SORAYA STAFF SHARED with IR staff a list of 370 student employees, which was combined with other student data from IR. This original list was then limited to those who entered CSUN as first-time freshmen.

We focused on the 122 student employees who worked at the Soraya between the fall 2007 and fall 2012 semesters to examine four-year graduation rates and the 79 student employees who worked between fall 2007 to fall 2010 to examine six year graduation rates.

Soraya employees were compared to otherwise similar students who worked at different areas on campus, and to students who have never worked at CSUN.

Since a student would have to choose to apply and then be chosen to work at the Soraya, it is possible that student employees are different in meaningful ways from those who are not employed there.

For this reason, we used a statistical technique, propensity score matching, to match the Soraya employees to a similar group of non-employees.

Groups were matched on: race/ethnic group, cohort year, gender, high school GPA, parent education, Pell Grant status, residence or non-residence in local area, and having a declared major in the College of Arts, Media, and Communication.
RESULTS SHOWED that 27.1% of Soraya employees who entered CSUN as first-time freshmen graduated in 4 years, compared to 16.4% of students in the comparison group. Additionally, 79.7% of Soraya employees graduated from CSUN in 6 years, compared to 50.6% of students in the comparison group.

Employment at the Soraya seems to be associated with positive student success outcomes, in terms of 4- and 6-year graduation rates. This benefit may be attributed to students working in their area of interest, as graduation rates were statistically similar when comparing Soraya employees with a major in MCCAMC to other students working in their major department.

The final sample sizes of these comparisons were relatively small, so these findings should be considered preliminary.

The trends we have reported here are promising and IR staff will continue to examine student success outcomes associated with this and other types of student engagement on campus.