.3
Weakly or not at all related	41.9	20.9	20.9	16.3
Location of work-study job				
On campus only	49.5	14.1	19.2	17.2
Off campus only	75.0	2.5	15.0	7.5
Both	61.0	17.1	14.6	7.3

[1] All employers except those who stated they were unaware of their employee's work-study experience were included in this table.

[2] Detailed rows are reported only for students who received some State Work Study. No detail was provided by type of institution, because these row categories were not considered relevant to the subject of the table.

Table B-4.10 Types of Skills Learned in Work Study Used in Jobs After Graduation: State Work Study Participant Response

Student characteristics	Percentage of former State Work Study participants who stated they used: Interpersonal skills	Computer skills	Clerical skills	Specialized skills	Communication skills	Organization skills
All institutions						
Total (n=710[1])	28.9	23.7	20.1	17.6	15.1	12.4
Location of work-study jobs						
On campus only	31.7	27.7	22.5	15.9	13.8	14.4
Off campus only	23.9	15.3	13.6	19.9	13.6	9.1
Both	28.5	24.2	22.0	18.8	18.8	11.8
Relatedness of student's last work-study job to career goal						
Strongly related	25.3	21.4	16.8	19.8	12.1	9.3
Somewhat related	33.7	30.3	24.6	17.7	16.6	18.9
Weakly related	40.0	20.0	28.0	14.0	20.0	12.0
Not at all related	30.1	23.7	21.5	9.7	22.6	14.0
Occupational area of student's last work-study job						
Professional, total	24.4	12.6	16.3	18.5	20.0	12.6
Education	29.7	18.8	21.9	3.1	15.6	12.5
Other professional	19.7	7.0	11.3	32.4	23.9	12.7
Managerial	50.0	23.1	15.4	11.5	26.9	26.9
Technical, sales, administrative, total	27.8	30.2	24.6	15.6	13.1	11.8
Technical and sales	24.4	25.0	11.6	22.6	12.8	7.3
Administrative support	29.7	33.0	31.7	11.9	13.2	14.2
Services	50.9	5.7	1.9	13.2	17.0	13.2
Other (farming, precision production, operators)	7.1	3.6	3.6	60.7	10.7	7.1
Formal job training provided in last work-study job						
None	29.4	25.2	21.1	17.3	15.6	11.6
1–15 hours	28.9	18.1	15.7	8.4	13.3	25.3
16 or more hours	26.1	19.3	20.5	27.3	13.6	6.8

Table B-4.10 Types of Skills Learned in Work Study Used in Jobs After Graduation: State Work Study Participant Response—Continued

Student characteristics	Percentage of former State Work Study participants who stated they used: Interpersonal skills	Computer skills	Clerical skills	Specialized skills	Communication skills	Organization skills
Two-year institutions[2]						
Total (n=131[1])	23.7	32.8	29.0	23.7	13.7	9.9
Length of work-study participation						
1 year	28.3	20.8	28.3	20.8	15.1	13.2
2 or more years	20.5	41.0	29.5	25.6	12.8	7.7
Number of work-study jobs held						
1 job	22.7	37.3	33.3	21.3	12.0	10.7
2 or more jobs	25.0	26.8	23.2	26.8	16.1	8.9
Level of work-study aid (all years, all types)						
$2,500 or less	27.3	18.2	32.7	21.8	18.2	10.9
Over $2,500	21.1	43.4	26.3	25.0	10.5	9.2
Four-year institutions[2]						
Total (n=579[1])	30.1	21.6	18.1	16.2	15.4	13.0
Length of work-study participation						
1 or 2 years	23.4	16.9	16.9	17.3	16.5	12.1
3 or more years	35.0	25.1	19.0	15.4	14.5	13.6
Number of work-study jobs held						
1 job	25.5	16.4	17.7	16.8	14.5	12.7
2 jobs	34.1	26.1	13.6	15.3	18.2	11.4
3 or more jobs	31.7	23.5	23.0	16.4	13.7	14.8
Student status when received work study						
Mostly freshman/sophomore years	31.0	18.3	22.5	9.9	11.3	19.7
Mostly junior/senior years	30.1	24.0	17.3	19.4	21.4	11.2
Mostly graduate/professional years	17.6	6.8	6.8	17.6	4.1	4.1
Overlapping	33.8	25.3	21.1	15.2	15.2	15.2
Level of work-study aid (all years, all types)						
$2,500 or less	26.8	14.2	17.3	19.7	20.5	11.0
>$2,500 to 7,500	32.4	24.2	17.4	13.9	14.6	15.3
Over $7,500	28.7	22.8	19.9	17.5	12.9	10.5

[1] Only State Work Study students who stated they used work-study skills in jobs held after graduation are included in this table. Students could report more than one type of skill.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.11 Types of Skills Learned in Work Study Used in Jobs After Graduation: Employer Response

Student characteristics	Percentage of employers who stated former student used: Specialized skills	Computer skills	Interpersonal skills	Clerical skills	Communication skills	Organizational skills
All institutions						
Total (n=138[1])	39.1	31.2	25.4	16.7	15.2	10.1
College Work Study only (n=34)	20.6	32.4	26.5	20.6	23.5	8.8
State Work Study (n=104[2])	45.2	30.8	25.0	15.4	12.5	10.6

[1] Only employers who stated their employees used work-study skills on the job were included in this table. Employers could report more than one type of skill.

[2] No detail was provided, because the number of State Work Study students in relevant rows was too small for reliable estimates.

Table B-4.12 How Often Work-Study Skills Were Used in Jobs After Graduation: State Work Study Participant Response

Student characteristics	Percentage of former State Work Study participants who stated that they used skills learned in work-study jobs: All of the time	Most of the time	Some of the time	A little of the time	Not much of the time	Don't know
All institutions						
Total (n=710[1])	41.1	33.5	18.5	5.8	1.0	0.1
Location of work-study jobs						
On campus only	36.9	34.0	21.9	6.3	0.9	0.0
Off campus only	47.7	30.7	14.2	5.7	1.1	0.6
Both	43.0	34.9	16.1	4.8	1.1	0.0
Relatedness of student's last work-study job to career goal						
Strongly related	49.2	33.5	12.6	3.9	0.5	0.3
Somewhat related	33.1	37.1	21.1	8.0	0.6	0.0
Weakly related	28.0	30.0	32.0	4.0	6.0	0.0
Not at all related	30.1	26.9	31.2	10.8	1.1	0.0
Occupational area of student's last work-study job						
Professional, total	51.9	30.4	11.9	5.2	0.7	0.0
Education	51.6	25.0	17.2	6.3	0.0	0.0
Other professional	52.1	35.2	7.0	4.2	1.4	0.0
Managerial	53.8	30.8	15.4	0.0	0.0	0.0
Technical, sales, administrative, total	38.5	35.1	19.5	5.8	0.9	0.2
Technical and sales	41.5	32.3	16.5	7.3	1.8	0.6
Administrative support	37.0	36.6	21.1	5.0	0.3	0.0
Services	41.5	22.6	28.3	7.5	0.0	0.0
Other (farming, precision production, operators)	21.4	42.9	17.9	10.7	7.1	0.0
Formal job training provided in last work-study job						
None	40.0	34.2	19.0	5.7	0.9	0.2
1–15 hours	41.0	32.5	15.7	8.4	2.4	0.0
16 or more hours	47.7	30.7	18.2	3.4	0.0	0.0

Table B-4.12 How Often Work-Study Skills Were Used in Jobs After Graduation: State Work Study Participant Response—Continued

Student characteristics	Percentage of former State Work Study participants who stated that they used skills learned in work-study jobs: All of the time	Most of the time	Some of the time	A little of the time	Not much of the time	Don't know
Two-year institutions[2]						
Total (n=131[1])	45.0	35.9	13.0	6.1	0.0	0.0
Length of work-study participation						
1 year	45.3	28.3	18.9	7.5	0.0	0.0
2 or more years	44.9	41.0	9.0	5.1	0.0	0.0
Number of work-study jobs held						
1 job	46.7	34.7	13.3	5.3	0.0	0.0
2 or more jobs	42.9	37.5	12.5	7.1	0.0	0.0
Level of work-study aid (all years, all types)						
$2,500 or less	45.5	30.9	16.4	7.3	0.0	0.0
Over $2,500	44.7	39.5	10.5	5.3	0.0	0.0
Four-year institutions[2]						
Total (n=579[1])	40.2	33.0	19.7	5.7	1.2	0.2
Length of work-study participation						
1 or 2 years	40.7	31.0	21.8	4.4	1.6	0.4
3 or more years	39.9	34.4	18.1	6.6	0.9	0.0
Number of work-study jobs held						
1 job	39.1	30.9	21.4	6.8	1.4	0.5
2 jobs	39.8	34.7	18.2	5.7	1.7	0.0
3 or more jobs	42.1	33.9	19.1	4.4	0.5	0.0
Student status when received work study						
Mostly freshman/sophomore years	38.0	32.4	19.7	5.6	2.8	1.4
Mostly junior/senior years	33.2	37.8	21.9	5.6	1.5	0.0
Mostly graduate/professional years	52.7	27.0	16.2	4.1	0.0	0.0
Overlapping	43.0	30.8	19.0	6.3	0.8	0.0
Level of work-study aid (all years, all types)						
$2,500 or less	34.6	32.3	25.2	5.5	2.4	0.0
>$2,500 to 7,500	39.5	32.7	21.7	5.3	0.7	0.0
Over $7,500	45.6	33.9	12.3	6.4	1.2	0.6

[1] Only State Work Study students who stated they used work-study skills in jobs held after graduation are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.13 **How Often Work-Study Skills Were Used in Jobs After Graduation: Employer Response**

Student characteristics	Percentage of employers who stated former student used skills: All of the time	Most of the time	Some of the time	Not much of the time	Don't know
All institutions					
Total (n=138[1])	51.4	35.5	9.4	1.4	2.2
College Work Study only (n=34)	41.2	44.1	11.8	2.9	0.0
State Work Study (n=104[2])	54.8	32.7	8.7	1.0	2.9

[1] Only employers who stated their employees used work-study skills on the job were included in this table.
[2] No detail was provided, because the number of State Work Study students in relevant rows was too small for reliable estimates.

Table B-4.14 Helpfulness of Work-Study Skills for Job Advancement: State Work Study Participant Response

Student characteristics	Percentage of former State Work Study participants who stated that Work-study skills helped/will help them advance	Work-study skills didn't help/will help them advance	Don't know
	All institutions		
Total (n=905[1])	50.3	45.4	4.3
Location of work-study jobs			
On campus only	46.3	49.1	4.6
Off campus only	53.6	41.2	5.2
Both	55.5	41.7	2.8
Relatedness of student's last work-study job to career goal			
Strongly related	60.9	35.0	4.1
Somewhat related	49.5	45.5	5.0
Weakly related	39.2	58.1	2.7
Not at all related	27.1	68.1	4.8
Occupational area of student's last work-study job			
Professional, total	50.6	45.2	4.2
Education	50.0	48.8	1.3
Other professional	51.1	42.0	6.8
Managerial	54.3	42.9	2.9
Technical, sales, administrative, total	50.6	44.9	4.5
Technical and sales	56.6	38.4	5.1
Administrative support	47.5	48.3	4.2
Services	44.3	51.9	3.8
Other (farming, precision production, operators)	52.6	42.1	5.3
Formal job training provided in last work-study job			
None	47.9	48.5	3.6
1–15 hours	54.5	38.4	7.1
16 or more hours	62.7	33.3	3.9

Table B-4.14 Helpfulness of Work-Study Skills for Job Advancement: State Work Study Participant Response—Continued

Student characteristics	Percentage of former State Work Study participants who stated that: Work-study skills helped/will help them advance	Work-study skills didn't help/will help them advance	Don't know
Two-year institutions[2]			
Total (n=166[1])	54.8	38.0	7.2
Length of work-study participation			
1 year	56.5	36.2	7.2
2 or more years	53.6	39.2	7.2
Number of work-study jobs held			
1 job	53.8	41.9	4.3
2 or more jobs	56.2	32.9	11.0
Level of work-study aid (all years, all types)			
$2,500 or less	50.7	41.3	8.0
Over $2,500	58.2	35.2	6.6
Four-year institutions[2]			
Total (n=739[1])	49.3	47.1	3.7
Length of work-study participation			
1 or 2 years	45.1	50.4	4.5
3 or more years	52.7	44.3	3.0
Number of work-study jobs held			
1 job	43.7	52.4	3.9
2 jobs	52.5	42.9	4.6
3 or more jobs	54.1	43.5	2.4
Student status when received work study			
Mostly freshman/sophomore years	39.0	57.0	4.0
Mostly junior/senior years	47.2	49.1	3.7
Mostly graduate/professional year	55.4	38.0	6.5
Overlapping	52.7	44.8	2.5
Level of work-study aid (all years, all types)			
$2,500 or less	40.9	55.2	3.9
>$2,500 to 7,500	46.7	50.4	2.8
Over $7,500	61.0	34.1	4.9

[1] All students who received at least some State Work Study are included in this table.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.15 Helpfulness of Work-Study Skills for Job Advancement: Employer Response

Student characteristics	Percentage of employers who stated: Work-study skills helped/will help them advance	Work-study skills didn't help/will help them advance	Don't know
All institutions			
Total (n=239[1])	28.5	30.1	23.4
College Work Study only (n=59)	28.8	30.5	20.3
State Work Study (n=180[2])	28.3	30.0	24.4
Relatedness of last work-study job to career goal			
Strongly related	33.0	26.6	25.5
Somewhat related	26.2	31.0	23.8
Weakly or not at all related	18.6	37.2	23.3
Location of work-study job			
On campus only	27.3	28.3	24.2
Off campus only	32.5	30.0	22.5
Both	26.8	34.1	26.8

[1] All employers except those who stated they were unaware of their employee's work-study experience were included in this table.

[2] Detailed rows are reported only for students who received some State Work Study. No detail was provided by type of institution, because these row categories were not considered relevant to the subject of the table.

Table B-4.16 Work-Study Skills That Were (or Will Be) Helpful for Job Advancement: Work-Study Participant Response

Student characteristics	Percentage of former State Work Study participants who stated that they Learned skills related to future career	Gained practical knowledge/ skills	Learned inter-personal skills	Learned commun-ication skills	Learned computer skills	Learned specialized skills
All institutions						
Total (n=455[1])	27.0	25.5	24.6	15.6	14.3	12.1
Location of work-study jobs						
On campus only	24.1	20.5	29.1	16.8	18.6	8.6
Off campus only	31.9	34.5	15.0	8.8	8.0	15.9
Both	27.3	26.4	25.6	19.8	12.4	14.9
Relatedness of student's last work-study job to career goal						
Strongly related	32.1	27.6	18.3	12.3	10.8	15.7
Somewhat related	18.3	27.5	27.5	16.5	23.9	10.1
Weakly or not related	21.6	14.9	41.9	25.7	13.5	2.7
Occupational area of student's last work-study job						
Professional, total	23.5	29.4	24.7	10.6	8.2	8.2
Technical, sales, administrative, total	26.1	25.8	23.7	16.3	18.6	12.9
Technical and sales	31.3	25.0	15.2	9.8	17.0	22.3
Administrative support	23.0	26.2	29.0	20.2	19.7	7.1
Other (managerial, services, etc.)	33.8	20.3	28.4	18.9	4.1	13.5
Formal job training provided in last work-study job						
None	26.3	26.3	24.2	16.3	15.4	10.9
1–15 hours	24.1	13.0	31.5	14.8	13.0	14.8
16 or more hours	31.3	31.3	23.4	14.1	10.9	15.6

Table B-4.16 Work-Study Skills That Were (or Will Be) Helpful for Job Advancement: Work-Study Participant Response—Continued

Student characteristics	Percentage of former State Work Study participants who stated that they Learned skills related to future career	Gained practical knowledge/ skills	Learned inter-personal skills	Learned commun-ication skills	Learned computer skills	Learned specialized skills
Two-year institutions[2]						
Total (n=91[1])	23.1	27.5	26.4	15.4	20.9	9.9
Length of work-study participation						
1 year	17.9	28.2	20.5	15.4	12.8	15.4
2 or more years	26.9	26.9	30.8	15.4	26.9	5.8
Number of work-study jobs held						
1 job	12.0	28.0	28.0	12.0	24.0	12.0
2 or more jobs	36.6	26.8	24.4	19.5	17.1	7.3
Level of work-study aid (all years, all types)						
$2,500 or less	21.1	26.3	23.7	13.2	10.5	15.8
Over $2,500	24.5	28.3	28.3	17.0	28.3	5.7
Four-year institutions[2]						
Total (n=364[1])	28.0	25.0	24.2	15.7	12.6	12.6
Length of work-study participation						
1 or 2 years	30.5	23.8	19.2	16.6	11.9	11.9
3 or more years	26.3	25.8	27.7	15.0	13.1	13.1
Number of work-study jobs held						
1 job	25.0	21.3	22.1	17.6	12.5	15.4
2 jobs	33.0	25.2	19.1	15.7	15.7	9.6
3 or more jobs	26.5	29.2	31.9	13.3	9.7	12.4
Student status when received work study						
Mostly freshman/sophomore years	28.2	17.9	30.8	17.9	5.1	15.4
Mostly junior/senior years	26.2	23.0	23.8	17.5	16.7	10.3
Mostly graduate/professional years	25.5	33.3	11.8	13.7	5.9	21.6
Overlapping	29.9	25.9	27.2	14.3	13.6	10.9
Level of work-study aid (all years, all types)						
$2,500 or less	27.0	20.3	21.6	21.6	13.5	8.1
>$2,500 to 7,500	27.9	23.6	24.8	17.6	11.5	10.3
Over $7,500	28.8	29.6	24.8	9.6	13.6	18.4

[1] Only State Work Study students who stated that work study helped or will help them advance in their jobs are included in this table. Students could report more than one skill.

[2] Students were assigned to the type of institution where they last received work study.

Table B-4.17 Work-study Skills That Were (or Will Be) Helpful for Job Advancement: Employer Response

Student characteristics	Percentage of employers who cited: Specialized skills	Practical skills	Skills directly related to job	Interpersonal skills	Communication skills	Computer skills
All institutions						
Total						
College and State Work Study (n=68[1])	25.0	22.1	20.6	19.1	13.2	10.3
State Work Study (n=51[2])	31.4	15.7	25.5	15.7	11.8	9.8

[1] Only employers who stated that work-study skills help in job advancement were included in this table. Employers could report more than one skill.

[2] No detail was provided, because the number of State Work Study students in relevant rows was too small for reliable estimates.

Table B-4.18 Comparison of State Work-Study Jobs by Relatedness to Career Goal

Work-study job characteristics	Percentage distribution of State Work Study jobs			
	Strongly related	Somewhat related	Weakly related	Not at all related
Total	100.0%	100.0%	100.0%	100.0%
n	437	253	87	181
Location of work-study job				
On campus	49.4	57.1	58.6	70.6
Off campus	50.6	42.9	41.4	29.4
Student status at time of job				
Mostly freshman/sophomore years	26.4	33.3	36.8	47.8
Mostly junior/senior years	54.5	55.2	51.7	48.9
Mostly graduate/professional years	19.1	11.5	11.5	3.3
Occupation of work-study job				
Professional, total	20.9	12.7	10.3	12.3
Scientific/engineering	2.1	1.2	0.0	0.0
Medical/health	1.6	1.2	0.0	0.6
Education	9.9	4.8	3.4	7.8
Social science	4.4	2.0	3.4	2.2
Law	0.5	0.4	0.0	0.6
Arts/athletics	2.5	3.2	3.4	1.1
Managerial	3.0	6.3	1.1	1.7
Technical, sales, administrative, total	66.7	71.4	78.2	60.9
Technical	23.4	18.3	18.4	6.7
Sales	1.8	3.6	3.4	2.8
Administrative support	41.4	49.6	56.3	51.4
Services	6.4	6.7	6.9	20.7
Farming, forestry, fishing	0.7	0.0	0.0	1.7
Precision production, crafts, repairs	2.1	1.2	1.1	2.2
Operators, fabricators, laborers	0.2	1.6	2.3	0.6
Formal job training provided in work-study job				
None	74.8	79.9	82.6	83.2
1-5 hours	5.2	3.6	7.0	7.8
6–15 hours	5.2	6.4	5.8	3.9
16–40 hours	8.9	6.4	3.5	4.5
Over 40 hours	5.9	3.6	1.2	0.6
Average hourly wages earned in work-study job[1]				
$3.35 or less	2.4	4.4	3.9	7.1
>$3.35 to 5.00	29.8	39.5	26.3	48.1
>$5.00 to 7.50	50.7	43.0	61.8	39.0
>$7.50	17.2	13.2	7.9	5.8

[1] Reported hourly wages pertain to work-study jobs held during the period 1981 to 1989.

Table B-4.19 Comparison of On- and Off-Campus State Work Study Jobs

Work-study job characteristics	Percentage distribution of State Work Study jobs	
	On campus	Off campus
Total	100.0%	100.0%
n	540	418
Relatedness of work-study job to career goal		
Strongly related	40.0	52.8
Somewhat related	26.8	25.9
Weakly related	9.5	8.6
Not at all related	23.6	12.7
Student status at time of job		
Mostly freshman/sophomore years	36.3	28.9
Mostly junior/senior years	48.9	59.6
Mostly graduate/professional years	14.8	11.5
Occupation of work-study job		
Professional, total	12.4	20.8
Scientific/engineering	0.2	2.6
Medical/health	0.2	2.4
Education	7.6	7.4
Social science	1.7	5.3
Law	0.0	1.0
Arts/athletics	2.8	2.2
Managerial	1.9	5.5
Technical, sales, administrative, total	72.0	62.7
Technical	20.6	16.0
Sales	1.9	3.6
Administrative support	49.5	43.1
Services	10.4	7.9
Farming, forestry, fishing	0.7	0.5
Precision production, crafts, repairs	1.7	1.9
Operators, fabricators, laborers	0.9	0.7
Formal job training provided in work-study job		
None	80.1	76.3
1-5 hours	6.9	3.4
6–15 hours	6.0	4.4
16–40 hours	4.9	9.5
Over 40 hours	2.1	6.3
Average hourly wages earned in work-study job[1]		
$3.35 or less	6.0	1.6
>$3.35 to 5.00	41.7	28.5
>$5.00 to 7.50	43.9	51.4
>$7.50	8.4	18.5

[1] Reported hourly wages pertain to work-study jobs held during the period 1981 to 1989.

Table B-4.20 Comparison of State Work-Study Jobs by Student Status at Time of Job

Work-study job characteristics	Percentage distribution of State Work Study jobs at four- and two-year institutions by student status [1]: Four-year freshman/ sophomore	Four-year junior/ senior	Four-year graduate/ professional	Two-year first year	Two-year second or later year	Two-year overlapping first and later
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
n	176	495	125	33	90	38
Relatedness of work-study job to career goal						
Strongly related	27.8	46.3	64.8	36.4	52.2	47.4
Somewhat related	27.3	27.0	22.4	30.3	25.6	26.3
Weakly related	11.9	9.1	8.0	3.0	7.8	7.9
Not at all related	33.0	17.5	4.8	30.3	14.4	18.4
Location of work-study job						
On campus	56.8	51.0	61.6	75.8	58.9	84.2
Off campus	43.2	49.0	38.4	24.2	41.1	15.8
Occupation of work-study job						
Professional, total	11.4	18.2	18.4	6.1	14.4	15.8
Scientific/engineering	1.1	1.4	2.4	0.0	0.0	0.0
Medical/health	1.1	1.0	1.6	0.0	1.1	2.6
Education	5.1	8.3	6.4	3.0	8.9	13.2
Social science	1.1	3.6	5.6	3.0	3.3	0.0
Law	0.0	0.6	0.8	0.0	0.0	0.0
Arts/athletics	2.8	3.2	1.6	0.0	1.1	0.0
Managerial	4.5	4.2	0.8	0.0	3.3	0.0
Technical, sales, administrative, total	65.3	64.8	77.6	69.7	71.1	78.9
Technical	13.1	17.4	37.6	6.1	13.3	21.1
Sales	4.5	2.4	0.8	6.1	1.1	2.6
Administrative support	47.7	45.1	39.2	57.6	56.7	55.3
Services	14.8	10.5	2.4	15.2	2.2	2.6
Farming, forestry, fishing	0.0	0.6	0.8	3.0	1.1	0.0
Precision production, crafts, repairs	1.7	1.2	0.0	6.1	6.7	0.0
Operators, fabricators, laborers	2.3	0.4	0.0	0.0	1.1	2.6
Formal job training provided in work-study job						
None	78.7	77.7	81.5	90.9	72.2	81.1
1-5 hours	6.9	5.6	4.0	6.1	4.4	2.7
6–15 hours	4.6	5.2	5.6	0.0	6.7	10.8
16–40 hours	8.0	6.4	5.6	0.0	12.2	5.4
Over 40 hours	1.7	5.2	3.2	3.0	4.4	0.0
Average hourly wages earned in work-study job[1]						
$3.35 or less	6.5	3.6	2.2	12.5	1.2	0.0
>$3.35 to 5.00	52.6	37.7	10.1	31.3	25.6	26.5
>$5.00 to 7.50	37.0	46.3	41.6	56.3	67.1	67.6
>$7.50	3.9	12.4	46.1	0.0	6.1	5.9

[1] Reported hourly wages pertain to work-study jobs held during the period 1981 to 1989.

Table B-4.21 Student Satisfaction with State Work-Study Jobs

Work-study job characteristics	Percentage of State Work Study jobs with which students stated they were: Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know
All institutions					
Total (n=958)	65.8	27.8	3.8	2.2	0.5
Relatedness of work-study job to career goal					
Strongly related	82.1	14.7	2.8	0.5	0.0
Somewhat related	59.5	33.3	4.8	2.4	0.0
Weakly or not related	46.1	43.4	4.5	4.9	1.1
Location of work-study job					
On campus	65.6	28.7	3.0	2.0	0.7
Off campus	66.0	26.6	4.8	2.4	0.2
Occupational area of work-study job					
Professional, total	73.4	21.4	3.2	1.3	0.6
Education	72.2	22.2	2.8	2.8	0.0
Other professional	74.4	20.7	3.7	0.0	1.2
Managerial	60.6	30.3	6.1	3.0	0.0
Technical, sales, administrative, total	65.7	28.0	3.5	2.3	0.5
Technical and sales	63.5	31.0	3.0	2.0	0.5
Administrative support	66.7	26.6	3.8	2.5	0.4
Services	57.3	32.6	5.6	3.4	1.1
Other (farming, precision production, operators)	58.1	38.7	3.2	0.0	0.0
Formal job training provided in work-study job					
None	63.1	29.6	4.2	2.6	0.5
1–15 hours	71.3	24.8	3.0	1.0	0.0
16 or more hours	77.5	18.6	2.0	1.0	1.0
Two-year institutions[1]					
Total (n=161)	75.2	19.9	3.1	1.9	0.0
Student status at time of job					
First year only	69.7	24.2	0.0	6.1	0.0
Second or later year only	75.6	17.8	5.6	1.1	0.0
Overlapping first and later years	78.9	21.1	0.0	0.0	0.0
Four-year institutions[1]					
Total (n=797)	63.9	29.4	3.9	2.3	0.6
Student status at time of job					
Mostly freshman/sophomore years	51.1	36.9	7.4	4.0	0.6
Mostly junior/senior years	68.5	26.4	2.6	1.8	0.6
Mostly graduate/professional years	63.2	30.4	4.0	1.6	0.8

[1] Jobs were assigned to the type of institution where students last received work study.

Table B-4.22 The Most Common Reasons Students Left State Work-Study Jobs

Work-study job characteristics	Percentage of State Work Study jobs that students said they left because: Student graduated	Work study ended	Student obtained another job or wanted to get another job	Job interfered with school	Student transferred to another school	Student didn't like job
All institutions						
Total (n=856[1])	33.3	28.3	17.4	5.4	3.7	3.2
Relatedness of work-study job to career goal						
Strongly related	34.8	27.5	21.1	3.7	3.2	2.1
Somewhat related	36.4	27.3	16.5	3.0	3.5	5.6
Weakly or not related	28.4	30.0	12.8	10.0	4.8	2.4
Location of work-study job						
On campus	40.7	27.7	14.9	3.7	4.1	2.6
Off campus	22.5	29.1	21.0	7.8	3.2	4.0
Occupational area of work-study job						
Professional, total	33.6	30.6	18.7	6.0	1.5	3.7
Education	39.7	27.9	13.2	7.4	2.9	2.9
Other professional	27.3	33.3	24.2	4.5	0.0	4.5
Managerial	48.1	22.2	11.1	0.0	3.7	7.4
Technical, sales, administrative, total	32.8	28.2	17.5	5.1	3.9	3.2
Technical and sales	34.8	27.0	20.8	2.8	4.5	1.1
Administrative support	31.9	28.7	16.1	6.1	3.6	4.1
Services	31.3	27.5	22.5	8.8	5.0	1.3
Other (farming, precision production, operators)	32.0	28.0	0.0	4.0	8.0	0.0
Formal job training provided in work-study job						
None	33.6	28.1	17.1	5.6	4.2	3.3
1–15 hours	36.7	31.1	14.4	4.4	2.2	4.4
16 or more hours	29.6	25.9	23.5	3.7	1.2	0.0
Two-year institutions[2]						
Total (n=144[1])	40.3	31.3	11.1	0.0	6.3	6.3
Student status at time of job						
First year only	16.1	54.8	16.1	0.0	0.0	12.9
Second or later year only	41.0	29.5	10.3	0.0	6.4	5.1
Overlapping first and later years	60.0	14.3	8.6	0.0	11.4	2.9
Four-year institutions[2]						
Total (n=712[1])	31.9	27.7	18.7	6.5	3.2	2.5
Student status at time of job						
Mostly freshman/sophomore years	9.3	29.0	24.1	10.5	9.9	3.7
Mostly junior/senior years	39.6	25.8	16.4	6.2	0.9	2.5
Mostly graduate/professional years	34.5	32.8	19.8	1.7	2.6	0.9

[1] All State Work Study jobs except those that led to an offer of employment and were accepted are included in this table.

[2] Jobs were assigned to the type of institution where students last received work study.

Table B-5.1 What Students Would Have Done if They Had Not Received Work-Study Aid

Student characteristics	Percentage of State Work Study students who stated they would have: Obtained another job	Taken out a loan/ bigger loan	Reduced standard of living	Asked friends/family for help	Gone to a less expensive college	Dropped out of college
Total (n=905[1])	81.5	75.2	60.8	39.6	18.9	17.3
Dependency status						
Dependent	85.4	79.6	61.5	47.7	25.8	8.1
Independent	78.2	69.9	60.0	34.7	11.8	21.6
Changed over time	84.5	82.4	61.5	40.1	26.7	19.8
Family income during last work-study year, independent students only[2]						
<$6,000	80.3	74.1	58.0	37.1	16.4	23.0
$6,000–17,999	82.5	73.0	60.3	47.6	17.5	22.2
$18,000–29,999	86.1	72.2	69.4	30.6	13.9	19.4
$30,000 or over	66.7	60.0	73.3	23.3	6.7	10.0
Average yearly need						
$5,000 or less	81.6	76.1	59.9	44.1	14.0	15.1
>$5,000 to 7,500	80.0	75.6	58.7	37.8	18.4	18.7
>$7,500 to 10,000	82.9	75.1	61.0	37.6	20.5	19.5
Over $10,000	83.2	72.6	68.1	37.2	29.2	15.0
Level of total aid from work study						
$2,500 or less	73.4	72.3	57.8	41.8	12.9	14.8
>$2,500 to 5,000	81.5	72.2	63.0	40.0	16.7	16.3
>$5,000 to 7,500	87.0	81.5	62.3	39.5	24.7	17.3
>$7,500 to 10,000	85.4	78.7	61.8	30.3	21.3	21.3
Over $10,000	88.3	77.3	59.4	40.6	26.6	21.9
Grant/Loan aid status						
Received grants, not loans	77.5	56.9	61.8	38.2	7.8	26.5
Received loans, not grants	80.4	65.2	67.4	37.0	10.9	17.4
Received both grants and loans	82.4	78.8	60.5	39.7	21.1	16.1
Received neither grants nor loans	57.1	28.6	28.6	57.1	0.0	14.3
Level of total grant aid						
$0	77.4	60.4	62.3	39.6	9.4	17.0
>$0 to 5,000	80.8	72.7	60.0	48.2	11.0	19.6
>$5,000 to 10,000	79.9	76.9	58.4	34.7	18.2	19.1
>$10,000 to 15,000	87.0	79.9	65.7	40.2	26.0	14.8
Over $15,000	81.7	76.1	61.5	33.9	32.1	11.0
Level of total loan aid						
$0	76.1	55.0	59.6	39.4	7.3	25.7
>$0 to 5,000	79.1	79.9	59.7	41.8	15.4	16.8
>$5,000 to 10,000	81.0	78.7	61.7	36.4	21.3	16.6
>$10,000 to 15,000	85.7	72.7	57.8	39.0	23.4	13.6
Over $15,000	87.9	79.3	66.4	42.2	26.7	17.2
Borrowing limitation[3]						
Reached maximum	83.6	74.7	60.3	41.4	23.3	18.2
Could have borrowed more	83.0	82.8	62.2	40.4	19.2	14.8

[1] All students who received at least some State Work Study are included in this table.

[2] Family income for dependent students was not reported here, because the number of dependent students at each income level was too small to produce reliable estimates.

[3] Only students who stated they had taken out a student loan are included in the borrowing limitation rows.

Table B-5.2 Size of Additional Loan Students Would Have Taken Out if They Had Not Received Work-Study Aid

Student characteristics	Percentage of State Work Study students who said they would have taken out an additional: $0	>$0–$1,999	$2,000–$4,999	$5,000–$9,999	$10,000 or more	Don't know
Total (n=561[1])	25.3	10.9	26.9	21.0	8.9	7.0
Dependency status						
Dependent	26.3	13.2	25.7	23.7	8.6	2.6
Independent	27.5	9.6	26.8	18.9	8.2	8.9
Changed over time	18.6	11.0	28.8	22.9	11.0	7.6
Family income during last work-study year, independent students only[2]						
<$6,000	21.2	10.4	28.2	21.6	8.5	10.0
$6,000–17,999	32.4	0.0	35.1	10.8	16.2	5.4
$18,000–9,999	34.6	11.5	26.9	0.0	15.4	11.5
$30,000 or over	33.3	9.5	14.3	38.1	4.8	0.0
Average yearly need						
$5,000 or less	27.9	13.7	27.9	14.8	8.7	7.1
>$5,000 to 7,500	24.9	10.3	29.6	22.5	7.0	5.6
>$7,500 to 10,000	22.5	10.8	25.5	22.5	10.8	7.8
Over $10,000	23.8	4.8	17.5	31.7	12.7	9.5
Level of total aid from work study						
$2,500 or less	34.4	19.1	28.7	8.3	1.9	7.6
>$2,500 to 5,000	21.7	12.4	29.8	21.7	8.1	6.2
>$5,000 to 7,500	25.2	3.7	31.8	23.4	8.4	7.5
>$7,500 to 10,000	20.0	10.9	21.8	32.7	10.9	3.6
Over $10,000	18.5	1.2	14.8	33.3	23.5	8.6
Grant/Loan aid status						
Received grants, not loans	40.2	4.3	31.5	13.0	6.5	4.3
Received loans, not grants	23.8	9.5	14.3	28.6	14.3	9.5
Received both grants and loans	22.2	12.2	26.9	22.2	9.3	7.2
Received neither grants nor loans	33.3	16.7	0.0	33.3	0.0	16.7
Level of total grant aid						
$0	25.9	11.1	11.1	29.6	11.1	11.1
>$0 to 5,000	31.8	13.0	29.2	12.3	6.5	7.1
>$5,000 to 10,000	23.1	9.6	29.3	20.2	9.6	8.2
>$10,000 to 15,000	17.3	12.7	27.3	29.1	9.1	4.5
Over $15,000	30.6	6.5	19.4	27.4	11.3	4.8
Level of total loan aid						
$0	39.8	5.1	29.6	14.3	6.1	5.1
>$0 to 5,000	18.5	13.6	34.2	17.9	9.2	6.5
>$5,000 to 10,000	25.3	9.7	25.3	23.4	7.1	9.1
>$10,000 to 15,000	25.4	19.7	21.1	18.3	11.3	4.2
Over $15,000	22.2	3.7	9.3	40.7	14.8	9.3

[1] Only State Work Study students who stated they could have borrowed more or who had never taken out a student loan are included in this table.

[2] Family income for dependent students was not reported here, because the number of dependent students at each income level was too small to produce reliable estimates.

Table B-6.1 Impact of Work Study on Career Goals and Educational Plans: State and College Work Study Compared

Demographic characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Total	100.0%	100.0%	100.0%	100.0%
n[1]	905	379	526	321
Impact on career goal and educational plans				
Student changed career goal	18.1	12.1	22.4	20.2
Work study influenced career goal	57.0	55.6	59.9	42.9
Work study influenced educational plans	25.4	21.9	28.4	19.4
Type of influence on career goal				
Learned interpersonal skills	11.2	8.7	12.9	17.8
Learned positive/negative aspects of field	38.0	46.4	32.4	37.8
Experiences cemented career direction	30.4	28.0	32.0	28.1
Gained knowledge of future career	14.7	16.9	13.3	16.3
Learned skills relevant to future career	19.6	15.9	22.0	13.3
Gained practical knowledge of a job	12.2	11.1	12.9	11.9
Gained practical experience in a field	18.2	15.9	19.7	18.5
Gained general work experience	5.2	5.8	4.9	8.1
Type of influence on educational plans				
Encouraged to stay in chosen field	16.5	13.4	18.2	8.2
Encouraged to change major	8.7	9.8	8.1	13.1
Encouraged to go into field of work-study job	13.5	8.5	16.2	6.6
Encouraged to take more classes in field	10.9	9.8	11.5	3.3
Enabled to help pay for school	15.7	11.0	18.2	16.4
Encouraged to further education	20.0	18.3	20.9	16.4
Influenced to take courses they wouldn't have taken	8.3	11.0	6.8	14.8
Showed needed to learn more	9.1	13.4	6.8	3.3

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items may be less than the total n.

Table B-6.2 Impact of Work Study on Employability: State and College Work Study Experience Compared

Demographic characteristics	Total	State Work Study		College Work Study only
		State Work Study only	State and College Work Study	
Total	100.0%	100.0%	100.0%	100.0%
n[1]	905	379	526	321
Helpfulness of work study in finding job after graduation				
Very helpful	36.8	35.6	37.6	22.1
Somewhat helpful	33.4	34.0	32.9	32.1
Not very helpful	11.7	10.8	12.4	13.1
Not at all helpful	15.8	16.6	15.2	28.0
Don't know	2.3	2.9	1.9	4.7
Reasons why work study was/was not helpful in finding a job				
Unrelated to career goal	23.4	22.3	24.2	41.8
Provided good work reference	22.4	22.0	22.7	15.0
Provided experience toward career goal	26.4	28.5	24.8	17.6
Provided general work experience	22.6	21.7	23.3	21.9
Taught skills helpful for career goal	13.3	12.8	13.8	9.8
Developed confidence	5.8	5.2	6.2	2.6
Put in contact with a job	12.0	10.6	13.0	8.2
Was not helpful in finding a job	5.9	6.8	5.2	4.6
Holding at least one postgraduation job in field of last work-study job				
Same occupation	35.7	35.4	35.9	29.6
Same industry	33.6	31.9	34.9	25.2
Neither same occupation nor industry	45.9	46.0	45.9	55.8
Holding at least one postgraduation job in the same field as career goal				
At least one job in same field	60.7	60.0	61.2	57.5
No jobs in same field	39.3	40.0	38.8	42.5
Use of skills learned in work study				
Used skills after graduation	78.5	78.4	78.5	64.8
Didn't use skills after graduation	20.7	21.4	20.2	34.0
Don't know	0.9	0.3	1.3	1.2
Type of skills used after graduation				
Interpersonal	22.7	20.3	24.3	21.8
Computer	18.6	16.6	20.0	18.1
Clerical	15.8	15.6	16.0	15.0
Specialized	13.9	15.6	12.7	9.0
Communications	11.8	12.4	11.4	10.3
Organizational	9.7	7.1	11.6	10.3
Managerial or leadership	6.6	5.5	7.4	6.2
Teaching/training	7.4	6.9	7.8	2.2

Table B-6.2 **Impact of Work Study on Employability: State and College Work Study Experience Compared—Continued**

Demographic characteristics	Total	State Work Study: State Work Study only	State Work Study: State and College Work Study	College Work Study only
Frequency of use of skills				
All of the time	41.1	41.1	41.2	41.3
Most of the time	33.5	33.3	33.7	25.5
Some of the time	18.5	17.5	19.1	23.1
A little of the time	5.8	7.1	4.8	7.2
Not much of the time	1.0	0.7	1.2	2.9
Don't know	0.1	0.3	0.0	0.0
Helpfulness of work-study skills for advancement, past or future				
Skills helped/will help advance	50.3	49.3	51.0	41.4
Skills didn't help/won't help advance	45.4	45.9	45.1	54.8
Don't know	4.3	4.7	4.0	3.7
Which work-study skills were/will be helpful for advancement				
Learned skills related to future career	27.0	31.0	24.3	30.1
Learned interpersonal skills	24.6	17.6	29.5	30.8
Gained practical knowledge/skills	25.5	27.3	24.3	22.6
Learned communication skills	15.6	15.5	15.7	15.8
Learned computer skills	14.3	13.4	14.9	10.5
Learned specialized skills	12.1	10.7	13.1	9.0
Overall helpfulness of work study in preparing for a career				
Very helpful	48.4	49.6	47.5	31.8
Somewhat helpful	37.7	37.7	37.6	41.7
Not too helpful	8.0	5.5	9.7	14.0
Not at all helpful	5.4	6.3	4.8	12.1
Don't know	0.6	0.8	0.4	0.3

1/ Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

Table B-6.3 Impact of Work Study on Employability: State and College Work Study Jobs Compared

Employability outcomes	Percentage distribution of State Work Study jobs	Percentage distribution of College Work Study jobs
Total	100.0%	100.0%
n[1]	958	772
Work-study jobs leading to an offer of permanent employment or to a referral		
Offer of permanent employment, total	18.0	9.9
Accepted by student	10.2	5.2
Declined by student	7.9	4.7
Referral elsewhere	21.7	15.8
No offer or referral	63.1	75.8
Reasons for leaving work-study job that didn't lead to an offer of employment		
Graduated	33.3	26.5
Work study ended	28.3	27.3
Obtained another/wanted to get another job	17.4	20.7
Interfered with school	5.4	4.4
Didn't like job	3.2	6.9
Transferred to another school	3.7	5.1
Student satisfaction with job		
Very satisfied	65.8	57.1
Somewhat satisfied	27.8	33.8
Somewhat dissatisfied	3.8	5.7
Very dissatisfied	2.2	2.5
Don't know	0.5	0.9

[1] Nonresponses were omitted when the percentages were calculated. Therefore the n's for some items are less than the total n.

APPENDIX C RESULTS OF REGRESSION ANALYSIS

Independent variable: Amount borrowed

NOTE: Institution type was entered as a dummy variable,with community colleges as the reference group. Thus, the coefficients for the other sectors indicate whether or not students in those types of institutions borrowed more or less than students in community colleges.

	1984	1985	1986	1987	1988	1989
Intercept	-735.5***	-480.6***	-983.4***	-725.1***	-1080.1***	-1805.2***
Private 4-year	781.2***	776.1***	520.7***	449.6***	734.8***	406.6***
Public 4-yr. doctoral	495.2***	378.7***	246.8***	39.4	212.1***	-206.2***
Public 4-yr. compreh.	1619.2***	1866.7***	1491.9***	939.1***	1174.3***	840.4***
Level	366.3***	387.6***	513.6***	372.0***	421.4***	613.3***
Sex	-61.2**	-41.3	-97.2***	-50.0**	-39.5	-79.4***
Age	10.7***	12.5***	19.5***	18.2***	12.5***	5.6***
Black	-5.9	115.9	77.4	40.2	109.5	155.5**
Asian	-251.6***	-294.4***	-415.0***	-323.5***	-297.7***	-192.2***
Hisp	-198.3**	-112.0	-20.8	-96.4	-278.1***	99.7
Native Am.	-123.4	-325.4***	-352.6***	-264.6***	-433.0***	-250.2***
Family income	21.7***	7.1	23.9***	12.2***	-7.2	-13.2**
Need	.147***	.113***	.097***	.102***	.169***	.333***
Grants	-.098***	-.164***	-.018**	.013**	-.014*	-.243***
State WS	-.100***	-.118***	-.023	.002	.054***	-.223***
College WS	-.218***	-.198***	-.129***	-.093***	-.028	-.292***
r-square	.37	.36	.32	.25	.33	.52
adj r-square	.37	.36	.32	.25	.33	.52

* = .05<p<=.10
** = .01<p<=.05
*** = p<=.01

APPENDIX D CATEGORIES USED FOR OCCUPATIONS, INDUSTRIES, AND FIELDS OF STUDY

OCCUPATIONS

Professional

Scientific and Engineering

Architects, engineers, surveyors and mapping scientist, actuaries, computer systems analysis, mathematicians, statisticians, natural scientists: agricultural and food: biological, life, medical and space: chemists, geologists, physicians, chemical engineers, drafting, drafting engineer, industrial engineer, technical arts

Medical

Dentist, optometrists, osteopaths, pharmacists, physicians, surgeons, podiatrists, psychiatrists, veterinarians; other medical workers; acupuncturists, chiropractors, dietitians/nutrition, physicians' assistants, registered nurses, therapists (inhalation, occupational, physical, speech), ultra sound, physical therapy, occupational therapy, veterinary-animal medicine/sciences, fishery science, surgical technology

Education

Professors, teachers; educational and vocational counselors, archivists, curators, librarians archivists, curators, librarians

Social Science

Economists, market research analysts, psychologists, psychotherapists, sociologists, urban planners, clergy, recreation and group workers, religious workers, social workers, therapeutic recreation, human services, marriage and family therapy, political scientist

Law

Judges and lawyers

Arts and Athletics

Actors, artists, authors and technical writers, dancers, designers, editors and reporters, entertainers, musicians, photographers, public relations specialists, graphic design, photography

Managerial

Executive and Corporate Officers; Military Officers

Public Officials and Administrators (City, County, State, Federal)

Other Managers

Advertising, department heads, general business, marketing, medicine and health, personnel and labor relations, properties and real estate, purchasing, administrators in education, funeral directors, postmasters, management related: auditors, buyers and purchasing agents, inspectors, business owners

Technical, Sales and Administrative Support

Technicians and Related Support

Biological, chemical, science technicians; dental hygienists, drafting occupations, engineering technicians, health technologists and technicians, licensed practical nurses, other technicians: airplane pilots and navigators, air traffic controllers, computer programmers, legal assistants, research assistants, data processing

Sales

Cashiers, counter clerks, factory representatives, sales representatives, advertising, business and retail services; insurance agents, brokers, underwriters; real estate agents and brokers, telemarketers

Administrative Support, Including Clerical

Bank tellers, bill and account collectors, bookkeepers, clerks: accounting, data entry, eligibility (social welfare), file, hotel, payroll, personnel, postal, computer equipment operators, dispatchers; insurance adjusters, examiners and investigators, interviewers, mail carriers, messengers, office machine operators, receptionists, stenographers, teachers' aides, telephone operators, ticket and reservation agents, typists, word processors, legal secretary

Services

Private Household

Butlers, child care workers, cooks, housekeepers

Protective

Bailiffs, correctional institution officers, detectives, fire fighters, fire inspectors, guards, law enforcement officers, police, sheriffs, administrative justice

Other Service Occupations

Bartenders, counter and fountain workers, dental assistants, elevator operators, hotel maids, janitors, kitchen workers, maintenance workers, nursing and health aides, orderlies and attendants, short order cooks, waiters and waitresses, personal services: attendants (airlines, amusement and recreational), barbers, bellhops, child care workers, guides, hairdressers, porters, ushers, welfare aides, food service

Farming, Forestry and Fishing

Farm Operators and Managers

Agricultural and Related Occupations

Animal caretakers, farm workers, farm worker supervisors, graders and sorters, gardeners, grounds keepers, inspectors, nursery workers

Forestry and Logging Occupations

Fishers, Hunters, and Trappers

Fishers, Fishing vessel captains and officers, hunters, trappers

Precision Production, crafts, repairs

Mechanics and Repairs

Air-conditioning, aircraft, auto, bus, electrical and electronics technology technicians, farm equipment, heating, household, telephone and telephone line installers, other repairers: camera, locksmith and safe, musical instruments, office machines, radio, television, watches, diesel technology, industrial electricians

Construction Trades

Brickmasons, carpenters, electricians, miners, oil well drillers, painters, pipefitters, plasterers, plumbers, roofers

Precision Production

Bakers, bookbinders, butchers, cabinet makers, dental lab technicians, dressmakers, engravers (metal), jewelers, machinists, opticians, power plant operators, sheetmetal workers, shoe repairers, stationary engineers, tailors, tool and die makers, upholsterers, water and sewage treatment plant operators

Armed Forces personnel (Non-Officer)

Operators, Fabricators, Laborers

Machine Operators and Tenders (Except Precision)

Machine type: grinding and buffing, lathe and turning, metal and plastic processing, molding and casting, motion picture projector, packaging, paint and paint spraying, printing (lithographers, photoengravers, typesetters), shoe, textile and apparel, woodworking, handworking occupations: assemblers, graders and sorters (except agricultural), production inspectors and testers, welders and flame cutters

Transportation and Material Moving

Motor vehicle operators: bus, chauffeur, taxicab, tractor, truck, parking lot attendant, other transportation: brake, signal and swatch operators, bridge and lighthouse tenders, marine engineers, operating engineers, railroad conductors, material moving equipment operators: crane and hoist, dozer, excavating, fork lift, teamsters, heavy equipment operators

Equipment cleaners, Helpers and Laborers

Construction trade workers, garage and service station attendants, garbage collectors, handpackers and packagers, longshoremen, mechanics and repairers, machine feeders, stevedores, vehicle washers and equipment cleaners, warehousemen

Housewife/Homemaker

INDUSTRIES

Agricultural, Forestry, Fishing

Agricultural production-crops
Agricultural production-livestock
Agricultural services, etc.

Forestry (logging, etc.)
Fishing, hunting, trapping

Mining

Metal mining
Anthracite mining
Bituminous coal and lignite mining
Oil and gas extraction
Mining and quarrying of nonmetallic metals

Contact Construction

Bldg. construction-general contracts
Construction-other
Construction-special trade contractors

Manufacturing (producers not sellers)

Food and kindred products
Alcohol products
Tobacco manufacturers
Textile mill products (twine, string, cloth, things that go to a producer)
Apparel and other textile products (embroidery, refined cloth products, things that go to the consumer)
Lumber and wood products (lumber yards, etc.)
Furniture and fixtures (cabinets, lights, ceiling fans, etc.)
Paper and allied products (paper cutters, paper makers, paper clips, etc.)
Chemicals and allied products (pharmaceuticals, pesticides, herbicides, household chemicals, etc.)
Petroleum and coal products (refineries, etc.)
Rubber, and plastic products
Leather and leather products
Stone, clay, ceramic, and glass products
Primary metal industries (refining crude metal to usable metal)
Fabricated metal industries (making usable metal products)
Machinery, except electrical
Electric and electronic equipment (t.v.'s, vcr's, washers, stereos, household appliances)
Transportation equipment (aircraft, automobiles, boats, etc.)
Instruments and related products (stethoscopes, microscopes, musical pharmaceutical, etc.)
Miscellaneous manufacturing industries

Transportation, Communication, Electric, Gas, Sanitary Services

Railroad transportation
Local and passenger transportation (taxi-cabs, public transit, etc.)
Motor freight and transportation warehousing (forklift driver, freight hauler, truck driver, etc.)
Water transportation
Transportation by air (airlines, air freight, etc.)
Pipeline transportation
Transportation services (rent-a-car, u-haul, etc.)
Communication (radio, t.v. broadcasting, etc.)
Electric, gas and sanitary services

Wholesale Trade

Durable goods (non-perishable goods)
Nondurable goods (perishable goods)

International import/export

Retail Trade

Building materials, hardware, etc.
General merchandise
Food stores (grocery store, convenience stores, etc.)
Automotive dealers and gas stations
Apparel and accessories
Furniture, home furnishings, etc.
Eating and drinking places
Department stores (sears, wards, etc.)
Miscellaneous retail stores

Finance, Insurance, Real Estate

Banking
Credit agencies, collection agencies, other than banks
Security brokers, dealers, etc. (stocks, bonds)
Insurance carriers (works for ins. company but doesn't deal with the customers)
Insurance agents and brokers (deals with the insurance customers)
Real estate
Combinations of real estate, insurance, loans, and law offices
Holding and other investment companies
Accounting, bookkeeping (cpa's, etc.)

Services

Hotels, motels, and trailer parks
Personal services (hair dresser, personal tutors, barbers, etc.)
Business services (telecommunications. etc.)
Automobile repair and services
Miscellaneous repair services
Motion pictures
Amusement and recreation services (pro-sports, health clubs, etc.)
Medical and other health services (private clinics, psychiatry, nursing homes, etc.)
Legal services
Educational services (anything that has to do with educating)
Social services (child care, counseling, drug-rehabilitation., etc.)
Museums, art galleries
Nonprofit membership organizations (churches, etc.)
Miscellaneous services
Printing and publishing (newspapers, books, magazines, etc.)

Public Administration

Executive, legislative, general (except finance)
Justice, public order, and safety (police, fire, dmv)
Administration of human resources programs (unemployment agency-EDD)
Administration of environmental quality (Dept. of Fish and Game, EPA, etc.)
Administration of housing programs (HUD, etc.)
Administration of economic programs (welfare, medical, etc.)
National security and international affairs (military, CIA, INS, customs, etc.)
Public finance, taxation, monetary policy (IRS, state tax board, etc.)

MAJOR FIELDS OF STUDY

1. Math and Science

Astronomy
Biological Science
Chemistry
Environmental Studies
Gen. Sci./Applied (if 4-yr)
Geology
Horticulture (if 4-yr)
Marine Science
Mathematics
Physical Science
Physics
Statistics

2. Engineering, Computer Science, and other Technical

Aviation (if 4-yr)
Computer Science (if 4-yr)
Eng/General (if 4-yr)
Eng/Civil (if 4-yr)
Eng/Computer (if 4-yr)
Eng/Electric (if 4-yr)
Eng/Mechanical (if 4-yr)
Eng/Technical (if 4-yr)
Mechanical/Vocational (if 4-yr)

3. Medical/Health

Gerontology (if 4-yr)
Health/Safety (if 4-yr)
Medical (if 4-yr)
Nursing (if 4-yr)
Speech Path/Audio (if 4-yr)

4. Business & Marketing

Accounting (if 4-yr)
Business Admin. (if 4-yr)
Marketing (if 4-yr)

5. Letters, Humanities & Communications

Communications
English
French
German
Humanities
Italian
Journalism
Liberal Studies
Philosophy
Religious Studies
Russian
Spanish

6. Social Sciences

Anthropology
Economics
Geography
Government
History
International Affairs
Political Science
Psychology
Social Science
Sociology
Soviet Studies

7. Art and Design

Architecture
Art
Drama
Film Studies
Fine Arts
Interior Design
Music

8. Education

Child Development (if 4-yr)
Counseling
Education
Physical Education

9. Other Academic

Criminal Justice (if 4-yr)
General Transfer (2-yr)
Home Economics (if 4-yr)
Law
Peace/Conflict Resolution
Public Policy/Administration
Recreational Administration
Social Work
Special Major
Vocational (if 4-yr)

10. Vocational (if 2-yr)

Accounting
Aviation
Business Admin
Child Development
Computer Science
Criminal Justice
Engineering
Gen. Science/Applied
Gerontology
Health/Safety
Home Economics
Horticulture
Marketing
Mechanical/Vocational
Medical
Nursing
Speech Path/Audio
Vocational