

A Recipe for Success:
An Explanatory Mixed Methods Study of
Factors Impacting the Retention of Midlevel Student Affairs Professionals

Dissertation

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Abstract

Over the past few years, the retention of midlevel Student Affairs professionals has been considered an issue, but at one large Midwestern university, the retention rate of midlevel Student Affairs professionals has remained high. The goal of the study was to understand what factors are important to the retention of midlevel Student Affairs professionals and why these factors are important. This project was an explanatory sequential methods study (Creswell & Plano Clark, 2007) starting with an analysis of a quantitative theoretical model and ending with a focus group. First, the study used the structural equation model developed by Rosser and Javinar (2003) to answer the question: What factors lead to the retention of midlevel Student Affairs professionals? Second, a focus group was conducted to delve deeper into the issue of retention of midlevel Student Affairs professionals and to answer the question: Why do Student Affairs professionals choose to retain?

Dedication

To anyone who wants to change the world, may they find ways to accomplish their goal. And, to anyone who is afraid to be themselves, may they find strength to do so.

Acknowledgments

This process was the effort and product of a team, my team. When I was young, my grandmother, Bessie Pierce, inspired me to follow her footsteps as a constant giver to others. In so doing, she knew she had to take care of her own education and told me the story of leaving her family to attend school for typing. I recently learned that my other grandmother, Helen Walterbusch, was one of the first women in her family to work outside of her family in a canned tomato factory. Without my grandmothers and the other women who have advocated for me and this generation of women, I would not be the woman I am today.

Following their footsteps, my parents, Bonita and John Walterbusch both pursued higher education degrees, and of course, continually supported my education, from school to school... to school... to school. My uncle, Eugene Pierce, was one of the first in my family to get a doctoral degree. And my uncle, Jerry Pierce, who continually encourages me to do well in school through positive affirmation and sometimes bribery. Throughout grade school, high school, and college my friends kept me level-headed. Dena Leisure, who finished her undergrad in 3 years, and Carrie DeMange, who finished a master's and her undergrad degree, have both been like my sisters in their support for me. They inspire me to be a better version of myself. Lindsey Benjamin, without whom I would not be compos mentis, inspires and grounds me almost every day. Tricia Lamantia literally took me to the zoo when I felt like my brain was full of animals. Chrissy Raftery, who responds to my random e-mails, texts, and thoughts, judiciously and supportively.

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Walterbusch, T. (2010) Back to the basics: An explanation of quantitative and qualitative research methods. Southern Association for College Student Affairs Alert: <http://www.sacsa.org/associations/6953/files/SACSAAlert.pdf>.

Dueker, S., Hawk, N., Nelson, J. L., Nelson, M. L., **Walterbusch, T. L.**, & Wargelin, L. A. (Eds.). (2017). White paper #1; Educational inequality: Columbus, OH: Research Methodology Center.

Walterbusch, T. & Baker, E. (2018). Collaborating with Off Campus Neighborhoods. ACPA Developments.

Fields of Study

Major Field: Educational Studies

Specialization: Higher Education & Student Affairs

Table of Contents

Abstract.....	ii
Dedication.....	iii
Acknowledgments.....	iv
Vita.....	vii
List of Tables	xiv
List of Figures.....	xvii
Chapter 1. Introduction.....	1
Reviewing the Numbers.....	1
Overall Research Design.....	3
My Positionality.....	3
Epistemological Framework.....	4
Mixed Methods.....	5
Rosser and Javinar Model.....	7
Midlevel Professionals.....	8
Limitations of the Study.....	9
Summary.....	11
Organization of the Study.....	12
Chapter 2. Understanding Retention of Higher Education Professionals.....	13
Growing Importance of Student Affairs	13
Research on Higher Education Professionals	15
Job Satisfaction of Higher Education Professionals.....	15
Retention of Higher Education Professionals.....	20
Role conflict and role ambiguity on job retention of higher education professionals.	23
Historical Context of Student Affairs	23
Evolution of the Profession of Student Affairs.....	24
Evolution of Student Affairs Role	26
Previous Student Affairs Professional Literature	28
Job Satisfaction of Student Affairs Professionals.....	29

Retention of Student Affairs Professionals.....	33
Research on Higher Education Midlevel Professionals.....	37
Overview of Higher Education Midlevel Professionals	37
Satisfaction of Higher Education Midlevel Professionals	39
Morale of Higher Education Midlevel Professionals.....	41
Retention of Higher Education Midlevel Professionals.....	43
Research on Midlevel Student Affairs Professionals.....	45
Job Satisfaction of Midlevel Student Affairs Professionals	45
Retention of Midlevel Student Affairs Professionals	47
Theoretical Models for Satisfaction of Higher Education Professionals.....	48
JDC Model.....	48
JDCS Model.....	49
Two Factor Theoretical Model	49
Theoretical Models for Retention of Higher Education Professionals	50
Professional Identity, Career Commitment, and Career Entrenchment.....	50
Lambert, Hogan and Barton (2001) Theoretical Model	51
Rosser and Javinar (2003) Model	52
Rosser and Javinar (2003) Work Life.....	53
Rosser and Javinar (2003) Morale	54
Rosser and Javinar (2003) Satisfaction.....	55
Rosser and Javinar (2003) Intent to Leave	56
Summary.....	56
Chapter 3. Methodology	58
Research Questions.....	59
Mixed Methods.....	60
Definition of Mixed Methods	61
Mixed Methods in Higher Education Research	62
Rationale for Mixed Methods	63
Research Design.....	64
Rosser and Javinar's (2003) Model of Retention	65
Quantitative Design	66
University Climate Survey.....	66

Sample.....	70
Quantitative Analysis.....	70
Descriptive Statistics.....	70
Mapping the Theoretical Model.....	73
Logistic Regression.....	78
Focus Group Research	78
Focus Group.....	79
The Use of Focus Groups	80
Rationale for the Focus Group.....	82
Number of Focus Groups.....	83
Strengths of Focus Groups.....	85
Limitations of Focus Groups	86
Sampling	87
Qualitative Sample.....	88
Focus Group Design	91
Role of the Researcher	92
Reducing Bias	93
Data Collection	93
Data Analysis	96
Overall Challenges with Mixed Methods	98
Validity	99
Interpreting the Findings.....	102
Summary.....	103
Chapter 4. Analysis and Results	105
Quantitative Analysis.....	105
University Climate Survey.....	106
Correlations.....	110
Structural Equation Modeling.....	111
Independent Samples T-Test.....	114
Logistic Regression.....	116
Quantitative Outcomes.....	120
Qualitative Analysis.....	126

Participants.....	130
Coding Process.....	132
Themes	132
Qualitative Outcomes.....	155
Overall Results.....	159
What Led to Retention of These Midlevel Student Affairs Professionals?	159
Why Did These Factors Lead to Retention?	162
Key Findings of Quantitative Results	164
Key Findings of Focus Group Results	164
Overall Summary	165
Chapter 5: Implications and Discussion	166
Overall Findings of This Explanatory Mixed Methods Study.....	166
Which Factors Led to the Retention of Midlevel Student Affairs Professionals? ..	167
Why Are Certain Factors Important to Retention of Midlevel Student Affairs Professionals?	169
Strengths and Limitations	174
Interpretation of Results within the Context of the Rosser and Javinar (2003)	
Conceptual Framework.....	176
Overview of the Model	176
Support of the Rosser and Javinar (2003) Theoretical Model	177
Recommendation for the Model	181
Unmeasured Constructs.	182
Missing Items.....	183
Interpreting the Results of this Study within the Context of Existing Literature	184
Peer Support.....	184
Autonomy and Flexibility.....	185
Team Building	187
Awards	189
Implications for Future Research.....	190
Internal Network	190
Extrinsic Rewards	191
Conclusion	193
References.....	195

Appendix A. Rosser and Javinar (2003) Survey.....	227
Appendix B. Rosser and Javinar (2003) Model Key Definitions	230
Appendix C: Staff Climate Survey	231
Appendix D. Model Definitions	242
Appendix E. Expert Panel Scores	243
Appendix F. Missing Variables in University Climate Survey	245
Appendix G. Demographics of Population at this Large Midwestern University	249
Appendix H. Demographics of Participants University Climate Survey	251
Appendix I. Correlations.....	253
Appendix J. Construct Cronbach's Alpha	260
Appendix K. Rosser and Javinar (2003) Models	266
Appendix L. Independent Samples T-Tests.....	273
Appendix M. Logistic Regression of Salary Range.....	283
Appendix N. Logistic Regression Level of Education	285
Appendix O. Logistic Regression Stress at Work	287
Appendix P. Logistic Regression Fun	289
Appendix Q. Logistic Regression Respect	291
Appendix R. Logistic Regression Flexible	293
Appendix S. Selection Survey - Focus Group	295
Appendix T. Informed Consent	297
Appendix U. Sample Focus Group Protocol.....	300

List of Tables

Table 3.1. Mixed Method Questions Side by Side	60
Table 4.1. Focus Group Participants	131
Table 4.2. Themes for Why do Midlevel Student Affairs Professionals Retain.....	133
Table 4.3. Definitions of Themes for Why Midlevel Student Affairs Professionals Retain	134
Table 4.4. Side-by-Side Comparison of Quantitative and Qualitative Analysis	163
Table D.1. Model Definitions for Expert Panel	242
Table E.1. Model Mapping by Expert Panel.....	243
Table F.1. Missing Variables in University Climate Survey	245
Table G.1. Age and Student Life	249
Table G.2. Race and Student Life	249
Table G.3. Gender Identity and Student Life.....	249
Table G.4. Direct Student Contact and Student Life	250
Table G.5. Population versus Completed University Climate Survey.....	250
Table H.1. Age and Employed Status	251
Table H.2. Marital Status and Employed Status	251
Table H.3. Highest Education Level and Employed Status.....	251
Table H.4. Direct Student Contact and Employed Status	252
Table H.5. Salary Range and Employed Status	252
Table I.1. Demographic Correlations.....	253
Table I.2. Rosser and Javinar (2003) Construct Correlations	254
Table I.3. Recognition Correlations.....	255
Table I.4. Conditions Correlations.....	256
Table I.5. Department Correlations	257
Table I.6. Input Correlations	258
Table I.7. Institution Correlations.....	258
Table I.8. External Correlations.....	258
Table I.9. Loyalty Correlations	259
Table I.10. Support Correlations.....	259
Table I.11. Job Quality Correlations.....	259
Table I.12. Satisfaction Correlations	260
Table I.13. Morale Correlations.....	260
Table J.1. Condition Cronbach's Alpha.....	260
Table J.2. Condition Total Cronbach's Alpha	261
Table J.3. Department Cronbach's Alpha.....	261
Table J.4. Department Total Cronbach's Alpha	261
Table J.5. Support Cronbach's Alpha	262
Table J.6. Support Total Cronbach's Alpha.....	262
Table J.7. Recognition Cronbach's Alpha	262
Table J.8. Recognition Reliability Statistics	263
Table J.9. Institution Cronbach's Alpha	263

Table J.10. Institution Reliability Statistics	263
Table J.11. Loyalty Cronbach's Alpha	263
Table J.12. Loyalty Reliability Statistics	264
Table J.13. Input Cronbach's Alpha	264
Table J.14. Input Reliability Statistics	264
Table J.15. Job Quality Construct Statistics	264
Table J.16. Job Quality Reliability Statistics	264
Table J.17. Morale Cronbach's Alpha	265
Table J.18. Morale Reliability Statistics	265
Table J.19. Satisfaction Cronbach's Alpha	265
Table J.20. Satisfaction Reliability Statistics	265
Table K.1 Gamma Results from First Tested Model Original	267
Table K.2. Beta Results from First Tested Model Original	267
Table K.3. Phi Results from First Tested Model Original	267
Table K.4. Results from First Tested Model Original	267
Table K.5. Gamma Results from Satisfaction Only	268
Table K.6. Phi Results from Satisfaction Only	268
Table K.7. Results from Satisfaction Only	268
Table K.8. Gamma Results from Morale Model	269
Table K.9. Beta Results from Morale Model	269
Table K.10. Psi Results from Morale Model	269
Table K.11. Results from Morale Model	270
Table K.12. Gamma Results from SEM Original	270
Table K.13. Beta Results from SEM Original	270
Table K.14. Psi Results from SEM Original	271
Table K.15. Results from SEM Original	271
Table K.16. Gamma Rosser and Javinar (2003) Model	272
Table K.17. Beta Rosser and Javinar (2003) Model	272
Table K.18. Psi Rosser and Javinar (2003) Model	272
Table K.19. Results Rosser and Javinar (2003) Model	272
Table L.1. Demographics Independent Samples T-Tests	273
Table L.2. Constructs Independent Samples T-Tests	274
Table L.3. Individual Items Independent Samples T-Tests	275
Table L.4. Independent Samples Test All Items	278
Table M.1. Omnibus Tests of Model Coefficients of Salary Range	283
Table M.2. Model Summary of Salary Range	283
Table M.3. Hosmer and Lemeshow Test of Salary Range	283
Table M.4. Contingency Table for Hosmer and Lemeshow Test of Salary Range	284
Table M.5. Classification Table of Salary Range	284
Table M.6. Variables in the Equation of Salary Range	284
Table N.1. Omnibus Tests Model Coefficients Level of Education	285
Table N.2. Model Summary Level of Education	285
Table N.3. Hosmer and Lemeshow Test Level of Education	285
Table N.4. Contingency Table for Hosmer and Lemeshow Test Level of Education	286

Table N.5. Classification Table Level of Education.....	286
Table N.6. Variables in Equation Level of Education.....	286
Table O.1. Omnibus Tests Model Coefficients Stress at Work.....	287
Table O.2. Model Summary Stress at Work.....	287
Table O.3. Hosmer and Lemeshow Stress at Work.....	287
Table O.4. Contingency Table for Hosmer and Lemeshow Test Stress at Work.....	288
Table O.5. Classification Table Stress at Work.....	288
Table O.6. Variables in Equation Stress at Work.....	288
Table P.1. Omnibus Tests Model Coefficients Fun.....	289
Table P.2. Model Summary Fun.....	289
Table P.3. Hosmer and Lemeshow Test Fun.....	289
Table P.4. Contingency Table for Hosmer and Lemeshow Test Fun.....	290
Table P.5. Classification Table Fun.....	290
Table P.6. Variables in the Equation Fun.....	290
Table Q.1. Omnibus Test of Model Coefficients Respect.....	291
Table Q.2. Model Summary Respect.....	291
Table Q.3. Hosmer and Lemeshow Test Respect.....	291
Table Q.4. Contingency Table for Hosmer and Lemeshow Respect.....	292
Table Q.5. Classification Table Respect.....	292
Table Q.6. Variables in the Equation Respect.....	292
Table R.1. Omnibus Test of Model Coefficients Flexible.....	293
Table R.2. Model Summary Flexible.....	293
Table R.3. Hosmer and Lemeshow Test Flexible.....	293
Table R.4. Contingency Table for Hosmer and Lemeshow Flexible.....	294
Table R.5. Classification Table Flexible.....	294
Table R.6. Variables in the Equation Flexible.....	294

List of Figures

Figure 3.1. Explanatory Sequential Mixed Methods Model.....	64
Figure 3.2. Rosser and Javinar (2003) Model.....	76
Figure 4.1. Rosser and Javinar (2003) Theoretical Model.....	114
Figure K.1. Rosser and Javinar (2003) Theoretical Model.....	266
Figure K.2. Rosser and Javinar (2003) Tested Model	266
Figure K.3. Rosser and Javinar (2003) Satisfaction Model	268
Figure K.4. Rosser and Javinar (2003) Morale Model	269
Figure K.5. Rosser and Javinar (2003) Retention Model	270
Figure K.6. Rosser and Javinar (2003) Final Retention Model	271

Chapter 1. Introduction

Due to increasing demands and decreasing resources, Student Affairs is at a tipping point. During this tenuous time, midlevel Student Affairs professionals are at the center of the Student Affairs landscape and essential to the function of the university (Rosser & Javinar, 2003). Within this landscape, midlevel Student Affairs professionals are the backbone of the field of Student Affairs (Windle, 1998), and their retention is integral to the success of higher education.

This study focused on an understudied population, midlevel Student Affairs professionals. Specifically, I examined the factors which led to the retention of midlevel Student Affairs professionals and why these factors were important. In this chapter, I review the overall research design. This section includes an explanation of why I chose to use a mixed methods design, an overview of the explanatory sequential model, and an outline of the research questions. Additionally, I highlight the Rosser and Javinar (2003) theoretical model, which served as a launching point for this study. Next, I summarize the quantitative process, sample, data, and analysis. Then, I discuss the qualitative process, sampling methods, and analysis. Finally, I conclude with limitations of the overall project.

Reviewing the Numbers

The United States has 1,629 accredited higher education institutions, each of which requires faculty as well as non-faculty staff in order to function properly to educate and support students (United States News & World Report, 2016). The number of staff at

colleges and universities has doubled in the past 25 years; between 1987 to 2012, universities and colleges hired 517,636 non-faculty staff (Marcus, 2014). This growth of higher education has meant a growth in the number of midlevel professionals (Grassmuck, 2017), who now comprise the largest administrative group – 64% – of the university (Rosser, 2000). However, with the increase in hiring midlevel professionals, there has also been a decrease in their retention rate (Rosser, 2004).

Midlevel professionals are great in numbers and essential to the continuous development and success of colleges and universities. Within the larger university environment, midlevel managers, specifically, are in a unique position, as they must manage both the demands of their supervisors and their supervisees (Donaldson & Rosser, 2007). Researchers have shown that midlevel professionals impact the retention of their supervisees, new professionals, and their coworkers, who may also be midlevel professionals (Barham & Winston, 2006; Tull, 2004, 2006).

Additionally, when compared with international institutions, U.S. colleges and universities have a larger number of Student Affairs professionals (Policy Department Structural and Cohesion Policies, 2015). As colleges and universities have significantly increased the number of staff, Student Affairs professionals have continued to differentiate themselves within the university as those who work directly with students in areas such as university counseling, financial aid, academic advising, and residential life. University presidents have described Student Affairs staff as essential to central functions of universities, yet there is cause for concern with the typical length of their tenure at these institutions. Senior level administrators estimate that 44.5% of Student Affairs

professionals stayed for two to three years and 26.7% stayed for three to four years (St. Onge, Ellett, & Nestor, 2008). These decreasing retention numbers predicate the need for more research on the retention of midlevel Student Affairs professionals.

This research project has taken place at one large Midwestern university. Of the midlevel Student Affairs professionals at this university, about 84% retain at the university each year (HR Analytics, 2017). With a retention rate that is 15 to 20% higher than the national average (HR Analytics, 2017; Lorden, 1998), this institution provided a deeper insight into the factors which lead to midlevel staff retention. In this study, I applied an explanatory sequential mixed methods model (Creswell & Plano Clark, 2007), starting with a quantitative analysis and ending with a focus group, to understand why midlevel professionals decide to stay at the university. This study expanded the literature on midlevel Student Affairs staff and illuminated the unique situation that exists at this large Midwestern university.

Overall Research Design

This project was an explanatory sequential mixed methods study (Creswell & Plano Clark, 2007) with a pragmatist lens, starting with an analysis of an existing structural equation model and ending with a focus group. The goal of the project was to understand midlevel Student Affairs retention and the factors that affect it. Pragmatism was used to frame my viewpoint for the duration of study.

My Positionality

As a midlevel professional who has worked within and studied higher education for over seven years, I have been fascinated by the environments of Student Affairs

departments. I have become increasingly concerned about the work environment for myself and my peers in this field. I have heard professionals in Student Affairs discuss their frustrations with being overworked and underpaid. I have witnessed an increasing number of colleagues and friends leave the university to work in the private sector. After one of my colleagues worked for only three years in the field of higher education, she shared with me that everyone in her Student Affairs Master's cohort had left the field of Student Affairs. My experience, the experiences of my peers, and the discourse that exists across the field led to my interest in this research topic. As a member of the community and a researcher, my positionality may have created a biased perspective. I discuss the methods I used to counteract this possible bias later in the project.

Epistemological Framework

Previous researchers recommended to think through your worldview as you plan your studies (Guba, 1990). A worldview, paradigm, or epistemology has been defined as a basic set of beliefs that guides action during the research study (Guba & Lincoln, 1994). When preparing a research proposal, individuals should state their own philosophical viewpoint in order to be clear and transparent (Creswell, 2014a). Qualitative and quantitative research within mixed methods designs have been described as versatile and not intrinsically linked to one research paradigm or means of gathering and analyzing data (Creswell, 2014b; van Turnhout et al., 2014).

Different epistemologies may be combined within mixed methods research by integrating many different paradigms and applying pragmatism. Although one scholar argued that many paradigms can be used in combination with mixed methods research

(Morgan, 2007a, 2007b), most scholars have proposed pragmatism as a paradigm for mixed methods social research (Feilzer, 2009). Pragmatism has not been constricted to one system of reality but uses multiple approaches to understand the problem (Creswell, 2014b). As a result, pragmatism has been described as opening the door for mixed methods research (Creswell, 2014b).

Theorists argue that the pragmatist viewpoint is not committed to any one system of reality and philosophy (Creswell, 2014b). With other epistemologies, researchers are forced to select from only a few viewpoints which chooses the method for them. A researcher who uses pragmatism focuses on the larger problem instead of specific research methods (Rossman & Wilson, 1985). Instead of focusing on the worldview, the researcher hones in on the specific research question and the approach that works best to answer this question. Pragmatists believe that research occurs in political, historical, social, and other contexts, making it hard to understand the problem without multiple research methods (Rossman & Wilson, 1985). Through the pragmatist lens, this project focused on the research question as opposed to the viewpoint. In this case, my goal was to understand the factors that lead to the retention of midlevel Student Affairs professionals and why those factors were important without regard to the viewpoint.

Mixed Methods

In this study, I chose an explanatory sequential mixed method design because I was interested in understanding the landscape of midlevel Student Affairs professionals' retention. Mixed methods include both quantitative research and qualitative research to understand the entirety of one problem. Explanatory design is a two-phase method

starting with quantitative, following up with qualitative (Creswell & Plano Clark, 2007).

In a sequential study, the researcher conducts the project in a specific order. In this case, the study started with the quantitative portion of the study and then moved to the qualitative portion (Tashakkori & Teddlie, 1998, p. 46). In other words, this study applied multiple methods in a specific order, with a higher importance on quantitative research to address the retention of midlevel Student Affairs professionals (Creswell, 2013; Tashakkori & Teddlie, 1998). The study answered two overarching questions:

- What factors are related to the retention of midlevel Student Affairs professionals?
- Why do midlevel Student Affairs professionals choose to stay at an institution?

The quantitative analysis was the initial and dominant method (Creswell, 2013; Tashakkori & Teddlie, 1998). In this step, I answered the first research question by focusing on what factors are related to retention of midlevel Student Affairs professionals. Using structural equation modeling (SEM), I completed an analysis of the university's staff climate survey. With deliberate intent, I chose to use secondary data as opposed to conducting my own survey. This university climate survey, described in more detail in Chapter 3, was developed to understand the experiences and satisfaction level of university staff at one large Midwestern university (Office of Human Resources & Office of Research, 2011).

This analysis also answered sub-questions on the topic of midlevel Student Affairs retention, which include:

1. What are the most significant factors correlated with retention?

2. Is there a direct effect of demographics on retention?
3. Is there a direct effect of work life issues on retention?
4. Is there a direct impact of work life, satisfaction, and morale on retention?

The focus group attempted to answer these sub-questions and provided a more nuanced understanding of participants' decision to stay at the university. During the focus group, participants were asked probing questions to understand why midlevel professionals have chosen to stay at this university.

Rosser and Javinar Model

Theory can be used in mixed methods research in a number of different ways (Creswell, 2014a; R. B. Johnson & Onwuegbuzie, 2013). In this project, I used Rosser and Javinar's (2003) theoretical framework to structure the research. The Rosser and Javinar (2003) theoretical model was the best fit for this project because the authors are experts on the topic of midlevel staff retention, the model included relevant predictive factors, and the model has consistently predicted both intention to stay and retention for midlevel professionals.

Both Rosser and Javinar have published previous literature on Student Affairs professionals and midlevel university staff. Most of their work has been quantitative in nature, establishing them as leaders of quantitative research on midlevel higher education professionals. The retention model developed by Rosser and Javinar (2003) was based on previous research that mapped work life factors to morale and satisfaction and ultimately predicted the decision to attrite or retain (Johnsrud & Edwards, 2001).

In the development of their model, Rosser and Javinar (2003) sought to explain why midlevel university administrators intend to leave at a national level. The researchers hypothesized that the demographics, work life issues, satisfaction, and morale of midlevel leaders directly and indirectly would influence intent to remain at the university, stay in the position, and continue working in higher education (Rosser & Javinar, 2003). Their study is examined in greater depth in Chapter 2. Ultimately, this research study filled a gap in the literature by testing the model on a new sample, adding a qualitative component, and analyzing why midlevel Student Affairs professionals make the decision to stay.

Midlevel Professionals

Researchers have distinguished midlevel professionals by their positions on an organizational chart, span of authority, control of resources, and complexity of programs and services supervised (Young, 2007). Midlevel leaders were defined as “academic or nonacademic support personnel within higher education organizations” (Rosser & Javinar, 2003). Donaldson and Rosser (2007) identify midlevel Student Affairs professionals as “individuals with roles between vice presidents/deans and program coordinators.” Fey and Carpenter (1996) defined midlevel as reporting directly to the senior Student Affairs officer or being one level removed from the senior officer and overseeing at least one Student Affairs function or supervising at least one professional staff. Titles of midlevel professionals include Director, Program Manager, Assistant Director, Associate Director, and Assistant Vice President, and for the quantitative

portion of the study, the sample included individuals between Vice President and Program Coordinator whose titles were included in the list above.

Limitations of the Study

This study had a few limitations that I have worked to address throughout the process, including limitations on the overall research model, the survey data, and the focus group method. First, there were limitations with the overall research model. Typically, an explanatory sequential mixed methods study utilizes the same participants across phases. Due to the anonymity which was promised in the initial data collection, this was not possible in this study. While I could not be certain that the focus group participants had completed the survey, they were pulled from the same population.

Second, limitations of the university climate survey included the overall focus of the survey and the political agenda of the survey developers. The data analysis was directly impacted by a minor mismatch between the goal of the survey and the goal of this study resulting in measurement error. The goal of this study was to understand retention, while the goal of the survey was to understand satisfaction. Although it was similar, it did lead to some measurement error. When secondary data is used, it can engender suspicion from scholars in the community with concerns of data mining (Castle, 2003; Garmon Bibb, 2007; Hofferth, 2005; Lynn, Koniak-Griffin, Lewis, Miles, & O'Sullivan, 2000; E. Smith, 2008). Bias could also be present if the investigator has sole control over the whole process, by steering the outcome toward their expected outcome. In a secondary analysis, since questions that assess the desired outcome may not be included, it may take longer to sort through the intentions, final outcome, and the best

way to capture the desired measurements, leading to measurement error (Windle, 2010). As mentioned previously, by utilizing an expert panel and multiple steps, I mitigated the possibility of such measurement errors.

The university climate survey was developed by a committee of numerous employees and staff members and adapted on an annual basis. It is common for surveys to be developed by committees or by taking the opinions of several different constitutions. For example, in the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, questions were developed through a literature review and meetings with teachers, researchers, and policymakers (Tourangeau, Le, Nord, Sorongon, & Chapman, 2009). Each year at the university in this study, depending on the committee participants, current issues, and political environment of the university, the overall research questions or individual items were adapted, changed, or removed. This lack of congruency may have led to measurement error.

This university climate survey provided a better example than most because the departmental owner of the survey minimized the number of questions and used the survey consistently over a period of several years. Additionally, each year the survey was implemented, it included the questions relevant to this research project, on perceptions of work environment, perceived support, and degree of fit (*Staff Culture Survey*, 2011). Therefore, while there may be concerns with the use of this survey data, they are not unique and are consistent with the concerns of other national data sets and other homegrown university surveys.

Finally, there are limitations with the focus group method. Due to a lack of anonymity, the focus group method could impact the quality of the data received. To mitigate these issues, I used pseudonyms to increase confidentiality and member checking to allow participants a chance to provide further feedback on their earlier comments.

Summary

In this chapter, I provided an outline of the problem to be studied, the research questions, and overall study design. Within higher education institutions, midlevel professionals are growing in number, but nationally, the retention rate of these professionals has been about 20 percent. At this large Midwestern university, in 2016, there was a midlevel Student Affairs retention rate of about 84 percent, making it an ideal site to learn more about what factors contribute to retention.

This research project was an explanatory sequential mixed methods study; using a pragmatist lens, the study started with an existing structural equation model and ended with a focus group. The mixed methods model allowed me to get a deeper understanding of the problem of midlevel Student Affairs retention. This project answered two questions: (1) What factors are related to retention of midlevel Student Affairs professionals? and (2) Why do midlevel Student Affairs professionals choose to stay at an institution? In the study, the Rosser and Javinar (2003) theoretical model was the best fit because it measures predictive factors and has consistently predicted intention to stay and retention for midlevel Student Affairs professionals.

The predictors of the model include work life factors, morale, and satisfaction. In the first step of the study, I applied the Rosser and Javinar (2003) model to an existing data set, the university climate survey. In the second phase, I sought to get a deeper understanding of the problem of midlevel Student Affairs professionals by working to understand why midlevel Student Affairs professionals choose to retain. I used a quantitative study to determine the sample for the qualitative step. I sent a pre-qualification survey to individuals I selected through multiple-cluster sampling and then analyzed the data using deductive and inductive analysis to determine the themes. In this research study, there were limitations with the overall model, the qualitative, and the quantitative steps of the study. However, I followed a step-by-step protocol and took notes throughout each of the steps within the process.

Organization of the Study

This study is divided into several parts. Chapter 2 will discuss existing literature on Student Affairs professionals, retention, and the conceptual model. Chapter 3 will outline and define the research project including the purpose of the study and the research design. There will be a full description of the methodology, method, instruments, and sampling procedures. Chapter 4 will include a summary of the quantitative analysis, the focus group results, and overall outcome of the study. Chapter 5 will discuss the results of the study including implications, limitations, and focus areas for future research.

Chapter 2. Understanding Retention of Higher Education Professionals

In this chapter, I reviewed relevant literature on the topic of retention of midlevel Student Affairs professionals. Due to the dearth of research on this topic, I utilized a broad range of existing literature on higher education staff sub-populations. Then, I reviewed existing relevant theoretical frameworks, concluding with my chosen model, the Rosser and Javinar (2003) model. Studies in higher education, especially those that use this model, have shown that job satisfaction and morale are significant predictors of job retention for midlevel higher education professionals (Rosser & Javinar, 2003). Therefore, for this study, I applied the Rosser and Javinar (2003) model to frame the concepts of job satisfaction and job retention for higher education professionals, Student Affairs professionals, midlevel higher education administrators, and midlevel Student Affairs professionals. In the last section, I identified which research areas are missing in the literature, and how this study is unique.

Growing Importance of Student Affairs

Concerns about recruiting and retaining professionals in the field of higher education are not novel (The American College Personnel Association [ACPA]; National Association of Student Personnel Administrators [NASPA], 1997). With a growing focus on higher education efficiency, there has been an increasing amount of stress on university employees (Morris & Madsen, 2007). Combined with the mounting expectations of students and their family members, development of governmental

regulations has led to increased demands on university staff (Marcus, 2014). As a result, universities have struggled to retain their professional staff (Selesho & Naile, 2014).

Retention of midlevel Student Affairs professionals impacts both universities and students. It is widely known that loss of employees leads to loss of money (Allen, Bryant, & Vardaman, 2010; Jones & Gates, 2007). Therefore, from a human resources perspective, universities are affected by the attrition of midlevel Student Affairs professionals because institutions may lose time and money when an employee leaves their job. Since the goal of Student Affairs is to support students (American College Personnel Association, 2008), consistency and retention of staff is important to the support provided (Elmes, 2016). Therefore, in order to keep this consistency for students, it is beneficial for university departments to retain employees (Collins & Hirt, 2006).

Despite the increasing concerns around retention in Student Affairs, the topic of retention of Student Affairs professionals has been scarcely researched (R. T. Lombardi, 2013; Wilson, Liddell, Hirschy, & Pasquesi, 2016). While there is research on burnout (Maslach, Schaufeli, & Leiter, 2001), secondary trauma (Figley, 1999), and intention to leave (Rosser & Javinar, 2003), there is minimal research highlighting specific suggestions of ways to improve Student Affairs professionals' retention. Studies that have discussed Student Affairs retention are not recent or consistent in their findings (Lorden, 1998). For example, the attrition rate of Student Affairs professionals has been cited broadly, yet the figures range from 35% to 60% (Lorden, 1998; Tull, 2006).

Additionally, these rates were estimates made by professionals who were working in the field and not a result of empirical study (Lorden, 1998; Tull, 2006). In one study,

senior level administrators estimated that 44.5% of Student Affairs professionals stayed for two to three years and 26.7% stayed for three to four years (St. Onge et al., 2008). Concerns about the validity of these estimates, as well as the decrease in estimated retention, predicated the need for more research on the retention of midlevel Student Affairs professionals. Despite these numbers, once professionals get past four years, their retention increases (D. E. Hunter, 1992). The longer Student Affairs professionals stay in the field of higher education, the more likely they are to be retained (Mccall & Mulherin, 2016). Ultimately, this study addressed these issues by focusing on the minimally researched topic of the retention of midlevel Student Affairs professionals.

Research on Higher Education Professionals

A broad definition of higher education professionals includes any administrative staff members who work at the university (Tarver, Canada, & Lim, 1999). Higher education professionals work in a variety of departments such as facilities, residence life, or academic departments. These staff members are typically not teachers or professors, but they still work to support the university mission and students within the university.

Job Satisfaction of Higher Education Professionals

Much of the early work on job satisfaction occurred in the 1970s. Gruenberg (1979) defined satisfaction as an employees' emotional reaction to a job, while Locke (1976) defined the term as, "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300). In previous studies, researchers used many items to measure satisfaction, such as salary (Selesho & Naile, 2014), environment (Volkwein & Zhou, 2003), role clarity (Bonett & Wright, 2015), task issues (Biron &

Boon, 2013), social relations (Prenda & Lachman, 2001), department climate (Katz, 1997), and autonomy (Darabi, Macaskill, & Reidy, 2016). A few studies also focused on analyzing aspects of the definition of job satisfaction (Rosser, 2004). More recent researchers define job satisfaction as the individual autonomy (Thompson & Prottas, 2006) or authority that an employee has over their role (Prenda & Lachman, 2001). Some studies called this aspect of job satisfaction job control (Tarver et al., 1999).

Supporting the overarching idea that job satisfaction has been measured by control, one team of researchers found a positive relationship between these two areas (Tarver et al., 1999). In this study of Student Affairs professionals (n=327) and higher education academic administrators (n=199), researchers sought to understand the relationship between job satisfaction and locus of control. To measure their outcomes, the authors used a quantitative survey composed of an information sheet, the Job Description Index, and the Internal-External Scale (Tarver et al., 1999). The study revealed that for higher education administrators, there was a significant ($p < .05$) positive relationship between job satisfaction and internal locus of control (Tarver et al., 1999). Therefore, the more control a higher education professional felt in their position, the more satisfied they were with their position.

Another component of job satisfaction that has been found to be important is the level of stress experienced at work. Job stress is complex and has been considered both a part of staff members' work life and their job satisfaction. For this study, job stress was used as a part of overall job satisfaction. Job stress was defined by inefficacy, exhaustion, and cynicism and led to lack of satisfaction (Maslach et al., 2001). National research on

diverse populations has shown that feelings of dissatisfaction can result from overall stress (Wehba, 2000). In a study of community college presidents (n =296), the researcher found a significant positive ($p<.001$) relationship between stress and job dissatisfaction (Ratliff Dawson, 2004). The author defined stress as the inability to cope with a threat to one's mental, physical, and spiritual wellbeing, leading to physiological responses (Ratliff Dawson, 2004). Within this study, there were significant differences between genders and years of tenure, as female and newer presidents were more stressed when compared to more seasoned male presidents (Ratliff Dawson, 2004). While this study was performed with a small sub-group of higher education administrators, it took place within the higher education environment and could have implications on the larger population. Further research was completed on the mitigating impact of job stress on job satisfaction controlling for differences between gender and years of employment.

In the next section, I highlight the demographic and work life variables that have been shown to impact the job satisfaction of higher education professionals. There are few studies that focus explicitly on the relationship between demographics and job satisfaction of higher education professionals. The two demographic characteristics that have been found to have a significant impact on job satisfaction of higher education professionals are university position and age (Davidson, 2009).

Demographics on job satisfaction of higher education professionals.

Researchers have shown that both job rank and age may have an impact on job satisfaction. Job rank has previously been divided into three groups: midlevel, upper level, and senior level. The rank of an individuals' higher education professional position

has been found to have a significant impact on job satisfaction (Solomon & Tierney, 1977; Volkwein & Parmley, 1998). In a study of nearly 1,200 mid to upper level administrators from 120 universities, researchers found that holding a higher rank was significantly related to satisfaction (Volkwein & Parmley, 1998). In a different study of college administrators (n=211), all administrators indicated that they were generally satisfied, but senior level administrators were significantly more satisfied (Solomon & Tierney, 1977). In the same study, there was no significant difference between age groups and overall job satisfaction, but the authors did find a significant positive relationship between staff age groups and satisfaction with positional power (Solomon & Tierney, 1977). Therefore, university position and age should be included in future studies on the job satisfaction of higher education professional staff.

Work life on job satisfaction of higher education professionals. Existing literature has shown that work life conditions, including external policies and working relationships, impact job satisfaction of higher education professionals. To frame this concept of work life, I used the construct of work life developed by Rosser and Javinar (2003). Rosser and Javinar (2003) defined work life as both the professional and institutional characteristics made up of professional activities, career development, recognition for competence, departmental relationships, perceptions of discrimination, and working conditions (See Appendix A for more information about this construct).

The external relationship items from the Rosser and Javinar (2003) model measured employees' self-reported relationship with the public, faculty, and students. Examples of these items were, "I have a good relationship with faculty," and "My

relationship with students is positive” (Rosser & Javinar, 2003, p. 827). In addition to interdepartmental relationships, colleagues have also been found to be a significant predictor of satisfaction. In the Rosser and Javinar (2003) model, this includes an interdepartmental relationship construct measuring the overall communication process and whether or not there is a sense of team. This concept includes items such as, “There is sufficient guidance from my supervisor,” and “I have good relationships with colleagues in my unit” (Rosser & Javinar, 2003, p. 826). In a quantitative study on higher education administrators’ satisfaction (n=1,200), researchers found that interpersonal conflict was a significant predictor of job dissatisfaction (Volkwein & Parmley, 1998). In the absence of work conflict, a teamwork environment accounted for most of the variance in overall satisfaction for all subgroups of mid to upper level higher education professionals (Volkwein & Parmley, 1998).

One of the constructs of work life, external relationships, also measured the federal government policies and bureaucratic processes that influence their work. Gehring (1998) found that when higher education policies were developed and implemented, most staff members were not consulted but were still significantly impacted. In a study of higher education professionals, researchers found that increased regulations led to a significant decrease in satisfaction (Volkwein, Malik & Napierski-Prancl, 1998).

Morale on job satisfaction of higher education professionals. Morale was defined as the well-being of a specific group. Morale measured items such as institutional values, purpose of the institution, and relationship with individual role congruence. For

example, in a study of higher education administrators at 22 private liberal arts institutions (n=211), Solomon and Tierney (1977) measured the relationship between job satisfaction and organizational role congruence. They found a positive relationship between organizational role congruence and satisfaction, as well as a negative relationship between role conflict and job satisfaction (Solomon & Tierney, 1977). In other words, if an employee's values aligned with their role at the institution and they experienced low conflict with their coworkers, their overall job satisfaction was likely to be higher. This hypothesis was affirmed by two national studies on job embeddedness, which found that the more embedded an employee is within the institution, the higher satisfaction they report (Lee, Mitchell, Sablinski, Burton, & Holtom, 2004; Mitchell, Holtom, Lee, Sablinski, & Erez, 2001).

Retention of Higher Education Professionals

The factors which have been shown to impact satisfaction could also impact the retention of higher education professionals. Retention of higher education professionals has been measured in a few different ways and is therefore not consistently defined. Some researchers have measured retention by studying intent to leave the position, intent to leave the field of higher education, or intent to leave the institution. Other studies argued the importance of using actual attrition data instead of measuring intent (Kortegast & Hamrick, 2009; Miles, 2013). Arguments have been made for the use of both measurements. While actual attrition data is more accurate, intention data may provide more timely feedback to institutions looking to change university policies or procedures.

Looking at literature within higher education, there has been a plethora of studies on student retention. Due to the lack of clarity in extant research on defining staff retention, I used student development theory to define retention for this study. The term retention has been commonly used when studying students in higher education for several years (Lenning, Oscar, Beal, & Sauer, 1980). For the purposes of this study, retention was synonymous with “persistence,” or “reducing attrition,” and was defined as the decision of a staff member to maintain employment at their current institution. Therefore, in this chapter, I highlight models that have been previously used to measure staff retention and the factors that are used to make those measurements. These staff members highlight similar predictors such as sense of belonging (Gilmer, 2007), or in this case, coworker support (Rosser & Javinar, 2003).

Job satisfaction on job retention of higher education professionals. As mentioned previously, satisfaction has been used as a predictor of retention and has been measured by items on authority, colleague trust, enjoyment, variety, and overall satisfaction. Satisfaction is defined as the overall employees’ reaction to the position (Allen, 2001). Multiple researchers have found that higher education professionals value intrinsic rewards – including feelings of accomplishment, recognition, and autonomy – more than extrinsic rewards (Hirt, Amelink, & Schneiter, 2004; Volkwein & Parnley, 1998). Increased intrinsic rewards led to higher job retention (Volkwein & Zhou, 2003). Therefore, recognition and autonomy led to overall retention of higher education professionals.

Work life on job retention of higher education professionals. In the Rosser and Javinar (2003) model, work life included a construct to measure recognition for competence. This item included measurements of support and reward within the position. Researchers found that several factors impact retention including intrinsic and extrinsic rewards (Berwick, 1992; Bryant & Constantine, 2006; Rosser & Javinar, 2003). Extrinsic rewards were defined as those which can be measured and increased by an employer such as money, job title, and responsibility (Solomon & Tierney, 1977). Intrinsic rewards were defined as items which an individual values as a perceived internal benefit (Solomon & Tierney, 1977). In the following sections, I will highlight the impact of intrinsic rewards and job expectations on the retention of higher education professionals.

Another aspect of work life, career support, has been measured by clear expectations. Research has shown that if an employee receives clear communication before starting their position and during job acclimation, they were more likely to be retained at the institution (Magolda & Carnaghi, 2014; Clegorne, 2012). New professionals who have a clear understanding of their position were more likely to be retained (Clegorne, 2012). In addition to clear communication, supervisors should also provide consistent feedback to their employees (Clegorne, 2012; Collins & Hirt, 2006; Volkwein, & Zhou, 2003). This aligned with previously cited research which discussed the impact of the alignment of individual mission, position mission, and institution mission on satisfaction (Solomon & Tierney, 1977). Therefore, to increase retention, institutions and supervisors should be clear in their communication, expectations for, and feedback on job responsibilities.

Role conflict and role ambiguity on job retention of higher education

professionals. Several studies discussed the impact of role conflict and role ambiguity on different higher education professional populations. Role ambiguity is the degree to which there is enough information to perform the task. Role ambiguity in this context is different than described previously and relates explicitly to the level of role conflict individuals feel within their positions (Wolverton, Wolverton, & Gmelch, 1999). Role conflict has been described as a balancing act that higher education professionals are required to complete when they must both support and evaluate their supervisees. In a study of academic deans, researchers found that role conflict and role ambiguity were both significant predictors of job retention (Blackhurst, Brandt, & Kalinowski, 1998). In another study of higher education professionals, role conflict and role ambiguity were significantly correlated with organizational commitment (Blackhurst et al., 1998).

Historical Context of Student Affairs

Since this study focuses specifically on Student Affairs professionals, it is important to highlight the historical background of the field of Student Affairs. In the 1950's, society began to demand a more efficient system of education (Callahan, 1962). With this growing focus on higher educational efficiency, the importance of Student Affairs has been questioned and there has been an increasing amount of stress on Student Affairs employees (Morris & Madsen, 2007). Combined with the mounting expectations from government officials, students, and their family members, development of governmental regulations has also led to increased demands on university staff (Marcus, 2014). For example, governmental officials have been discussing the importance of the

global awareness in college graduates (Suspitsyna, 2012), forcing institutions to increase study abroad programs. This is just one example of ways government officials and grants have put pressures on universities. As a result, universities have been struggling to retain their Student Affairs staff (Selesho & Naile, 2014).

Evolution of the Profession of Student Affairs

In the United States, universities were originally established with minimal staff (Nuss, 2003). As the field of higher education broadened, universities added Student Affairs professional positions to support the increasing number of students (Rentz, 1996). Between 1850 and 1900, the first personnel were assigned to support students (Nuss, 2003). During the 1920s, deans of women and men were hired in more official roles to support their respective students (Long, 2012). These professional staff members were seen as caretakers of students (Coomes & Gerda, 2016). The first Student Affairs professionals worked in *loco parentis*, Latin for ‘in place of the parent.’ With this change in language, universities became responsible for the well-being of their students (Coomes & Gerda, 2016).

In the 1960s, due to the political environment of the Vietnam War, the civil rights movement, and women’s rights movement, an increasing number of diverse students enrolled in colleges and universities. In the late 1960s and 1970s, the American College Personnel Association (ACPA) and the Hazen Foundation redefined the mission of Student Affairs. These organizations challenged Student Affairs professionals to demand more for the field by focusing on the intentional application of student development theory (R. D. Brown, 1972) and taking responsibility for the human development of

students (Committee on the Student in Higher Education, 1968). The work of these organizations led to the development of *Learning Reconsidered* (2004) and *The Student Learning Imperative* (2008), which called for the field of Student Affairs to reorganize functional areas and develop a new set of competencies. They ultimately argued that Student Affairs' roles should focus on academic outcomes, teaching-learning experiences, and assessments of outcomes as opposed to student well-being (American College Personnel Association [ACPA], 2008; National Association of Student Personnel Administrators [NASPA]; ACPA, 2004)

In 1979, a group of higher education professional associations formed the Council for the Advancement of Standards in Higher Education (CAS) with the goal to improve the quality of student learning (The Council for the Advancement of Standards in Higher Education [CAS], n.d.). The *CAS Professional Standards for Higher Education*, 45 functional standards, became baseline expectations for Student Affairs departments and the role of Student Affairs professionals (CAS, n.d.). These standards were implemented in job searches, within Student Affairs departments, and Student Affairs master's programs nationwide, leading to the professionalization of the field.

In the 1990s, higher education institutions experienced massive levels of growth across the nation (Staley & Trinkle, 2011). In addition, with forces of globalization and market responsiveness, there was an increase in pressure for higher education institutions to provide solutions to international problems (Kellogg Commission on the Future of State and Land-Grant Universities, 1999). In the Kellogg commission's national report, *Returning to Our Roots: The Engaged Institution*, authors addressed higher education

institutions' lack of response to the growing public concerns. Researchers called for Student Affairs professionals to use innovative solutions to address these growing demands (Staley & Trinkle, 2011). While senior level Student Affairs professionals have created the structure of the field, midlevel professionals managed the interpretation and implementation of each document within higher education institutions.

Evolution of Student Affairs Role

In conjunction with the changing foci of the Student Affairs seminal documents, the role of Student Affairs professionals has changed. Student Affairs professionals have become the experts on the development and well-being of their students (Evans, Forney, Guido, Patton, & Renn, 2009). Due to the increased focus on student needs and outcomes, there has been an increase in Student Affairs professionals. The expanding number of professionals working in Student Affairs has led to a professionalization of the field (Sandeen & Barr, 2014).

In 2013, universities employed two university staff for every one full-time tenure track faculty member (Marcus, 2014). Midlevel Student Affairs professionals have been the most impacted by this growth (Rosser, 2004), becoming the largest administrative group and making up 64% of the university (Rosser, 2000). As the number of professionals has grown, Student Affairs departments have required a higher level of education. The first Student Affairs master's programs were established over 50 years ago (Indiana University Bloomington, n.d.). According to NASPA's graduate directory, in the United States, the number of Student Affairs or Higher Education degree programs has grown to include almost 225 institutions (Student Affairs Professionals in Higher

Education [NASPA], n.d.). In addition to the professionalization of the field, the Student Affairs role has become less generalized and more specialized. Student Affairs roles, especially at large institutions, have come to focus on specific functions such as Title IX or assessment positions.

With a greater number of Student Affairs professionals working, there has been an increased expectation for measurable results. Upon recommendations of both *The Student Learning Imperative* and *Learning Reconsidered*, Student Affairs departments have increased the amount of assessment in their departments (ACPA, 2008; NASPA; ACPA, 2004). Midlevel Student Affairs professionals have taken on both formal and informal leading roles in the measurement of department successes. Formally, departments have established midlevel Student Affairs positions focused on research and assessment. Leadership in the field has also required midlevel Student Affairs professionals to argue their importance and need for resources (ACPA, 2008).

Due to the demands of parents and students, Student Affairs departments have become more service driven (Marcus, 2014). Students have viewed the Student Affairs experience as a main part of their college education (Gehring, 1998). At some institutions, the increased focus on service has superseded the primary goal of Student Affairs, to develop the whole student. This has led to ambiguity within Student Affairs roles. In a study of new Student Affairs professionals, those who have indicated an increased ambiguity in their roles were more likely to leave their current institution (Ward, 1995b). As a result, universities have struggled to retain their professional Student Affairs staff (Selesho & Naile, 2014). With an increase in the number of staff,

professionalization of the field, and expectations, the changing landscape of Student Affairs.

Previous Student Affairs Professional Literature

Student Affairs professionals are employees who work in university departments that primarily focus on the learning and development of students such as: residence life, student activities, and civic engagement (ACPA, 2008). The roles of Student Affairs professionals within higher education systems and the development of holistic students are based on their positional level within the institution. Entry level professionals are the initial point of contact for students and therefore implement student development theories on the ground. Midlevel professionals work between policy and implementation, supporting students and entry level professionals through the implementation of policy. Finally, senior level professionals support students through professional staff development and advocate internally as well as externally for the Student Affairs profession.

Student Affairs roles and hours vary drastically between departments and institutions. Working hours for Student Affairs professionals range from a traditional eight-hour workday to a 24-hour on-call assignment. In addition to the typical workday, supervisors may expect Student Affairs professionals who work in typical “8-5 roles” to respond to emergencies, events, and student well-being calls outside their normal hours.

In 2016, the United States Department of Labor Wage and Hour amended the Federal Labor and Standards Act (FLSA) to increase the salary level of exemption for overtime pay from \$23,600 per year to \$46,476 per year (United States Department of

Labor Wage and Hour Division, 2016). This change to the FLSA has impacted Student Affairs professionals, particularly midlevel professionals who have been impacted by their changing salaries or number of hours worked and have been forced to implement these changes within their departments. From university to university, institutions interpreted these changes to FLSA differently (Morse & Asimou, 2016). For some staff, the amendments to FLSA have led to increases in pay and upsurges in the number of hours worked. For others, it has led to a decrease in the number of hours worked (Morse & Asimou, 2016). The overall implications of the amendments to FLSA have not yet been determined. However, research has shown that an increased number of work hours leads to a greater commitment to the institution (Ng & Feldman, 2012). Therefore, these new regulations may have a major impact on the retention of staff, complicating the subject of midlevel staff retention.

Job Satisfaction of Student Affairs Professionals

When compared with other topic areas, Student Affairs professionals' job satisfaction has been researched extensively. Winston and Creamer (1997) indicated that 82% of higher education professionals reported job satisfaction. In one study of job satisfaction of Student Affairs professionals (n=144), 66% of the respondents reported that they were satisfied with their jobs (Bender, 1980, 2009). However, only 56% indicated they respected the chief Student Affairs officer, and 26% indicated that staff development never occurred (Bender, 1980, 2009).

Although this study does not provide any indication of how satisfaction overlaps with any other position factors, the author does highlight the differences that occurred

between demographics within the sample (Bender, 1980, 2009). These demographic differences will be highlighted in the following sections. In a different study focused on entry-level residence life professionals (n=88) at historically black colleges in 11 states, the authors used the Job Satisfaction Survey and Herzberg's two factor theory to study satisfaction (Blakney, 2015). Herzberg's two factor theory is defined later in the theoretical framework discussion. The researcher found that entry-level professionals had moderate feelings toward job satisfaction (Blakney, 2015). In a widely used literature review, Lorden (1998) found that job dissatisfaction in the form of burnout, unclear expectations, conflicts, and low pay, was linked to attrition. Both satisfaction and dissatisfaction have been discussed and analyzed through the lens of demographics and work life.

Demographics on job satisfaction of Student Affairs professionals. Few studies have focused specifically on job satisfaction and demographic characteristics of Student Affairs professionals. However, many researchers have identified demographic impacts within their studies. Like with the literature on higher education administrators, there are mixed effects on the impact of age on satisfaction. Age groups may have an impact on Student Affairs professionals' satisfaction. Although some researchers did not report any significant differences between age groups and satisfaction (Bender, 1980, 2009), others found that the more years an individual worked at the institution, the higher their overall satisfaction (Katz, 1997; Tull, 2006).

Gender identity has also proven to be a strong predictor of job satisfaction. Researchers highlighted differences between the satisfaction levels of male and female

Student Affairs professionals (Anderson, Guido-DiBrito, & Morrell, 2000). Generally, researchers have argued that men are more satisfied than their female counterparts, but Davidson (2009) found that both males and females are satisfied with their positions and that there is no significant difference in the overall satisfaction levels. Ultimately, three research studies found that when compared with all female staff, sub-populations of women have reported higher levels of satisfaction: married female senior Student Affairs officers (Anderson, 1998), women with advanced degrees (Friday, 2014), and women with longer tenure (Loyd, 2005). These three outliers should be further researched. Although the literature has differing results, gender should be considered a demographic characteristic that may impact overall job satisfaction of Student Affairs professionals. In the next section, I highlight work life characteristics which have been shown to impact the job satisfaction of Student Affairs professionals.

Work life on job satisfaction of Student Affairs professionals. As mentioned previously, work life includes a variety of impacting job factors, one of which is role ambiguity, a measurement of career support. In a previously mentioned study of Student Affairs professionals (n=158), the author found that increased role ambiguity significantly impacted job satisfaction (Ward, 1995b). In addition to role clarity, job flexibility has also been a predictor of job satisfaction for Student Affairs professionals. Two researchers found that increased job flexibility is a strong aspect of job satisfaction (Tarver et al., 1999; Ward, 1995a). Finally, researchers found a strong positive relationship between locus of control and job satisfaction of Student Affairs professionals

(n=327) (Tarver et al., 1999). Therefore, for Student Affairs professionals, role autonomy and flexibility had a significant impact on job satisfaction.

Within work life, researchers have identified job stress as a significant predictor of job satisfaction. Researchers found that job stress has a significant impact on satisfaction. Studies on job stress took different forms, including a focus on burnout, emotional exhaustion, and compassion fatigue. In a study of general job stress (n=240), researchers found a significant negative relationship between work stress and job satisfaction and similar relationships between burnout, emotional exhaustion, and compassion fatigue and job satisfaction (Stoves, 2014).

An aspect of working conditions within work life, job benefits and salaries, were inconsistent predictors of satisfaction for Student Affairs professionals. In a study of entry level staff at historically black colleges, the researcher found that promotion and benefits did not have a significant impact on job satisfaction (Blakney, 2015). However, in a study of veteran Student Affairs professionals (n=44), there was a significant impact of benefits on job satisfaction, but professionals indicated that their salary decreased their overall job satisfaction (Katz, 1997). Since there have been mixed results on the impact of benefits on satisfaction, future research should include benefits as a possible predictor.

One of the largest predictors of job satisfaction has been relationships (Davidson, 2009; Grant, 2006; Tull, 2006). In one study, Student Affairs staff reported that their supervisors, supervisees, students, colleagues, friends, and family were the key to satisfaction during their first job (Renn & Hodges, 2007). Previous researchers reviewed three main relationships that impacted job satisfaction of Student Affairs staff:

coworkers, supervisors, and mentors. In research on sub-populations of Student Affairs professionals, two researchers found significant positive relationships between job satisfaction and coworker support (Katz, 1997; Lloyd, 2005).

Several studies on Student Affairs professionals indicated that supervision is important to job satisfaction. Two researchers, studying sub-populations of Student Affairs, found a significant relationship between supervision and satisfaction (Hutmaker, 2001; Katz, 1997). In addition to these quantitative research projects, one researcher completed a qualitative review of Student Affairs job supervision and found that there was little link between supervision needs and professional development opportunities that occurred (Barham & Winston, 2006).

In another study of middle to high level female Student Affairs professionals (n=400), 67% of professionals at the lowest level of the job satisfaction scale indicated that mentorship was necessary to perform well in their positions (Friday, 2014). However, only 11% and 13% of the respondents indicated that a higher-level man or woman within their organization served as a mentor to them, respectively. However, professionals indicated that they have found mentorship in professional organizations to support them (Chernow, Cooper, & Winston, 2003). If support does not exist within the job, an individual's work life can also be impacted by mentors outside the work environment (Friday, 2014).

Retention of Student Affairs Professionals

The most quoted figures on Student Affairs attrition have come from the work of St. Onge, Ellett, and Nestor (2008). These authors report that 44.5% of entry level staff

stay in their roles. However, their study is not always correctly cited, which causes limitations to the external validity of their study. To attain this retention data, St. Onge et al. (2008) sent a web-based survey to chief housing officers, with a 44.5% response rate, asking them to define issues related to recruitment and retention of entry-level housing and residential life staff. Therefore, the study only focuses on a sub-population of Student Affairs staff – entry-level housing and residential life staff.

In the study, senior housing officials were asked to estimate the length of time that entry-level staff members remained in their positions. The majority of respondents estimated that 44.5% stayed for two to three years, and 26.7% stayed for three to four years (St. Onge et al., 2008). Importantly, these figures, which are most often quoted, were estimated, not measured. Therefore, when studies cite the 44.5% as a retention rate, their interpretations are not always accurate. Although many researchers cited these numbers as significant and concerning, St. Onge et al. (2008) concluded by suggesting that the problem of retention may not be as problematic as many believe. Within their study, they cited that only about two percent of staff leave mid-year and the overall annual turnover rate is only 14% (St. Onge et al., 2008).

There are a few other studies that focused on the retention of Student Affairs professionals. For example, when Student Affairs professionals (n=145) were asked if they agreed with the statement “I plan to do Student Affairs work for my entire career,” 64% indicated that they were undecided or disagreed with the statement (Bender, 2009). This indicates that most professionals in this field are uncertain about continuing to work

in Student Affairs. Therefore, more studies need to be completed on retention of Student Affairs professionals to understand what keeps them in their roles.

Job Satisfaction on job retention of Student Affairs professionals. In a survey of residential life professionals (n=148) from 18 institutions, one researcher sought to discover best practices for the retention of entry-level staff (Cendana, 2012). Of those surveyed, over 61% said they were unlikely or unsure if they would return to their positions in the next year (Cendana, 2012). When asked how many years they planned to stay at the institution, 64% indicated that they would only stay at the institution for two or fewer years (Cendana, 2012). However, the perceptions of their administrative supervisors were slightly different; nearly 75% of administrators believed that the resident directors at their institution would stay for four or more years (Cendana, 2012). Finally, resident directors listed the top reasons they were would think about leaving their roles: they did not want to live on-campus (61.2%), they were experiencing job burnout (75.3%), or they found another position (81.2%) (Cendana, 2012). As burnout was mentioned as a factor impacting job satisfaction, it may also be a key indicator of job retention.

Work life on job retention of Student Affairs professionals. Few studies have been completed on the factors impacting retention of Student Affairs staff (Lorden, 1998). In the following section, I discuss the research published on the effects of work life, such as working conditions and career support, on job satisfaction of Student Affairs staff. First, as a part of career support, role ambiguity was used as a measurement of clear expectations. In a study of new Student Affairs professionals (n=158), Ward (1995b)

found a significant ($p < .01$) negative relationship between role ambiguity and propensity to leave. A significant negative relationship ($p < .05$) was also found between propensity to leave and job satisfaction (Ward, 1995b). Next, the author relied on reports of upper level administrators to share extrinsic and intrinsic factors that increased retention of new Student Affairs professionals (Katz, 1997). Salary was ranked as the most important extrinsic factor in retaining within the field of Student Affairs (Katz, 1997).

Another factor which led to attrition was career support, including the quality of supervision (Creamer & Winston, 2002). Tull (2006) analyzed the relationship between synergistic supervision, job satisfaction, and intent to leave. The study found that effective supervision was correlated with overall professional staff retention (Tull, 2004, 2006). Second, in a phenomenological study on attrition of Student Affairs professionals at small colleges ($n=20$), the authors worked to understand voluntary resignations and job changes (Kortegast & Hamrick, 2009). The authors interviewed Student Affairs professionals who had recently resigned or changed jobs, as well as supervisors of Student Affairs professionals who had recently made job changes (Kortegast & Hamrick, 2009). They identified four themes among their participants: supervisees provided early leave notifications, supervisors desired openness about the job search, departure included mutual disengagements, and voluntarily leaving a position was described as career achievement (Kortegast & Hamrick, 2009; Miles, 2013). It should be noted that the authors indicated that the participants in this study generally described supervisors as supportive, so the findings of this study may not be the same for all relationships. Both

studies on supervision discussed the importance of supervisor support to increase the retention of Student Affairs staff.

Research on Higher Education Midlevel Professionals

Midlevel professionals have been defined in a few different ways. In one study, midlevel leaders were defined as professionals who are middle managers in the organizational hierarchy between the service providers and planners (Mintzberg, 1989). Fey and Carpenter (1996) defined midlevel leaders as those who report to senior officers and oversee a Student Affairs function or staff member. Midlevel leaders can be “either academic or nonacademic support personnel within the structure of higher education organizations” (Rosser, 2000, p. 1). For this study, I defined midlevel professionals as those between Program Coordinator and Vice President.

Overview of Higher Education Midlevel Professionals

Midlevel leaders, the largest sub-group in higher education, juggle a variety of roles. In their roles, they interact with the most full time staff, create and implement policies, and are considered the backbone of higher education institutions (Mills, 2009). Midlevel staff are the frontline personnel who support the university goals of teaching, research, and service (Rosser, 2000). Midlevel managers are critical to accomplishing institutional goals and are understudied (Hirschy, Wilson, Liddell, Boyle, & Pasquesi, 2015; Rosser & Javinar, 2003; Young, 2007). As mentioned previously, they are the largest administrative group, making up 64% of universities (Rosser, 2000). Across the nation, in 2000, there were 526,704 fulltime staff, compared to 508,470 faculty (Rosser, 2000). Within this staff population, 60% were women with a mean salary of \$28,651

compared to men with a mean salary of \$31,524 (Rosser, 2000). Twenty percent of midlevel staff positions were held by minorities, with Black administrators making up the largest proportion of the minority population, 11% (Rosser, 2000).

Previous research on midlevel higher education professionals focused on their professional involvement and their careers. Rosser (2000) argued that the most significant issues impacting midlevel professional quality of life are lack of career development (Johnsrud & Edwards, 2001), lack of recognition, vagueness of their role, minimal participation in governance, and high expectations. Midlevel leaders must juggle a variety of roles, personalities, and policies to be successful in their position. In a study of higher education professional development (n=170), researchers found that midlevel professionals tend to be more involved in professional organizations when compared with entry or senior Student Affairs officers (Chernow et al., 2003). Midlevel professionals take on most of the leadership roles within professional organizations but they are less likely to read journals and newsletters when compared with newer professionals (Chernow et al., 2003).

While looking toward the next steps in their careers (Young, 2007), midlevel professionals must balance family relationships and relationships within and outside the university. Midlevel leaders are at a time in their life where they are establishing and growing their families (Mills, 2009). While family growth could alone be a source of stress, midlevel professionals also have to balance their own professional development and work relationships (Chernow et al., 2003). In the following sections, I highlight

research on midlevel higher education professionals, including the Donaldson and Rosser (2007) study.

Satisfaction of Higher Education Midlevel Professionals

Studies that have focused on higher education midlevel professionals' retention, utilized satisfaction as a variable in the measurement of retention. Therefore, there are few studies that focused solely on retention. Studies that examined higher education midlevel professional satisfaction include the Rosser (2004) study, the Johnsrud, Heck, and Rosser (2000) study, and the Donaldson and Rosser (2007) study. First, in the Donaldson and Rosser (2007) study, the researchers surveyed midlevel leaders working in continuing education (n=169) using an instrument developed by Rosser (2004). The goal of the study was to understand the impact of participant demographics, work life issues, and organizational perspectives on participant satisfaction, morale, and retention intention (Donaldson & Rosser, 2007). Second, Rosser (2004) completed a national study of randomly selected midlevel leaders (n=1,966) to examine the impact of work life, satisfaction, and morale on intention to leave. The goal of the study was to understand the satisfaction and morale on midlevel leaders' intentions to stay (Rosser, 2004). Third in the Johnsrud, Heck, and Rosser (2000) study, the authors surveyed midlevel administrators' (n=1,293) intent to leave. The goal of this study was to understand how individual and group variables influence morale and ultimately intent to leave (Johnsrud, Heck, & Rosser, 2000). The next section highlights the impact of demographics, work life, and staff development on midlevel higher education professionals' satisfaction.

Demographics on job satisfaction of higher education midlevel professionals.

Donaldson and Rosser (2007) studied the impact of their tenure, race, gender, and marital status. They found no significant differences between genders or races and ethnicities as predictors of job satisfaction. The authors did find significant differences based on years of employment and marriage status. Donaldson and Rosser (2007) argued that all these factors should be included in future studies due to differences that may be found within other relationships within the model.

Work life on job satisfaction of higher education midlevel professionals.

Work life was used as a construct to measure the quality of professional and institutional work lives (Rosser, 2004). Seven variables were created using principal component analysis: career support, recognition for competence, interdepartmental relations, perceptions of discrimination, working conditions, external relations and review/intervention (Rosser, 2004). Both authors found a significant impact of work life on job satisfaction of higher education midlevel staff (Donaldson & Rosser, 2007; Rosser, 2004).

Within the construct of work life there were two variables which stood out as important: intervention and intra-department relationships. Intervention was measured by employee perception of federal mandates and compliance, state policies and procedures, and budget reviews. This study, as well as others, found that higher education midlevel staff felt that their roles had been impacted by governmental policies (Allan, Van Deventer Iverson, & Ropers-Huilman, 2009). First, many policies impacted the larger environment of federally funded higher education institutions. An example of a policy

which impacted higher education professionals is the Fair Labor Standards Act (FLSA). In 2016, as a part of FLSA, the federal government increased the salary level for exemption overtime pay from \$23,660 per year to \$47,476 per year (United States Department of Labor Wage and Hour Division, 2016). Due to the abnormal schedules of university professionals, the policy had a unique impact on higher education, complicating the already grey boundaries within the field (Rosser, 2004). While FLSA was not enforced nationally, several universities adapted their policies by increasing staff salaries, changing the way staff members are compensated, and decreasing the number of hours staff were allowed to work in their role (Morse & Asimou, 2016). The impact of FLSA has not yet been measured. However, federal policies should be considered as a factor when studying the retention of midlevel staff retention. Second, Rosser (2004) and Rosser and Donaldson (2007) found that intra-department relations had a significant impact on satisfaction. In both studies, intra-department relations were measured by relationships with supervisor and coworkers, communication process, and sense of teamwork. Additionally, career support and external relationships also had a significant impact on midlevel leaders' satisfaction (Donaldson & Rosser, 2007).

Morale of Higher Education Midlevel Professionals

In addition to job satisfaction, morale is a relevant construct measuring the retention of midlevel higher education professionals. Morale is defined as the overall job satisfaction of a group of employees (Rosser, 2004), measured by how employees feel about the organization (Johnsrud & Edwards, 2001). It measures the feelings and emotions that arise in an organization when staff members interact with one another or

navigate problems (Bany & Johnson, 1975). For example, if a problem arises, employees with high morale would be determined to solve the problem (Doherty, 1988). Some researchers argue that it is a product of department-head performance, in addition to environmental and satisfaction issues (Madron, Craig, Mendel, 1979). Johnsrud, Heck, and Rosser (2000) argued that morale can be measured by three dimensions: institutional regard, mutual loyalty, and quality of work (Johnsrud et al., 2000). Institutional regard was defined as an employees' sense that they were valued and treated fairly (Johnsrud et al., 2000). The authors defined loyalty as the belief that administrators' opinions matter to the organization (Johnsrud et al., 2000). Finally, quality of work reflected the impact of the purposeful and satisfying work of employees (Johnsrud et al., 2000).

Demographics on morale of higher education midlevel professionals. In a study of midlevel higher education professionals, Rosser (2004) measured the demographics characteristics to determine how they impacted morale. Rosser (2004) found differences in groups by both race/ethnicity and salary ranges. Participants who identified as part of marginalized populations reported significant overall negative morale. Similarly, salary was positively and significantly correlated with morale (Rosser, 2004).

Relationships on morale of higher education midlevel professionals. In the Donaldson and Rosser (2007) study, the authors examined the impact of relationships on midlevel higher education professionals' morale. Donaldson and Rosser (2007) found that midlevel staff reported that external relationships ($p < .01$) had a positive impact on their reported morale. Researchers also found that higher work morale in midlevel higher

education professionals was correlated with increased administrative support ($p < .01$). Administrative support measured items such as additional staff or financial resources (Donaldson & Rosser, 2007).

Retention of Higher Education Midlevel Professionals

Most of the previous studies on the retention of higher education midlevel professionals applied the structural equation model developed by Rosser and Javinar (2003) to measure the intent to leave of midlevel professionals. Both the Donaldson and Rosser (2007) article and the Rosser and Javinar (2003) article utilized this model to attempt a prediction of retention or attrition. Donaldson and Rosser (2007) found that the Rosser and Javinar (2003) predictive model was more accurate in the prediction of retention when compared with attrition. Therefore, in this study, I adapted this conceptual model to examine the factors impacting midlevel Student Affairs retention. The model has been cited widely within the field (Donaldson, 1996; Donaldson & Rosser, 2007; Jean-marie, 2005; Rosser, 2004), it has been tested on a similar sample (Donaldson & Rosser, 2007), and it produces a relevant outcome, retention of midlevel Student Affairs professionals.

Factors impacting job retention of higher education midlevel professionals.

In this section, I discuss the factors impacting job retention of higher education midlevel staff. Donaldson and Rosser (2007) and Rosser (2004) tested the impact of demographics, salary, work life, and satisfaction on job retention. First, Donaldson and Rosser (2007) looked at the impact of race, gender, number of years at an institution, and salary on job retention of midlevel higher education professionals. They found that midlevel

administrators with lower salaries were more likely to leave their positions (Donaldson & Rosser, 2007). Midlevel higher education professionals with fewer years on campus were also more likely to leave than those who worked more years on campus. (Donaldson & Rosser, 2007). Rosser (2004) found that overall work life factors had a direct effect on intention to leave. Donaldson and Rosser's (2004) research on midlevel higher education professionals also found that individuals who perceived more instances of discrimination in their work place indicated a higher intention to leave. However, the overall rating of staff relationships and support did not significantly impact the job retention of midlevel staff members (Rosser, 2004.)

Satisfaction on job retention of higher education midlevel professionals. Job satisfaction has been found to be a significant predictor of retention among higher education midlevel professionals. In Rosser and Javinar's (2003) study of midlevel higher education professionals, they found a correlation between intent to leave and job satisfaction. Additionally, in Rosser's (2004) structural equation model, midlevel employees' satisfaction also had a significant impact on intent to leave.

Morale on job retention of higher education midlevel professionals. Three different studies tested the relationship between morale and intent to leave of midlevel higher education professionals. Donaldson and Rosser (2004) found a moderate relationship between morale and intent to leave. Rosser (2004) and Rosser and Javinar (2004) both found that morale had a significant direct impact on intent to leave.

Research on Midlevel Student Affairs Professionals

In this section, I highlight research that focuses on midlevel Student Affairs professionals. Midlevel Student Affairs professionals have a critical role in institutional goals such as holistic student development (Hirschy et al., 2015; Rosser & Javinar, 2003; Young, 2007). Although midlevel Student Affairs professionals have some student interaction, they peripherally support holistic student development through the supervision, advocacy, and mentorship of entry level professionals. Researchers have found that three main relationships impact the job satisfaction of Student Affairs professionals: coworkers, supervisors, and mentors (Lombardi, 2013). Midlevel professionals have access to both upper level administrators, who may serve as mentors, and entry level professionals, who may serve as coworkers. Therefore, the retention of midlevel professionals is integral to the success of higher education institutions and the Student Affairs field.

Job Satisfaction of Midlevel Student Affairs Professionals

There are few studies on the satisfaction of midlevel Student Affairs professionals. Those that do exist focus on sub-populations of midlevel Student Affairs professionals: two focus on chief housing officers (Bailey, 1997; Familant, 2002; Jones, 2002), two focus on job satisfaction of campus recreation directors (DeMichele, 1998; Zhang, DeMichele, and Connaughton, 2004), one focuses on student activities directors (Connell, 1993), and one focuses on the experience of mid-level managers at Christian institutions (Ellis, 2001). One of the few studies focused on midlevel student affairs professionals was Grant. This study which looked at all midlevel Student Affairs

professionals was a dissertation consisting of an online survey of midlevel Student Affairs professionals (Grant, 2006). The author surveyed midlevel managers (n=1,943) with a response rate of 32 percent. In the study, the author applied Herzberg's Motivation Theory to evaluate the satisfaction levels of midlevel staff (Grant, 2006). The researcher found that midlevel Student Affairs professionals report high levels of satisfaction (Grant, 2006). Of those surveyed, 83% (n=364) reported that they were satisfied with their current positions (Grant, 2006). Of those who reported satisfaction, nearly 60% (n=225) reported extreme satisfaction (Grant, 2006).

Demographics on job satisfaction of midlevel Student Affairs professionals.

In Grant's (2006) study, correlations were calculated to determine if there was a connection between job satisfaction and demographic characteristics. The author found that age and tenure were significant predictors ($p < .01$; $p < .05$) of job satisfaction (Grant, 2006). When Grant (2006) looked at the impact of extrinsic factors on job satisfaction, he found that African Americans and Hispanics indicated a higher impact of extrinsic factors when compared to their White counterparts. For this study, extrinsic factors included work balance, job status, institutional policies, and relationships with colleagues (Grant, 2006). These results aligned with those of a national study of midlevel managers (Greenhaus, Collins, & Shaw, 2003). In this national study, researchers found that White workers are significantly ($p < .01$) more satisfied than Black workers (Greenhaus et al., 2003).

Work life impact on job satisfaction of midlevel Student Affairs professionals. In the Grant (2006) study, the author developed regression equations

separately for job satisfaction and job dissatisfaction. To create a predictive equation for job satisfaction, the author used eight extrinsic factors and also found that several intrinsic factors predicted job satisfaction. These factors included advancement, recognition, work itself, achievement, and responsibility (Grant, 2006). The final equation included supervision, relationships with colleagues, institutional policies, work conditions, salary, job status, job security, and work balance (Grant, 2006).

Retention of Midlevel Student Affairs Professionals

In addition to satisfaction, Grant (2006) studied midlevel Student Affairs professionals' retention. Grant's (2006) study created two models: one for satisfaction and one for attrition. As predictors of persistence, Grant (2006) used intrinsic factors and demographics to predict job satisfaction and found that if that satisfaction is high, it leads to persistence. As the predictor of attrition, the model included extrinsic factors and demographic characteristics as predictors on job dissatisfaction and ultimately attrition.

Demographics on retention of midlevel Student Affairs professionals. Within the population of staff who chose to leave, when comparing the demographic characteristics, age, race, and tenure in position were all found to be significant ($p < .05$) predictors of intent to leave (Grant, 2006). African Americans were significantly ($p < .01$) more likely to leave their position when compared with their White counterparts (Grant, 2006). Additionally, when comparing participants between 31 to 40 and 51 to 60 years old, individuals who were 31 to 40 year old were significantly ($p < .01$) more likely to leave their positions (Grant, 2006). Although tenure was significant, there were no

significant differences between the groups of tenure (Grant, 2006). Future studies of midlevel Student Affairs professionals should include race, age, and position tenure.

Factors impacting retention of midlevel Student Affairs professionals. Using the population of staff who intend to leave, the researcher included constructs for advancement, work itself, achievement, and responsibility (Grant, 2006). This equation predicted 30% of the variance for intent to leave. However, only advancement and work itself were significant predictors of intent to leave (Grant, 2006). Overall, in this study, intent to leave increased if midlevel staff were not advancing, not enjoying their work, and experiencing lower levels of job security (Grant, 2006). Therefore, future studies of midlevel higher education professionals should include a measure of relationships, job security, and work balance.

Theoretical Models for Satisfaction of Higher Education Professionals

To frame this research project, a theoretical model was needed to understand job satisfaction and retention. In this section, I review theoretical models which have been used to understand satisfaction of higher education professionals. These models included the Job Demand Control Model (JDC Model), the Job Demand Control Support Model (JDSC Model), and the Two Factor Theoretical Model.

JDC Model

The JDC model was developed forty years ago and measured the relationship between the level of demand and the level of control to predict well-being (Karasek, 1979). Job control was defined as a person's ability to control their work activities or decisions (Kasl, 1996; Wall, Jackson, Mullarkey, & Parker, 1996). Researchers described

job demand as the level of workload measured by time pressure and role conflict (Karasek, 1979). There have been two widely accepted versions of the JDC model: the strain hypothesis (Karasek, 1979) and the buffering hypothesis (Alfredsson, Spetz, & Theorell, 1985; Hammar, Alfredsson, & Theorell, 1994). In the JDC-strain hypothesis, employees working in a high strain environment (high demand, low control) were thought to experience the lowest level of well-being (Karasek, 1979). In the JDC-buffer hypothesis, the negative impact of high demands was thought to be moderated by job control (Alfredsson et al., 1985; Hammar et al., 1994).

JDCS Model

When compared to the JDC model, the JDCS model included an additional predictor measuring support (Johnson & Hall, 1988; Johnson, Hall, & Theorell, 1989). Similar to the JDC model, the JDCS model was interpreted through two predictive hypotheses: the strain hypothesis or the buffer hypothesis (Johnson & Hall, 1988; Johnson et al., 1989). In the JDCS-strain hypothesis, employees experiencing a high demand, low control, and low support environment were expected to report the lowest levels of well-being. The JDCS-buffering hypothesis predicted that the interaction between job demands, job control, and job support indicated a moderating effect of support on negative impacts of high strain on well-being (Johnson & Hall, 1988; Johnson et al., 1989).

Two Factor Theoretical Model

Several dissertation authors researched satisfaction in higher education using Herzberg's Two Factor Theory (Blakney, 2015; Davidson, 2009; Grant, 2006; Hutmaker,

2001; Katz, 1997; Reed, 2015). The Two Factor Theory explored job satisfaction by investigating motivators and hygiene factors (Herzberg, 1966). Herzberg's model (1966) included additional predictors of job satisfaction not discussed in the JDCS model, and significantly predicted job satisfaction (Blakney, 2015). Herzberg's motivation-hygiene theory explored job satisfaction by investigating motivators and hygiene factors (Herzberg, 1966). Motivators such as support, achievement, recognition, work, growth, advancement, and responsibility led to satisfaction (Herzberg, 1966). Whereas, the absence of hygiene factors such as work conditions, company policies, status, security, relationships and pay have been shown to create job dissatisfaction (Herzberg, 1966). The model predicted a positive relationship between job satisfaction and positive relationships of professionals with their mentors, coworkers, and supervisors. In one study, Student Affairs professionals reported that their supervisors, supervisees, students, colleagues, friends, and family were the key to their job satisfaction (Renn & Hodges, 2007).

Theoretical Models for Retention of Higher Education Professionals

In the following section, I discuss theoretical models that focus on the retention of higher education professionals. There are three models that have been developed within higher education that have been shown to predict staff turnover or retention. Each model is a predictive model which has been tested using quantitative survey data.

Professional Identity, Career Commitment, and Career Entrenchment

In a study of higher education midlevel professionals, authors identified factors of the professional related to career commitment, career entrenchment, and demographic characteristics (Wilson et al., 2016). An online survey was sent by ACPA to 1,348

members (Wilson et al., 2016). Of these members, 33% identified as midlevel Student Affairs professionals, and the response rate of the survey was 30 percent (n=403). The survey instrument included the Student Affairs Professional Identity Scale, Career Commitment Measure, and Career Entrenchment Measure (Wilson et al., 2016). The authors identified three distinct factors of professional identity: values congruence with the profession, community connection, and career contentment (Wilson et al., 2016). Values congruence with the profession has been determined based on self-reported values alignment with the field of Student Affairs. The community connection variable was identified by the level of commitment professionals had to one's geographic area or institution. Finally, career contentment was measured by a self-report of satisfaction with the progression of one's career.

Lambert, Hogan and Barton (2001) Theoretical Model

The second model, developed by Lambert, Hogan, and Barton (2001), predicted turnover intent and voluntary turnover. The model used demographic, work environment factors, and alternative employment to predict job satisfaction and turnover intent. The model used turnover intent as a predictor of voluntary turnover (Lambert, Hogan, & Barton, 2001). To test the model, the authors sent the Quality of Employment Survey to respondents (n=1,095). The survey included 887 questions on work life and home life (Lambert et al., 2001). Like Rosser and Javinar's (2003) work life concept, the authors labeled the latent construct, "work environment." Lambert et al. (2001) measured work environment by role conflict, task variety, financial rewards, relations with coworkers, and autonomy.

Rosser and Javinar (2003) Model

The Rosser and Javinar (2003) intention to stay model was used for this research project in both the quantitative and qualitative steps of the project. The model was used for the quantitative portion as the framework for the structural equation analysis, as well as to understand why certain factors are more important and how the decision to stay is made for midlevel Student Affairs professionals. This retention model was the best fit for this project because it includes the relevant predictors and it is one of the few models which has predicted retention for midlevel Student Affairs professionals.

The Rosser and Javinar (2003) model predicted intention to stay directly and indirectly from the predictors – work life, morale, and satisfaction. To test the Rosser and Javinar (2003) model, the authors developed an instrument using focus groups and a review of literature. The instrument included 48 questions on demographics, measured on five-point scale. Rosser and Javinar (2003) sent this survey to a national subset of higher education leaders (n=4000). Of those surveyed, there was a response rate of 54% (n=1,116). The final model explained 46% of the variance in satisfaction, 50% of the variance in morale, and 15% of the variance in intent to leave (Rosser & Javinar, 2003).

This model was tested by Rosser (2004) on midlevel leaders at higher education institutions nationwide by mapping demographics and work life issues to morale ($R^2=.12$), satisfaction ($R^2=.20$), and ultimately, to intent to leave ($R^2=.15$). It was tested again by Donaldson and Rosser (2007) with similar results ($R^2=.15$), indicating a consistent predictive model. Additionally, the model correctly classified 80% of the

decisions of midlevel Student Affairs professionals to stay at the institution (Donaldson & Rosser, 2007).

Rosser and Javinar (2003) Work Life

Rosser and Javinar (2003) did not succinctly define work life in their research. To measure work life, they used seven constructs focused on relationships, intervention, and the work environment (Appendix A). In the Rosser and Javinar (2003) model, relationship variables included interdepartmental relationships and external relationships. Interdepartmental relationships were measured by an individual's self-report of their relationship with their supervisors and coworkers. This included items such as "There is sufficient guidance from my supervisor," and "I have good relationships with colleagues in my unit" (Rosser & Javinar, 2003, p. 826). The interdepartmental relationship construct also included the overall communication process and the presence or lack of presence of a sense of team. The external relationship items measured employees' self-reported relationship with the public, faculty, and students. Examples of these items were, "I have a good relationship with faculty" and "My relationship with students is positive" (Rosser & Javinar, 2003, p. 827). Intervention variables were measured by recognition for competence, supervisor feedback, and review/intervention by university, federal, and state policies, mandates, and procedures. An example item for recognition for competence was "I am given recognition for my contribution" (Rosser & Javinar, 2003, p. 826). Work environment included perception of discrimination on age, gender, race, or ethnicity and working conditions including salary, work environment, parking, and resources (Rosser & Javinar, 2003).

In studies testing the model, work life was measured in two different ways. The original model measured work life with the categories: relationships, intervention, and work environment. However, Johnsrud, Heck, and Rosser (2000) did not include an intervention variable also known as the university, federal, and state policy mandates and procedures. With the increasing involvement of federal and state governments (Iverson, 2012), it was important to include this construct in the measurement of work life. However, without an intervention construct, the model was predictive of retention (Johnsrud et al., 2000). In the Rosser and Javinar (2003) article, the authors did not clearly define morale or satisfaction. Therefore, in the following sections on morale and satisfaction, I reference additional research also written by Rosser.

Rosser and Javinar (2003) Morale

Administrative morale was defined as the level of well-being an individual experiences in their work life (Rosser & Javinar, 2003). The development of the Rosser and Javinar (2003) theoretical model began with a study on the morale of midlevel administrators and their intent to leave (Johnsrud et al., 2000). In this study, researchers worked to define the construct of “morale” empirically and examined it within the context of how organizations impact individuals.

Rosser (2004) cited several definitions of morale highlighting Doherty’s (1988) definition of high morale. High morale was defined as desire to do one’s best under any circumstance (Doherty, 1988). Rosser (2004) argued that Johnsrud (1996) best described morale as well-being that an individual or group is experiencing within their work life.

In order to analyze the impact of morale, with a sample of 10 university campuses (n=869), researchers used a quantitative moderation test to develop a model measuring work life, morale and intent to leave (Johnsrud et al., 2000). The model showed that characteristics and perceptions of work life impact morale, and ultimately, intent to leave (Johnsrud et al., 2000). The authors discussed three interrelated dimensions to define morale including: (1) institutional regard dimensions (caring institution, fairness of institution, valued by the institution), (2) mutual loyalty (loyalty to the institution, intent to which administrators believed their option matters), and (3) quality of work (consistent variety, common purpose in the unit, freedom on the job, satisfaction with work, anticipating better place to work). In the Rosser and Javinar (2003) model, the authors used nine items to measure morale including items focused on the institution. Examples of these items included, “ I am loyal to the institution” and “my institution is a good place to work” (Rosser & Javinar, 2003, p. 827).

Rosser and Javinar (2003) Satisfaction

Some have argued that morale and satisfaction can be used interchangeably. However, Johnsrud and Edwards (2001) noted that satisfaction is related to an individual’s feelings about the job while morale is related to how one views the organization. However, other studies defined satisfaction differently.

Rosser (2004) noted that for their theoretical model, they extended the definition of satisfaction and morale used by Johnsrud and Edwards (2001). Johnson and Edwards (2001) treated morale and satisfaction as distinct organizational experiences. The same

was true in the Rosser and Javinar (2003) model. Both morale and satisfaction were important and had a separate impact on intention to leave.

Rosser and Javinar (2003) constructed a measure of satisfaction using eight items, measured on a five-point scale. Satisfaction was measured by variety in the job, enjoyment of the job, input in matters that impact the job, freedom on the job, trust and confidence in colleges, satisfaction with work responsibilities, fairness of salary compensation and self-reported overall satisfaction (Rosser & Javinar, 2003). These questions included items such as, “There is sufficient variety in my job” and rate the “level of satisfaction with respect to your job on campus” (Rosser & Javinar, 2003, p. 826).

Rosser and Javinar (2003) Intent to Leave

Rosser and Javinar (2003) used intent to leave as the outcome and defined it by measuring the likelihood of leaving the position, institution, and career. Rosser and Javinar (2003) measured all the items on a five-point scale. Rosser and Javinar (2003) argued that intent to leave is a good predictor of attrition and has been studied frequently. Since has been doubt about the relationship between intent to leave and attrition, the Rosser and Javinar (2003) model has been tested by other researchers. In the Johnsrud, Heck, and Rosser (2000) study, intent to leave was measured by two items, (1) the extent to which they intended to leave and (2) the level of support received.

Summary

This chapter reviewed literature for the current study on retention of midlevel Student Affairs professionals. Specifically, I highlighted relevant theoretical frameworks,

presented research on higher education professionals, midlevel staff, Student Affairs professionals, and midlevel Student Affairs professionals. In each of these sections, I highlighted research on work life, retention, and satisfaction of each of these groups.

Although the research on midlevel Student Affairs professionals has been sparse, a few themes have been determined. Overall, researchers have shown that higher education professionals were satisfied with their roles. Studies in higher education have shown that job satisfaction and job morale are significant predictors of job retention for midlevel Student Affairs professionals (Rosser & Javinar, 2003). Retention of higher education professionals was strongly correlated with coworker and supervisor communication, as well as understanding of the position. In studies on Student Affairs staff and higher education midlevel staff, position benefits and relationships were key predictors of job retention. Finally, research on midlevel Student Affairs professionals has shown that advancement, enjoyment, and job security were significant predictors of retention.

Chapter 3. Methodology

The goal of this explanatory sequential mixed methods study (Creswell & Plano Clark, 2007) was to understand what factors impacted the retention of midlevel Student Affairs professionals and why these factors were important (Morgan, 1998). The following chapter includes in-depth information about the research methods used in this project. First, I provide an overview of the research questions. Next, I provide an overview of mixed methods research and why the explanatory sequential mixed methods project was the best fit to understand the retention of midlevel Student Affairs professionals. To delve deeper, I share an overview of both the quantitative and quantitative methods that were used in this study. These sections include an overview of the method, how it was applied, the sampling process, and the data analysis process. Finally, I include how I increased the rigor of the study and a summary of the content covered in the chapter.

Not only was this topic important to me, as a staff member and a university administrator, but it also addresses a gap in existing research, and ideally, it will have a positive impact on university policies, individual department procedures, and supervisor actions. Although the discourse about staff attrition has been sparse, there have been a few research projects focused on retention of Student Affairs professionals. The intention of this research study was to provide a clearer understanding of which institutional investments were important to increase retention. This explanatory sequential mixed methods study expanded literature on midlevel Student Affairs professionals and illuminated the unique situation that exists at one large Midwestern university.

Research Questions

Mixed methods research provides a “more complete understanding of a problem than either qualitative or quantitative alone” (Creswell, 2014a, p. 4). This research project was an explanatory sequential mixed methods study with a pragmatist lens. It began with an analysis of an existing structural equation model, further quantitative analysis, and ended with a focus group (Creswell & Plano Clark, 2007). As a pragmatist, I was interested in all methods that could help to understand the phenomenon of Student Affairs retention.

In a sequential study, the researcher conducts the project in a specific order (Tashakkori & Teddlie, 1998, p. 46). Explanatory sequential mixed methods research is therefore a two-phase project, with the researcher collecting quantitative data in the first phase, and then analyzing and using the results to plan the second, qualitative phase (Creswell, 2014a; Creswell, Plano-Clark, Gutmann, & Hanson, 2003). The qualitative phase then explains the results of the quantitative phase (Creswell, 2013, 2014a). My study followed a typical explanatory sequential mixed methods process and used multiple methods in a specific order, with a higher importance on quantitative research to address one problem: midlevel Student Affairs professionals retention (Creswell, 2014a). Using the results of the quantitative analysis, I delved deeper into the issue of midlevel Student Affairs retention by answering the question: Why do midlevel professionals choose to stay at an institution? (See Table 3.1 for all research questions)

Table 3.1. Mixed Method Questions Side by Side

Method	Quantitative	Qualitative
Main Question	What factors lead to the retention of midlevel Student Affairs professionals?	Why do midlevel Student Affairs professionals choose to stay at an institution?
Epistemology		Pragmatism
Theory		Rosser and Javinar (2003) Model of Intent
Population	427	~50-60
Sample	249 (58.32%)	8
Sequence	1st	2nd
Goal	Understand what factors lead to retention of midlevel Student Affairs professionals	Understand why midlevel Student Affairs professionals choose to retain
Sub Questions	Does the Rosser and Javinar (2003) model fit in a prediction of midlevel SA professionals at one large Midwestern university? ----If yes, what are the overall fit indices of the model that does fit? ----If no, does a simplified version of Rosser and Javinar (2003) model fit for midlevel Student Affairs professionals? ----If yes, what are the fit statistics for that model? Is there a direct effect of salary on retention? Is there a direct effect of satisfaction on retention? Is there a direct effect of morale on retention? Is there a direct effect of work life issues on retention? Is there a direct effect of recognition on retention? Is there a direct effect of department on retention? Is there a direct effect of conditions on retention? Is there a direct effect of support on retention? Is there a direct effect of external on retention?	Among the factors which were found to be predictors of retention (in the first step), why are these factors important? Among the factors that are correlated to retention, why are these factors important? In addition to the factors found to be significant predictors of retention in the first step, what other factors are important? Why are these factors important?

Mixed Methods

Within various academic fields, scholars have defined mixed methods research differently. Since my research project was set in the field of education, I highlight the use of mixed methods research both broadly and within the field in the next section. In this section, I expand on the definitions of mixed methods research, discuss the history of mixed methods research and its use in higher education research, and share why this methodology is important for this project.

Definition of Mixed Methods

Within different academic fields, scholars have defined mixed methods research differently leading to a plethora of different mixed methods typologies. Most definitions of mixed methods have included a focus on both qualitative and quantitative research; when combined, these methods provide a stronger understanding of the research problem than either could individually (Creswell, 2014b). Creswell (2014) defined mixed methods research as “an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using a distinct design that may involve philosophical assumptions and theoretical frameworks” (p. 4). For this research project, I used the Creswell and Plano Clark (2007) definition of mixed methods research, which is “a research design with philosophical assumptions that guide the direction of the collection and analysis of the data... [and] focuses on collecting, analyzing, and mixing both quantitative and qualitative data” (Creswell & Plano Clark, 2007, p. 5).

Compared to quantitative or qualitative research methods, mixed methods research was conceived more recently. Mixed methods emerged formally in the late 1970s (Jick, 1979), based on work from individuals in education, health sciences, and sociology (Creswell, 2014a). In one of the first studies formally defining mixed methods research, scholars argued that all methods have bias and that by using both qualitative and quantitative methods, researchers can neutralize the weaknesses created by their biases (Creswell, 2014b; Creswell & Plano Clark, 2007). Researchers argued that use of both methods can lead to a convergence called triangulation (Bekhet & Zauszniewski, 2012; Jick, 1979). This metaphoric term originated in military navigation describing the

act of finding an exact position (H. W. Smith, 1975). In mixed methods research, triangulation has been defined as, “the combination of methodologies in the study of the same phenomenon” (Denzin, 2007). Within education and health care research, methodological triangulation has been used synonymously with mixed methods designs (Bradley, 1995; Casey & Murphy, 2009; Fraenkel & Wallen, 2013; Hargis, Cavanaugh, Kamali, & Soto, 2014). Over the years, mixed method terms and typologies have evolved and grown in prevalence (Smithson, 2000).

Mixed Methods in Higher Education Research

As the use of mixed methods has grown, so has its importance within the field of education. Most researchers have chosen to use mixed methods because of its ability to limit the inherent weaknesses of both methods when considered separately from one another (Creswell, 2014b). Within higher education, both politicians and funding agencies have frequently requested a mix of both quantitative and qualitative data (Demerath, 2006). Since higher education institutions have been impacted by federal policy (Gonyea, 2005), it is important to note how the mixed methods approach has been applied and used within the profession. While mixed methods research is still newer within the field of higher education, more practitioners have begun to see the value of this type of research. Senior leaders have indicated the growing importance of being able to tell the story of higher education both quantitatively and qualitatively (Peters, 2013). Institutional research offices have been increasing the amount of mixed methods research they undertake (Billups, 2018). As this method becomes increasingly prominent, more

grants have become available for mixed methods research, making it a more marketable type of research for both practitioners and researchers (Creswell, 2014b).

Rationale for Mixed Methods

When choosing a research design, researchers argue that a scholar must first identify whether there is a need for mixed methods research (Creswell & Plano Clark, 2007). When using only one method is inadequate, researchers should use a mixed methods model (Creswell & Plano Clark, 2007). I used a mixed methods model for this research study on midlevel Student Affairs professionals for three reasons: it granted a more complete understanding of the problem, there have been minimal mixed methods studies on midlevel Student Affairs retention, and it was a good fit for my research question. Scholars have completed qualitative (Gable, 2011; Henry, 2010; Irby & Henry, 2010; C. Thompson & Dey, 1998) and quantitative research on the attrition of diverse groups of staff within universities (Donaldson & Rosser, 2007; Rosser, 2004; Rosser & Javinar, 2003; Shupp, 2007; Wilson et al., 2016), but few have used both. When compared with using exclusively qualitative and quantitative methods, mixed methods research has produced the most relevant results for application and intervention. Finally, since one of the goals of my project was to adapt university policies and procedures for midlevel higher education staff, mixed methods was a good fit.

After deciding to use mixed methods, the researcher also must make decisions about timing, weight, and typology (Creswell et al., 2003; Creswell & Plano Clark, 2007; Hanson, 2005). A researcher must decide if the methods will be completed concurrently or sequentially and if the methods should have equal or unequal weight (Creswell &

Plano Clark, 2007). After answering these questions in conjunction with the research question, a mixed method typology was developed.

Research Design

Although scholars have created different mixed methods typologies, current researchers agree on the efficacy of a few basic concepts. Mixed methods researchers used theory as a framework to understand and interpret both types of data (Creswell, 2014a). Generally, scholars have applied a data-driven method, using theory as a guide, not as a restraint (Lather, 1986). Ultimately, mixed methods researchers have applied theory as an overarching guide for the project and each of its phases. This study applied the Rosser and Javinar (2003) theoretical model to the retention of midlevel Student Affairs professionals at one large Midwestern university. The steps of my project included an analysis of quantitative data, development of a focus group protocol, collection of qualitative data, interpretation of the qualitative data, and an analysis of both methods (See Appendix A for the steps of the project). This study tested a structural equation model using a university climate survey to answer the first research question and probed deeper into the results of the quantitative study with a focus group in order to answer the second research question.

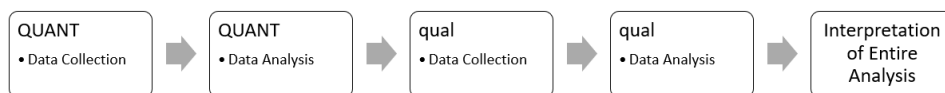


Figure 3.1. Explanatory Sequential Mixed Methods Model

For this study, I applied the Rosser and Javinar (2003) model at the institution level to predict both intention and retention of midlevel Student Affairs professionals. First, I tested the Rosser and Javinar's (2003) conceptual model, mapping demographics and work life variables to intent to leave. When the structural equation model did not produce significant results, I conducted additional quantitative analysis to understand the relationship of certain factors to retention of midlevel Student Affairs professionals. In the second part of the study, I conducted a focus group to understand why these factors were important and if factors were missing in the model. At the end of the project, this theory was revisited to review how it informed the study.

Rosser and Javinar's (2003) Model of Retention

Rosser and Javinar's (2003) model explained midlevel administrators' intention to leave the field of higher education at a national level (Model definitions can be found in Appendix B). The model proposed that demographics, work life issues, satisfaction, and morale influence intent to leave (Rosser & Javinar, 2003). In 2002, they randomly selected 4,000 university administrators to test the relationship between satisfaction, work life and morale on intent to stay. For this study, they analyzed a subset of midlevel leaders (n=1166) with a 54% response rate. Midlevel leaders were defined as "academic or nonacademic support personnel within higher education organizations" (Rosser & Javinar, 2003, p. 817). Rosser and Javinar's (2003) theoretical framework explains the intention of professionals to stay or leave an institution. This model has been tested by other researchers, producing similar results (Donaldson & Rosser, 2007; Rosser, 2004; Rosser & Javinar, 2003).

Quantitative Design

This study followed the steps of previous researchers to test the theoretical framework developed by Rosser and Javinar (2003). This project filled a gap in the literature by utilizing the university climate survey and testing the factors that have led to midlevel Student Affairs retention including demographic characteristics, such as education level. This project was also one of the first to apply the Rosser and Javinar (2003) theoretical framework to understand retention of staff.

After the survey questions were mapped to the model and tested, I adapted and tested the conceptual model to answer the research question: What factors lead to the retention of midlevel Student Affairs professionals? Prior to testing the model, I cleaned the data by removing variables and participants irrelevant to the study. Then, I completed tests on normality and correlation. Prior to testing the structural equation model, I tested validity of constructs through confirmatory factor analysis (Heck, 1998). I examined the validity of the model by using a maximum likelihood fitting function. I assessed model fit using the chi-square coefficient for the model, root-mean-square error of approximation, and Tucker-Lewis index. Then, I compared the results of each models' comparative fit index and Tucker-Lewis index to determine the best model (Rosser & Javinar, 2003).

University Climate Survey

For this study, I used data from a university climate survey at one large Midwestern university. To confirm that the university climate survey data was the best fit for this study, I analyzed the dataset in comparison to other possible options. I checked with national associations of Student Affairs, including ACPA, NASPA, and ACUHO-I,

to determine if there was a national data set that addressed the issue of Student Affairs professionals' retention. Finding no existing national data set, I determined that one alternative would be to have a national organization to send a survey on my behalf. This option was ruled out due to time constraints and concerns about the response rate and sampling error. Finally, I reviewed the university climate survey goals, survey development process, and data to determine if the preexisting data was a good fit.

A disadvantage of using a preexisting survey was that I did not develop the questions to fit the model. Therefore, certain constructs of the model were missing, such as discrimination. The lack of measurement of these items may have had a significant effect on the overall model. Additionally, each construct may have not been fully measured within the university's survey, ultimately causing measurement error. For example, the university climate survey only included one item measuring external relationships: "At the university, people who benefit from my work treat me with respect." This item measures overall relationship with those external to one's job compared with the original model, which included four items measuring each relationship independently with faculty, students, senior administrators, and the public.

Ultimately, the university climate survey was chosen because the survey has four major strengths: it focused on staff satisfaction, included relevant items, consisted of multiple years of data, and had a high response rate and low sample error. The goal of the university climate survey was to understand staff satisfaction, but it also included items about intention to stay at the university. The individual items on the university climate

survey measured relevant constructs, such as perceptions of supervisor relationships, perceptions of coworker relationships, and overall university climate.

Not only were the items relevant to this study, but this dataset also was from approximately three years ago, sampled all staff at the university, and had a large response rate. Since the data collection took place three years ago, it provided the opportunity for the university to collect data over multiple years and verify current employment status. Data collected from Student Affairs professionals over multiple years is rare and significant (Rosser & Javinar, 2003), so this was an especially important quality of this data source. Finally, as the university staff climate survey was a census of the employees, the coverage error in this data set is very low. The university climate survey response rate was 58.5%, which is in line with, if not higher than a typical census. Overall, the university climate survey was a good fit for this project because it included a broad diversity of questions which were used to analyze specific factors impacting staff retention.

A university committee met prior to each survey distribution to discuss how the survey should be adapted and if additional questions should be added to the assessment. Since the university climate survey was developed internally by university staff, their institutional knowledge provided context to the development of the survey. Therefore, while the university climate survey was developed using previously validated scales, departments provided feedback for the instrument. Some researchers argue that it is important to use surveys that have been validated across several universities, but this is not always practical (Committee on Standards for Educational and Psychological

Testing, 2014; Hyman, Lamb, & Bulmer, 2006). Many universities, for economic reasons, have created their own instruments to measure attitudes, opinions and learning of students, staff and faculty. Therefore, by using the university climate survey, this study was important to the larger practitioner-based field of higher education.

A data key, maintained and preserved by the university, included codes which matched the results to an employee identification number. This key was only kept and maintained for the 2014 data, so I was only able to access the responses linked with demographic and retention data from that year. When taking the assessment, participants were notified that their responses were confidential and would not be shared outside of the hosting office. To ensure the anonymity of the participants in this study, I did not have access to the names of those in the population of the assessment.

The survey asked approximately 30 questions and included items testing satisfaction and morale (Research Office, 2008). A few sample questions included: “Overall, how satisfied are you being and employee of the university?” and “Please indicate your level of agreement with: The reward system is clear and fair.” Most of the questions were asked on a five-point scale, ranging from 1=Strongly Agree to 5=Strongly Disagree. Survey questions can be accessed in Appendix C.

The data preparation took place in the following order. First, I requested that Human Resources share a list of employees as of January 1, 2014 with the Office of Research. This list included demographic information such as salary, marriage status, race, gender identity, department, and employment status as of January 1, 2018. Then, a staff member in the Office of Research matched this data with the responses from the

2014 survey, cleaned, and de-identified the data. In addition to removing easily identifiable information such as employee identification numbers, job titles, and names, the Office of Research also removed all demographic information that could lead to identification. The Office of Research shared this new, deidentified data set with me via a secure cloud storage system.

Sample

The population of interest for this study was midlevel Student Affairs professionals at one large Midwestern university. The university sent survey requests in 2008, 2011, and 2014 to all university staff (n=21,987) at both their campus address and university e-mail, but demographic data and retention data was only available for the 2014 data set (n=4,287). To obtain information on this population, several steps were required. In advance of requesting the data, I worked with the Office of Research to individually review job titles of all participants and determine who was “midlevel.” To make this determination, I used Rosser and Javinar’s (2003) definition (defined in Chapter 1), which specified that midlevel includes individuals with titles between Vice President and Program Coordinator. After this determination was made, the Office of Research tagged all midlevel managers to provide me with a relevant dataset (MIDLEVEL).

Quantitative Analysis

Since I planned to use an existing survey, the questions were not the same as those used to frame the Rosser and Javinar (2003) model. Therefore, this project was a more in-depth test of the Rosser and Javinar (2003) model. I used a previously developed method

of conceptualization to map their theory to the university's survey (Wood, Linley, Maltby, Baliouisis, & Joseph, 2008), using an expert panel to guide the mapping of the theoretical concepts to the survey items (Appendix C). To complete the mapping, I provided experts with the model definitions (Appendix D), and asked them to complete a chart mapping the survey items to the model (Appendix E). The resulting table included the variables measured, mapped to the specific survey items. A summary of all responses is included in the Appendix C, as well as the final model. For the SEM analysis, I used R to analyze the model. For the logistic regression, I used SPSS to analyze the data, create a statistical model, and compare groups within the data set. In the results section, I provide a descriptive analysis for all independent and dependent variables including internal consistency of scales using Cronbach's alpha (Kohavi, 2016).

Descriptive Statistics

Before analysis, the data set was reviewed to determine if it was scientifically rigorous. For a data set to be scientifically rigorous, survey error needs to be observed, acknowledged, and reduced. I mitigated concerns about data mining with my secondary data analysis by utilizing a clear theory and documenting every step of the process. Additionally, I examined possible errors that could occur with the survey participants: coverage error, sampling error, and non-response error (Appendix F). During this step-by-step process, I kept all syntax from the data cleaning and analysis and the results from validity and reliability tests; any differences between the sample and individual participants are included in Chapter 4.

After the data collation process, I analyzed and presented descriptive statistics on the demographic characteristics within the sample and the population. In order to verify that the sample was not missing participants from specific sub-groups, I compared demographic data of the general university staff with those of survey participants (Appendix G and H). Due to the complex nature of position titles at this university, I was unable to procure information on all midlevel Student Affairs professionals, but I was able to obtain information on all Student Affairs professionals at the university at the time of the survey. Therefore, in order to verify that the dataset was representative of the overall sample, I compared the overall demographic statistics of the population of Student Affairs professionals with the Student Affairs professionals who completed the survey. Previous research indicated that demographic characteristics, including age, sex, race/ethnicity, salary level, years in position, and years in institution and department, were the most significant characteristics correlated with midlevel staff retention (Rosser & Javinar, 2003). The data set included the following demographic variables: salary range, age range, years employed at the university, race/ethnicity, highest education level, and marriage status.

For these demographic characteristics, I reviewed the distribution, mean and frequency of each variable and tested a confidence interval and margin of error based on Fowler's suggested model (Fowler, 2009). In my results section, I highlighted any concerns that may have created response bias, which is the effect of non-responses on the survey estimates (Fowler, 2009). This means that if more respondents had answered the

questions, the results may have been different. For cases with missing data, I used full maximum likelihood to minimize bias when estimating results.

Mapping the Theoretical Model

To begin the mapping process, I developed a chart to match the previously tested Rosser and Javinar (2003) model characteristics to the questions posed in the university climate survey which will be used in this study (Appendix C). To match the theoretical model to the university climate survey, I leveraged fifteen experts in higher education research or assessment, both within and outside of the university that was studied, to reach harmonization. I asked each expert to complete both a written feedback form and provided them with an opportunity to discuss any questions or concerns about the process in a 20-minute conversation. The feedback form included a key with all of the Rosser and Javinar (2003) definitions and a chart asking for them to select which concept mapped best to each individual survey item. Once I compiled the results, I individually asked each expert for feedback on the most contested items (Appendix E).

In the Rosser and Javinar (2003) model, the independent variables were morale, work life, satisfaction, and demographic characteristics (Appendix D). Demographic characteristics were highlighted earlier in this chapter. The original constructs from the research included: discrimination, recognition, department, conditions, support, external factors, morale, and satisfaction. Definitions and the original measurement of these constructs are included in Appendix D and C. I compiled the responses of the experts to create predictive factors to use for this model, which are also included in these tables.

Based on my knowledge of the research, I made the final decision on three of the twenty-seven items.

In the original Rosser and Javinar (2003) model, morale was defined as the well-being of an individual or group and was measured with nine items on a five point scale (Johnsrud, 1996; Rosser & Javinar, 2003). For this study, 12 items on morale were selected from the university climate survey by experts, based on the definition.

Satisfaction was defined as an employee's emotional reaction to a job (Gruenberg, 1979) and was considered to be the combination of attitudes an individual employee holds while at work (Hickey, 1984). In the category of job satisfaction, eight satisfaction items from the Rosser and Javinar (2003) model were matched with university climate survey items. Some of the satisfaction variables were similar; for example, in the Rosser and Javinar (2003) assessment, participants were asked to respond their agreement with the following statement, "I have input in deciding matters that affect my work." Mapped to this question, university climate survey participants were asked to respond on a five-point scale from positive to negative, "I have a voice in the decision-making that affects the direction of my unit." The mapping of the model is included in Appendix E. As for the dependent variable, researchers have argued that intention to stay is not a significant predictor of staff retention (Smarrh, 1990; Zhou & Volkwein, 2004). Therefore, I used the more accurate measurement of retention, or employment status at the institution. The dependent variable was current employment status as of January 1, 2018.

Each of the constructs were tested for normal distribution, standard deviation, mean, and Cronbach alphas (Appendix J). Additionally, variables were checked for

skewness and kurtosis. Measures of skew and kurtosis are used to determine if indicators met normality assumptions (Kline, 2005). For the structural equation model (SEM), acceptable values fall between negative three and positive three for skewness and range from -10 to +10 for kurtosis (T. A. Brown & Moore, 2012).

Correlations

I analyzed correlations between those employed in 2018 and those not employed in 2018, also known as employment status (EMPLOYED2018). I first sought to understand the relationships between each item and construct in relation to the outcome (EMPLOYED2018). I then analyzed the relationships between demographic variables and the three main variables in the study— employment status, satisfaction (SATISFACTIONMEAN), and morale (MORALEMEAN). I also tested correlations between each individual item within the variables and employment status. Correlations for all variables can be found in Appendix I.

Structural Equation Modeling

The goal of the first quantitative step, Structural Equation Modeling (SEM), was to understand if the Rosser and Javinar (2003) model is useful in predicting retention of midlevel Student Affairs professionals at one large Midwestern study. Based on the Rosser and Javinar (2003) framework, I constructed a structural equation model to test which factors best determine intention to stay.

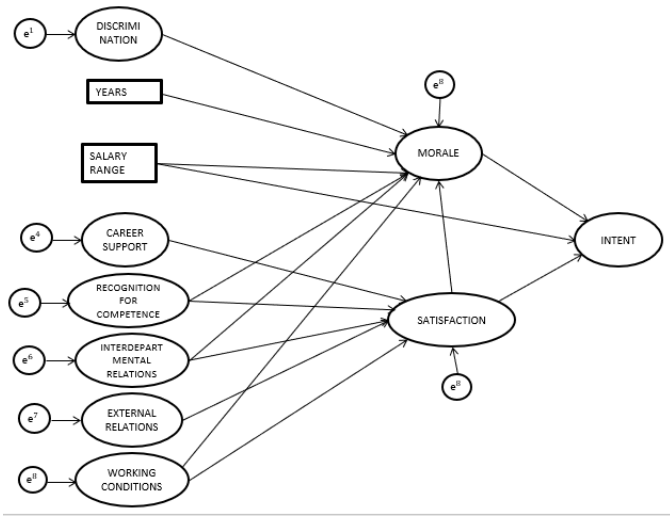


Figure 3.2. Rosser and Javinar (2003) Model

Since the questions from this survey were not the same as the Rosser and Javinar (2003) survey, I designed this study to validate and test the overarching Rosser and Javinar (2003) model. Therefore, in addition to understanding midlevel staff retention, this project was a test of the Rosser and Javinar’s (2003) model, discussed in the previous section (Figure 3.2).

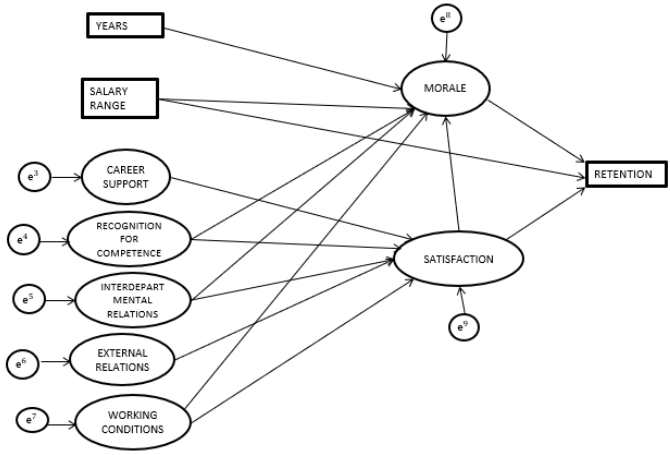


Figure 3.3. Tested Retention Model

In the case of this study, there were no measurements for discrimination, so the measurement of discrimination was not used for the study. Additionally, I chose to use a more accurate representation of intention to stay for the outcome, employment status (EMPLOYED2018). First, I completed an SEM on the model (Figure 3.3). The model's fit was assessed using the root-mean square error of approximation (RMSEA), the comparative fit index (CFI), and Standardized Root Mean Square Residual (SRMR). A model meeting the following criteria is considered a good fit: RMSEA $<.06$, CFI $>.95$, and SRMR $<.08$, while models with RMSEA $<.08$ and CFI between $.90 - .95$ are considered an acceptable fit (Hu & Bentler, 1995).

In the first SEM (Figure 3.3; Appendix K), there was a Heywood Case. Following recommendations of researchers, I chose to simplify the model. Per the recommendations of Hu and Bentler (1999), I completed a re-specification of the model, to minimize errors. Based on the negative residual variance of morale and a divergence of the definition of morale (Rosser & Javinar, 2003), I started the re-specification process by looking at the measurement of morale (Kolenikov & Bollen, 2012). Due to committee feedback and the original definition of morale, it was measured with five survey items. I completed Confirmatory Factor Analysis (CFA) on morale. Based on this CFA, I chose to remove two items from the measurement of morale. Next, I investigated additional model improvements based on the model improvement criteria. The results of the final model can be found in Chapter 4.

Logistic Regression

My overall goal was to understand which factors were significant predictors of retention for midlevel Student Affairs professionals. Therefore, I chose to use independent t-tests and simple logistic regressions to predict the probability of retention in my sample. Based on the theoretical framework of Rosser and Javinar (2003) and the results of the independent samples t-tests (Appendix L), I completed univariate logistic regressions only on the variables that indicated significant differences between those employed and not employed in 2018 ($p < .05$).

To determine if there was a relationship between those who were employed at the university and those who were not employed there on January 1, 2018 (EMPLOYED2018), I completed independent samples t-tests. The t-tests were conducted on all of the demographic items, the Rosser and Javinar (2003) constructs, and each individual item that comprised each of the constructs. The t-tests were run to ascertain if there was an empirical, as well as theoretical reason to run a logistic regression, determining the prediction rate of each construct. Most constructs and individual variables were not significant.

Simple logistic regression analysis was used to test if the significant t-tests predicted retention of midlevel Student Affairs professionals at this large Midwestern university. Existing literature recommends that researchers report and interpret results based on unstandardized results, through methods such as reporting their odds ratios (Menard, 2002). Therefore, in this study, I used the raw results for reporting. I determined that over-dispersion was not an issue for this analysis (O'Connell & Amico,

2019), therefore no estimated scaling was used in the analysis. For single level, logistic regression, Newton-Raphson provides equivalent parameter estimates (O'Connell & Amico, 2019). Therefore, for these logistic regression models, I was interested in the regression rates estimated in SPSS with the Newton-Raphson technique (Heck, Thomas, & Tabata, 2012). Additionally, I used the Wald statistics to interpret the results of each logistic regression. Wald statistics can be problematic in small samples, samples with sparse cells, and many covariate plans; the Wald test is typically used in conjunction with the likelihood ratio to assess the significance of logistic regression models (O'Connell & Amico, 2019).

Focus Group Research

In the second phase of the study, the goal was to understand why midlevel Student Affairs professionals choose to stay at one large Midwestern university. The focus group method was the best fit for this project because it allowed me to understand both attitudes and relationships by evoking attitudes and interactions that are not accessible in individual interviews (Smithson, 2000). Additionally, the focus group method provided insight into the relationships between individuals and highlighted differences between those individuals.

Focus Group

Kamberelis and Dimitriadis (2011) state: "Focus groups exist at the intersection of pedagogy, activism and interpretive inquiry" (p. 1). Morgan (1996) argued that using focus groups in combination with any other form of research allows the researcher to

capitalize on the potential of parallel datasets. Therefore, a focus group was a relevant mode for follow-up and deeper probing into the initial quantitative step of this study. Using a pragmatist lens, I asked participants to share stories from their past and present, and encouraged them to engage in their current work environment throughout the interview (Creswell, 2014b). The goal of the focus group was to elicit participants' feelings, attitudes, and perceptions about factors which impact Student Affairs professionals' retention (Vaughn, Schumm, & Singagub, 1996). Ultimately, participants answered the question: Why do midlevel professionals choose to stay at an institution? The focus group also allowed participants to share if they identified with the factors discovered in the quantitative step and why certain factors were more relevant when the decision making process was occurring (Vaughn et al., 1996).

The Use of Focus Groups

Focus groups were originally developed in the field of market research (Barbour, 2008), specifically in the areas of broadcasting and public relations. The focus group method has grown within the academic environment over time. Currently, researchers utilize focus groups within organizational research and organizational development studies (Barbour, 2008). Any group discussion may be considered a focus group, if the researcher actively encourages group interaction, as focus groups are collective conversations or group interviews (Kitzinger & Barbour, 1999). Focus groups have many different uses, including understanding group narratives and accessing attitudes (Barbour, 2008). They can be small or large, directed or not directed, and they can have multiple functions.

First, focus groups create an opportunity to understand differing perspectives and how those differences affect relationships between individuals. Inquiry during a focus group creates a theory of truth (Kamberelis & Dimitriadis, 2011). This truth is created by individuals, and the primary goal is to obtain a richer understanding of the socially constructed and changeable truth (Kamberelis & Dimitriadis, 2011). In focus group research, truth is the “one-to-one mapping of representations into reality” (Kamberelis & Dimitriadis, 2011, p. 2). Additionally, the dialogue between individuals has the opportunity to create complex, nuanced, and even contradictory accounts of individuals within the study (Kamberelis & Dimitriadis, 2011).

Focus groups can also be political in function, creating a transformation of the conditions that exist between current stakeholders (Krueger & Casey, 2009). The political function is a result of the live environment that human science researchers may evaluate (Morgan, 2009). The performance of these individuals and the stories that are shared within the focus group do not only exist in the moment. These participants enter with their opinions and leave the focus group environment processing the interactions that occurred. Hence, focus groups could have an impact on the world outside the room of the focus group, and precautions should be taken to ensure safety of participants. However, the goal of a focus group starts with an activist role to support or disrupt a marginalized group (Morgan, 1996). Therefore, focus group environments create a space where individuals can share their story but also start to paint a picture of the future changes that could be possible within their environment.

Rationale for the Focus Group

The focus group method was the best fit for this project because it allowed me to understand both attitudes and relationships of midlevel Student Affairs professionals at this university (Barbour, 2008). First, in focus groups, attitudes can be determined through action between individuals. Moreover, the use of the focus group method may evoke attitudes which are not accessible in individual interviews (Smithson, 2000). The focus group method encouraged the participating Student Affairs professionals to work together to describe why certain factors were important when the decision making process was occurring (Vaughn et al., 1996). By utilizing a focus group, participants were able to share the larger group story as opposed to focusing on their individual stories. This larger group story was important to answering the research question and therefore to impacting the policy and environment that led to Student Affairs professionals decision to stay.

Second, a focus group creates an opportunity to understand relationships between individuals, as the dialogue between individuals has the opportunity to highlight similar and different accounts from individuals within the study (Kamberelis & Dimitriadis, 2011). Ultimately, focus groups could disrupt marginalization by creating a space for individuals to discuss an issue from different perspectives (Otten, 2010). In this study, the participants were forced to interact with professionals from different areas across campus and were not able to ignore the larger political environment of the university, which impacted their decision to stay or leave.

Number of Focus Groups

Although focus groups have been used broadly by topic area and academic field, few researchers have discussed the number of focus groups necessary for a research study (Guest, Namey, & McKenna, 2017). According to one study, 42 of 62 books provided no guidance on the number of focus groups needed for a study (Guest et al., 2017). Of those which did provide guidance, the advice was vague. For example, researchers argued that the focus groups should reach numeric or content saturation (Barbour, 2008; Kamberelis & Dimitriadis, 2011; Morgan, 1996). Theoretical saturation has been defined as the point at which additional data produces little change to defined themes (Guest, Bunce, & Johnson, 2006). However, none of these recommendations were supported by empirical data. In other qualitative studies, researchers found that saturation is reached within five to six interviews (Guest et al., 2006; Morgan, 1996)

Ultimately, the number of focus groups should be large enough to produce consistent themes. In one study, researchers found that about 80 to 90% of the themes will be identified in one to three focus groups (Guest et al., 2017). However, the saturation of themes is impacted by the instrument structure, sample homogeneity, complexity of the study topic, analyst categorization style, and the study purpose (Guest et al., 2017). Focus groups that utilize semi-structured interviews are likely to reach saturation sooner (Weller & Romney, 1988), so I opted to use a semi-structured interview model in this study. As the researcher and moderator, I also used themes developed from the quantitative portion of the focus group to guide the questions during the focus group. Since themes were previously identified in the quantitative step of the research, there was

less investigative work that needed to be done during the interview. Additionally, as a topic becomes more complex or abstract, the need for additional focus groups is higher (Guest et al., 2017). However, this study can be defined between simple to moderately complex, as the topic of Student Affairs staff retention is not new or abstract. In this case, the study is focused specifically on only answering two questions. The sample in the qualitative portion of this study had some demographic heterogeneity, but most participants were similar with respect to education level, institution, and rank at the institution. My sampling technique, discussed later in this chapter, included individuals from different departments, decreasing the need for multiple focus groups.

An issue that can arise when fewer focus groups have been hosted is known as the “lumper-splitter problem” (Guest et al., 2006). Depending on their education level or style, analysts can create either very broad or very granular codes. Accordingly, if more broad codes are used, it can affect how many focus groups are needed to reach saturation. Since I was only coder for the study, I was able to control the coding process and chose to use more detailed codes. These codes were easily matched with the factors identified in the first step and the individual feedback from peers and the participants. Therefore, this produced a larger number of codes with a smaller number of focus groups.

Finally, when determining how many focus groups to host it is important to consider the purpose of the study. The purpose of this study was to provide a deeper understanding of the issue of midlevel Student Affairs professionals’ retention. By utilizing the mixed methods model, the study provided a deeper understanding of this issue, despite a smaller number of focus groups. Due to the factors listed above, the fact

that most focus groups require only one to three focus groups to reach 80% saturation, and that this phase was a part of a larger study, only one focus group was required to gain a deeper understanding of the retention of midlevel Student Affairs professionals.

Strengths of Focus Groups

The focus group model provides a number of unique strengths as a means of gathering data. The focus group method can create an increased comfort level, allowing participants to feel safety in numbers. Participants may feel more comfortable in groups, diminishing risk and vulnerability (Kamberelis & Dimitriadis, 2011). In this study, participants were able to share controversial information about the university and administration in a safe group setting.

Certain kinds of information are more likely to emerge from focus group discussions (Kamberelis & Dimitriadis, 2011). Focus groups tend to elicit dialogue, providing an opportunity for individuals to talk about and process their experiences within the environment (Barbour, 2008). Finally, focus groups provide a clearer insight into public discourses (Kitzinger, 1995) and can even interrupt existing discourses or cultures within an environment. Within the focus group there may be different perspectives and perhaps different interpretations of events. Hence, the dialogue between participants allowed to gain a clearer understanding of how midlevel professionals go about deciding to stay at the university.

According to Hughes and DuMont (1993), the focus group method is a good fit for studies evaluating the culture of an environment. As the goal of this study was to understand why a certain group of professionals choose to stay in their professional

environment, conducting a focus group was an apt way to learn more about the culture of the Student Affairs environment at this university.

Limitations of Focus Groups

The focus group model also raises potential concerns. This method can create dominant voices, generate disparate groups, and reaffirm normative discourses within a conversation. Having one or more dominant voices within a focus group may cause individuals within the group to be ignored (Smithson, 2000; Vaughn et al., 1996). To counteract this, I encouraged different members to speak by requesting responses from more quiet members by name. Additionally, my social identities could have affected the group behavior, creating sub-groups which may have impacted participant responses (Smithson, 2000). To work against this limitation, I highlighted the differences among the group members and asked follow-up questions about any statements which deviated from the group.

Another limitation is that focus groups can cause normative discourse, leading to a reproduction of societal, political or employer expectations (Krueger & Casey, 2009; Smithson, 2000; Vaughn et al., 1996). This is a limitation for my study because I only interviewed participants working at one university, with a goal to influence policymakers. To address this limitation, I encouraged consenting and contrasting opinions and advanced discussion and debate between participants. Additionally, during the analysis I kept in mind that the views that were shared were not right or wrong, they were products of the overarching context and environment at this university (Smithson, 2000). While

these views may not be inherently true, they were still important because they may have impacted the decision of midlevel Student Affairs professionals to retain at the university.

Sampling

Sampling is the process of selecting a part of the whole population and is an important step in the research process (Onwuegbuzie & Collins, 2007). Ultimately, it helps to inform the quality of the inquiry within the larger research project (Onwuegbuzie & Collins, 2007). In an explanatory mixed methods research project, participants are chosen based on the quantitative results and the overall intent of the project. Since the goal of this mixed methods project was to explain the quantitative results in more detail, I used purposive sampling techniques (Creswell, 2014a; Patton, 2002).

Purposive sampling. Purposive sampling is the decision of who participates in a study relevant to the study's research questions. Therefore, the researcher should choose cases that are information-rich in relation to the research questions (Teddlie & Tashakkori, 2009). Purposive samples are selected using the judgment of the researcher and focus on the amount of information that can be generated from the individual participant (Teddlie & Tashakkori, 2009).

After identifying purposive sampling as the best technique, the researcher needs to choose one of the four types of purposive sampling. Of the purposive sampling strategies, sampling to achieve representativeness best fit this study (Teddlie & Tashakkori, 2009). Sampling to achieve representativeness aims to find instances that are representative of a particular type of case. Accordingly, typical case sampling fits this project best, as it “involves selecting those cases that are the most typical, normal, or

representative of the group of cases under consideration” (Teddlie & Tashakkori, 2009, p. 175). Typical refers to the most classic instance of the phenomenon of interest. A representative sample captures the diversity of the sample by including members which are illustrative and emblematic of the total population.

I also chose to use multiple cluster sampling, which uses pre-defined clusters to randomly select participants (Teddlie & Yu, 2007). Multiple cluster sampling is a two-step process, involving pre-defined clusters and random selection within these clusters. Therefore, I completed multiple cluster sampling using (1) pre-defined clusters that were randomly selected and (2) participants that were randomly sampled within these clusters (Teddlie & Yu, 2007). This proposed sampling method was the best for this project because it is theoretically based (Kitzinger, 1995), has been used broadly in education research (Teddlie & Yu, 2007), decreased the possibility of selecting participants who work closely with one another (Freeman, 2006), and increased statistical generalization (Onwuegbuzie & Leech, 2007).

Qualitative Sample

As this research study sought to understand which factors were important to retention and why midlevel Student Affairs professionals retain at the university, my typical case for sampling was midlevel Student Affairs individuals who: are currently working at the university, represent each department, intend to stay at the university, perceive retention as issue of concern, and demonstrate an average experience. In explanatory sequential mixed methods studies, the researcher typically takes a sample from the first step to find participants for the focus group. Due to the promise of

anonymity, which was made in the initial quantitative phase using the university climate survey, I was unable to access the names of participants who took the survey. This precluded my ability to guarantee that the focus group sample was from the group of university staff who completed the survey, so I chose participants from the population as opposed to the survey sample.

Although my first step included all midlevel Student Affairs professionals, due to concerns of title influence, I chose to limit participation in the focus group to those with similar titles, excluding Assistant Vice Presidents and Directors. Using university websites, I created a list of all Assistant Directors, Associate Directors, and Program Managers by department within the Office of Student Life in order to use multiple cluster sampling (Teddlie & Yu, 2007). From this list, I identified and randomly selected ten pre-defined clusters, Student Life Departments with three or more employees, and randomly selected individuals within these clusters (Teddlie & Yu, 2007). Since I was interested in midlevel Student Affairs professionals, I removed all departments with less than three staff members. Of the participants who fit the title criteria, I randomly selected a participant from each department (Teddlie & Yu, 2007). As a result of using this method, I selected 10 prospective participants to invite to the focus group.

For each prospective participant, I sent an e-mail to introduce myself, the topic, the goal of the study, the approved institutional review board information, and a request for participation, including a pre-survey (Appendix S and T). This pre-survey included items on race, education level, department, age, years of service, and intention to stay

(Appendix S). It also included a few items about each individual's perception of the issue or concern.

After the initial call for participants, I sent three reminders and requested a response within two weeks. After three weeks, I had found nine individuals from different departments who were interested in participating in the study. I proceeded to schedule the focus group at the time that worked best for the most individuals. Based on their availability, only eight of the participants were available at the same time. Since one participant was unable to participate but was still interested in being involved with the study, I utilized this participant as a peer researcher to check the overall results of the focus group. I sent participants two reminder e-mails about the focus group time, as well as a calendar invite. One of the focus group reminder e-mails included an electronic copy of the consent form. About one week prior to the study, another participant indicated that they were unable to participate in the group.

Focus group size. The size of the focus group was seven midlevel Student Affairs professionals. Focus group researchers have cited different perspectives on the focus group size. In market research for example, researchers originally argued that larger was better (10-12), but more recent researchers have argued that a smaller size is better (Krueger & Casey, 2009). In sociology, a renowned expert in focus group research contended that focus groups should be between six to 16 participants (Morgan, 1996). In education and psychology research, experts have claimed that focus group researchers should include eight to 10 participants. Specifically, they maintain that the number should be determined by the convergence of findings and the extent to which all subgroups were

represented (Vaughn et al., 1996). Overall, most researchers agree that focus groups should have no fewer than six individuals and no more than 10 individuals (Guest et al., 2006; Hein et al., 2015; Morgan, 2007b; Vaughn et al., 1996). Ideally, researchers have argued that the number of participants should be based on the overarching research goal, the number of questions, the complexity of the topic, and the sample demographics (Krueger & Casey, 2009; Morgan, 1996; Vaughn et al., 1996).

In the second step of explanatory sequential mixed methods research, the samples are usually small. However, depending on the type of qualitative research conducted and the research question, the size of the sample can vary. The size of this focus group fit widely accepted expectations of focus groups (Howard, Hubelbank, & Moore, 1989; Kamberelis & Dimitriadis, 2011; Krueger & Casey, 2009; Vaughn et al., 1996). Since the goal of this focus group was to provide a deeper understanding of behavior, there were minimal questions, and the sampling process led to a heterogeneous sample, with a focus group of adequate size.

Focus Group Design

I hosted the focus group on campus in a convenient room with no windows in the university student union (Creswell, 2013). Before starting the focus group, I asked participants to review the consent form I had sent electronically and provided each of them with a hard copy of the form to take with them after the study. I informed participants that their responses and identities would be confidential and asked that they also keep information shared within the group confidential. During the focus group, I had

an assistant who set up the video recorder and took supplementary notes while I asked questions, moderated the group, and took my own notes.

Qualitative research allowed me to provide an open-ended environment for participants to share their views and opinions (Creswell, 2014b). In the focus group, I asked participants to explain on a deeper level why they have stayed at the institution. As the moderator, I encouraged participants to talk-in-practice (Puchta & Potter, 2004), creating interactional choreography in which I was an active link within the participants' discussion (Puchta & Potter, 2004). Additionally, the focus group provided historical information relating to participants experiences when they entered the university and validated the overall perception of the data within the group. The limitation to this method was that it provided information based on the perception of only a few participants and was therefore biased by the individuals who took part in the focus group (Creswell, 2014b). However, I designed the project to gain a larger view of the phenomenon of student life staff retention by including the first step, a quantitative analysis. By utilizing a focus group, I was able to gather the larger group story as opposed to focusing on the individual stories. This larger group story is important to answering the research question and to impacting the policy and environment that leads to staff retention.

Role of the Researcher

As the focus group moderator, I was an inquirer involved intensively in the group dialogue and was the key instrument of assessment (Creswell, 2013). I chose this research topic due to my experience working in Student Affairs and the need for further

research on the subject. The goal of the focus group was to provide a situation for revealing variations in perspective and attitude (Frey & Fontana, 1993). One challenge to this form of research was knowing when to intervene in the argument or discussion. However, as a trained and experienced moderator, I was able to create an open environment to reveal perceptions and attitudes of all members of the group. My assistant took notes and provided feedback on perceptions and attitudes that I missed as the moderator.

Reducing Bias

Yell and Gillfort (1995) argued that the role of the researcher may be partially impactful on the research. To bracket out my biases (Denzin & Lincoln, 1998), I followed current research recommendations including acknowledging my own bias, testing questions, and tracking participant departments (Connelly & Clandinin, 1990). Creswell (2013) also stated the importance of a writer's consciousness of their bias, values, and experiences. Hence, I shared my research interest with participants at the start of the project. In addition, before starting the focus group step, I asked a peer reviewer with experience working in Student Affairs to critique my interview questions, and I tested the questions with a different higher education colleague.

Data Collection

A protocol was used for this process, and the general questions asked during the focus group were the same as the approved protocol tied to the research goal. Based on the results of all three steps of the quantitative analysis, I adapted the focus group questions to understand why the factors identified are important to retention for the

participants. Originally, I intended to ask participants about how their morale and work conditions impacted their decision to stay. However, the quantitative results indicated that these constructs were not significant predictors of retention. Therefore, I focused on the areas which were determined to be important predictors of retention and asked probing questions about how the results of the quantitative study contrasted with the model. For example, I asked about fun and respect because those items were found to be more important to retention.

The quantitative data analysis guided my decisions for probing questions throughout the focus group (Appendix U). Using snapshots of the quantitative data results, a focus group gave participants the opportunity to provide open-ended feedback on the factors leading to retention. I encouraged diverse opinions by being present and verbally noting facial expressions that contradicted the larger group. Therefore, I was able to provide an open environment to reveal perceptions and attitudes of the group. During the focus group, I asked clarifying questions to verify that I was reaching the goal of the larger research project.

Confidentiality. An important part of the data collection process was confidentiality. In focus groups, confidentiality can be considered high risk for participants because the trust and a commitment to confidentiality are distributed across the group (Kamberelis & Dimitriadis, 2011). Therefore, I ensured confidentiality by following the subsequent steps. First, I chose participants with similar job titles to prevent the creation of an environment where certain individuals in the room would have power over others within the room. Next, in advance of the focus group, participants were asked

to complete a shortened version of the quantitative survey with demographic information previous to the in-person meeting so their survey responses could not be observed by other participants. Next, as participants entered the room, I asked them to review the consent form and specifically highlighted the importance of not sharing information outside of the room. I asked each participant to verbally agree to maintain the confidentiality of the group members as well. Additionally, I informed participants that they did not need to answer every question and could take an option to remove themselves from the study at any time. Finally, although some researchers recommend sharing transcripts with the participants, I only shared themes. As a result, individual responses were not shared with the group.

Data collection procedures. The focus group lasted for 78 minutes. The focus group took place in the student union, a setting that was private, quiet, and convenient for most of the participants. Before the start of the focus group, I provided participants with a written consent form via e-mail and in person. Additionally, I reminded participants of the goal of the focus group and informed participants that they are able to opt out of answering questions at any time. I conducted the focus group by using a list of pre-prepared focus group questions based on results of my quantitative analysis (Appendix U). These questions were tested and reviewed by midlevel professionals working in Student Affairs.

During the focus group, I provided prompts to elicit dialogue between participants about the retention of midlevel Student Affairs professionals. The goal of these prompts was to solicit historical and current stories and elicit reactions to the quantitative results,

in relation to their current work environment. I collected data through participants' shared storytelling and their interactions within the focus group (Creswell, 2013). As the researcher, I maintained continuity by noticing participants' verbal and non-verbal responses and elicited responses from participants who are quiet during the focus group. Near the end of the focus group, I summarized the overall themes of the focus group to allow participants a chance to clarify their responses.

Data Analysis

There were two forms of data that I analyzed during the focus group analysis: the transcription of the conversation and notes on the overall themes. I audio recorded and transcribed the focus group. To evaluate the data, I used classical content analysis. There are few existing frameworks for the analysis techniques of focus groups (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009). Researchers have disagreed about the unit of analysis in focus groups (Smithson, 2000). For this analysis I used Morgan's (1997) analysis technique, constant content analysis.

Specifically, I used the classical content analysis method, as it fit the goal of my research, to describe both what leads to retention and why it leads to retention. Classical content analysis creates smaller chunks of data, places a code within each chunk, puts the codes into smaller groupings, and then counts each group (Morgan, 1997a; Onwuegbuzie et al., 2009). Classical content analysis, also known as "content analysis," was defined by Berelson (1952) as "objective, systematic, and quantitative description of the manifest content of communication" (p. 489). It focuses on how frequently codes are used to determine which concepts are most cited (Leech & Onwuegbuzie, 2008). Codes are

normally deductively produced, starting with a general hypothesis and examining the possibilities to reach a conclusion (Leech & Onwuegbuzie, 2008).

Morgan (1997) describes three ways to use content analysis on focus group data: all mentions of a code, when an individual participant mentioned a given code, or if each group contained a code. Originally, Morgan (1995) agreed with most researchers that the group is the fundamental unit of analysis, but Morgan (1997) now argues that researchers should recognize that researchers should strive for a balance between both the individuals and the group. Therefore, I provided all instances of each code. Onwuegbuzie, et al. (2009) argued that researchers should provide both the frequency of code and a rich description of each code. Other researchers also provided quantitative and qualitative data on codes (Morgan & Zhao, 1993). My notes from the conversation were used at the end to provide context to the overarching themes. The researcher should track not just the number of mentions but also how much energy is generated on a specific topic (D. L. Morgan, 1997). Therefore, I tracked the energy in the room and made certain that topics with high energy received significant attention within the results.

To analyze the data, I applied inductive and deductive analysis, working backward and forward to determine the themes of the focus group conversation (Creswell, 2014). To create the codes, I divided the data into two themes: what leads to retention and why those factors lead to retention. I began with a detailed examination of these themes before applying the resulting codes to the remainder of the group (Morgan, 1997b). Finally, I counted the codes and provided their frequency and descriptions (Morgan, 1997a; Onwuegbuzie et al., 2009).

I improved the quality of the data analysis process by following a step-by-step rigorous protocol and documented all decisions. First, since sampling bias could lead to narrow or obtuse research findings (Liu, 2012), I followed the multiple cluster step-by-step process to produce a purposive sample with the desired qualifications. As I conducted the interview and analyzed the data, I kept in mind that there can be a difference between what participants find interesting and what they find important (Morgan, 1997). Some scholars argue that the role of the researcher can impact the study (Creswell & Plano Clark, 2007). Creswell (2013) also argues the importance of a writer's consciousness of their bias, values, and experience. To document my decisions, I practiced reflexivity by reflection through a researcher journal. Researcher journals mitigate bias during the qualitative research process (Abes, 2008). As another form of reflexivity, I discussed my results with peers working in Student Affairs. As an additional quality check, after the interviews were transcribed and analyzed, I shared de-identified themes with the focus group participants. I asked participants to review the themes to be certain they accurately represented the group's opinions. I received positive feedback from the participants and no changes were made to the original themes. Finally, I asked my peers working in Student Affairs to review the updated themes to determine if they match the overall data (Jones, 2002).

Overall Challenges with Mixed Methods

The overall challenge with using mixed methods is the complexity of the model. It can be hard to understand and describe the complete model, due to the many steps within the research project (Creswell, 2014a; Creswell & Plano Clark, 2007). Therefore, I

included visual models to explain the steps of the research project and the predictive model for staff retention (Table 3.1).

A few other challenges with mixed methods research include issues with both data collection and data analysis. Researchers recommend using the same individuals for an explanatory design, where the researcher is working to explain the results of the study (Creswell & Plano Clark, 2007). However, due to anonymity steps taken in the university climate survey, this was not possible. I was able to provide context to the study by sharing the results of the survey data with the participants. Finally, common issues with data analysis in mixed methods research include choosing weak results to follow up on qualitatively and not addressing validity issues. Based on the theoretical model and the quantitative results, I used logistic regression to determine which factors were the most important to ask about during the focus group.

Validity

Validity is “the ability of the researcher to draw meaningful and accurate conclusions from all of the data in the study” (Creswell & Plano Clark, 2007, p. 146). This research project was an explanatory sequential mixed methods study with the goal of understanding factors that lead to the retention of midlevel Student Affairs professionals. In mixed methods research, validity can include the methods used in both quantitative and qualitative research. However, Creswell and Plano Clark (2007) argue that there is a need to assess validity in the overall design, in addition to assessing the validity in both the quantitative and qualitative analysis, as well as the potential threats within data collection and analysis.

Quantitative validity. There are five ways that validity was addressed in the quantitative portion of this study, including: addressing missing respondents, addressing missing cases, measuring the assessment, testing the model, and completing follow-up t-tests and logistic regressions. I compared the demographics in the quantitative sample to the population and found that the sample matched the overall population. For the participants with missing data, I used full maximum likelihood to estimate the results of the model. Using feedback from an expert committee, I created a table to map questions from the Rosser and Javinar (2003) survey to the university climate survey (Appendix C). I tested the model using the Rosser and Javinar (2003) model looking at the impact of morale and work life factors on decision to retain. Finally, I completed follow-up t-tests and logistic regression to determine the most important factors for retention. These steps allowed the model to account for differences between departments that may not be otherwise measurable. I tracked all steps of the process by keeping all syntax for the study so that the results of the study can be reproduced.

Qualitative validity. Validity in the qualitative analysis is also accounted for in four ways: individual anonymity, group anonymity, validity within the group, and sampling bias. In qualitative interviews, participants may feel uncomfortable sharing their opinions with a researcher. Focus groups with participants who know each other may also create an environment where they feel they cannot be honest. To counteract this concern, I initiated rapport through the initial conversations and consent discussion and asked participants to share stories about their peers as opposed to themselves. However, potential lack of openness was still a limitation in the study.

A third concern was about validity among group participants. Within the focus group there were different perspectives and different interpretations of on-boarding processes. The on-boarding process of employees sets the tone for the culture and care of the organization. Yet, the dialogue between participants allowed me to gain a clearer understanding of how midlevel professionals go about deciding to retain at the university. Finally, there may have been sampling bias. To track sampling bias, I tracked the participants I contacted to interview and compared their demographics to those who did not participate. Finally, to prevent bias in my analysis process, I used a researcher journal, sought the feedback of peer reviewers, and asked participants to review the themes within the research.

Overall validity. Validity in this study is measured in three ways: with the quantitative methods, the qualitative methods, and the integration of both methods together. The setup of this mixed methods study naturally created a validation check. Creswell and Plano Clark (2007) argue that embedded designs are more meaningful if both process and product are addressed. In this study, the quantitative step produced the product and answered what factors are impacting retention. The purpose of the focus group was to better understand the reasoning behind these decisions.

A concern with any data collection was the difference between the sample and population. Mixed methods research “draws evidence from different datasets that provide(s) better results than either data set alone” (Creswell & Plano Clark, 2007, p. 146). Therefore, to counteract the difference, I checked the sample in both the quantitative and qualitative analysis. Another concern with mixed methods research is

that the accuracy of the overall findings could be compromised if the researcher does not consider and weigh all of the options that are presented by the quantitative results (Creswell, 2014a). For example, a researcher may only focus on personal demographics and overlook important explanations that need further understanding (Creswell, 2014b). The researcher may invalidate the results by drawing on certain samples but not viewing the overall picture. I designed to prevent this invalidity by following the suggestion of previous researchers by using purposeful random sampling for the focus group (Krueger & Casey, 2009). Additionally, an external group of reviewers were asked to provide feedback on the findings from both the quantitative and qualitative results of the study. Finally, I summarized the results by comparing the results from the focus group to the survey analysis to see the differences in the responses between the two data analysis techniques.

Interpreting the Findings

In an explanatory mixed method design, researchers typically focus on the primary dataset while interpreting the findings of the study (Creswell & Plano Clark, 2007). In this case, the quantitative design was showcased as the primary data set. Therefore, the mixed methods study results was primarily viewed through the lens of the quantitative results. The overall intention was to determine which factors were important to retention of midlevel Student Affairs professionals, and this was done through the lens of the Rosser and Javinar (2003) theoretical model. Using the university climate survey, constructs were created and tested based on this theoretical model. The quantitative analysis produced several items which were found to be predictors of retention. These

items are highlighted in Chapter 4. Based on these results, the qualitative questions were developed. In the focus group, I asked participants to explain why certain factors were important to their retention. Then, I reviewed the similarities between the results of the quantitative and qualitative analysis. Through this review, I discovered similarities and shared these in the results.

Summary

In this chapter, I discussed the methodology for my research project, which had the goal of understanding which factors impact the retention of midlevel Student Affairs professionals and why these factors are important. This explanatory sequential mixed methods study was a two-phase project informed by Rosser and Javinar's (2003) theoretical model, with a quantitative analysis followed by a focus group. The theoretical model was applied to a pre-existing data set from one large Midwestern university. In the qualitative portion of the study, I applied Rosser and Javinar's (2004) framework to interpret why factors were important to retention within a real-world context.

In this research project, my positionality informed the study. As a professional who has worked in higher education for over seven years, I have seen many midlevel Student Affairs professionals leave the field to work in adjacent fields such as nonprofits or research consulting firms. In addition to bringing this context to the study, I used a pragmatist lens to apply different research approaches to understand the retention of midlevel Student Affairs professionals. Mixed methods research focuses on collecting, analyzing, and mixing both quantitative and qualitative data. I applied mixed methods because they granted a more complete understanding of the problem, there have been

minimal mixed methods studies on midlevel Student Affairs retention, and the method helped me answer my research questions. At the end of the project, this theory was revisited to review how it informed the study. In the next chapters, I will review the findings of this mixed methods project.

Chapter 4. Analysis and Results

For this explanatory sequential mixed methods study, I sought to answer two research questions: (a) What factors lead to the retention of midlevel Student Affairs professionals? (b) Why are these factors important? First, in order to determine which factors lead to retention, I applied structural equation modeling and logistic regression to quantitative data from a staff climate survey distributed at one large Midwestern university. Based on the results of the first step, I hosted a focus group to understand why these factors were important. In this chapter, I summarize the findings of the project. First, I discuss the quantitative analysis and then, I describe the focus group results. I conclude with a combination of the findings from both the quantitative and qualitative analysis to understand the overarching phenomenon of retention among midlevel Student Affairs professionals.

Quantitative Analysis

The quantitative analysis for this project consisted of three steps: descriptive statistics, structural equation modeling, and logistic regressions. The goal of the quantitative data analysis was to test the Rosser and Javinar (2003) theoretical model, mapping demographic variables to respondents' intent to leave. Ultimately, the goal was to answer the research question by determining which factors lead to the retention of midlevel Student Affairs professionals.

University Climate Survey

The university climate survey was created by the Office of Research with the assistance of a university-wide committee. The survey was sent out approximately every four years, and I used the most recent data, from 2014, for my analysis. The 2014 staff climate survey included about 30 questions, most of which were asked on a five-point scale (ranging from 1= Strongly Agree to 5= Strongly Disagree). Survey questions can be accessed in Appendix C.

Before analyzing the data, I created a new data set including only participants who met my definition of midlevel Student Affairs professional at the time of the survey. Next, I recoded demographic variables into groupings based on the data provided to me by the Office of Research (Simpson, 2015). Then, I reverse coded response variables to create a more interpretable measure (ranging from 0= Strongly Disagree to 4= Strongly Agree). Participants were not required to answer any of the questions and were provided the option of selecting “Not Applicable.” For items with a “Not applicable” option, I coded the responses as missing (Zhang, 2015).

Sample definition. For this study, I was interested in the population of midlevel Student Affairs professionals at one large Midwestern university. I used the Midlevel Manager variable to filter down the survey sample (MIDLEVEL). In addition to midlevel managers, I was interested in Student Affairs professionals; to only include participants who worked in Student Affairs in 2014, I applied a filter to the data when the Vice President Unit equaled “Student Affairs” (PSN_COLLEGE_VP).

Descriptive statistics. In 2014, the staff climate survey was sent to all non-faculty members at one large Midwestern university ($n=12,348$). Of those who worked at the university at that time, about 35% ($n=4,287$) completed the survey, indicating a good response rate for online survey research (Draugalis & Plaza, 2009). Approximately 10% of respondents were Student Affairs professionals ($n=456$). Within the population of Student Affairs professionals, about 47% were midlevel Student Affairs professionals ($n=249$). The overall population of midlevel Student Affairs professionals in 2014 was 427, and 58% of these staff members completed the survey ($n=249$). Therefore, the sample for this dissertation, midlevel Student Affairs professionals at this university (58%), had a higher response rate than that of the overall staff population (35%) which exceeds expectations for sufficient response rates for online survey research (Draugalis & Plaza, 2009).

The data set included the following demographic variables: salary range, age range, years employed at the university, race/ethnicity, highest education level, and marital status. I was only able to obtain information on all Student Affairs professionals at the university at the time of the survey. Due to the complex nature of position titles at this university, I was unable to procure information on all midlevel Student Affairs professionals. Therefore, to verify that the dataset was representative of the overall sample, I compared the overall demographic statistics of Student Affairs professionals with all Student Affairs professionals who completed the survey.

The distribution, mean, and frequency of each variable is available in Appendix F. About seventy-five percent of the participants in this study were White ($n=186$) and 18%

identified as a Marginalized Race ($n=45$). For this study, Marginalized Races included those who identified as Asian, Black, and Other. There was an almost even distribution of those married ($n=122$) and not married ($n=127$) in the sample.

Within this sample of midlevel Student Affairs professionals, 56.2% were between 25 to 44 years old ($n=130$), about 42% at 45 and older ($n=105$), and the rest were below 25 years old ($n=4$). The participants' years of service at the university ranged broadly and were divided into groups by the Office of Human Resources. The largest group, about 35% of the midlevel Student Affairs professionals, had worked at the university for zero to four years at the time of the survey ($n=87$). This was followed by 21% who worked at the university for five to seven years ($n=53$), and 20% who worked at the university for eight to 12 years ($n=50$). The last 23% of the sample worked at the university for over 13 years ($n=59$). Further descriptive statistics are presented in Appendix G and H.

Outcome. The outcome variable for this study was employment status as of January 1, 2018 (EMPLOYED2018). This variable was a binary item that measured whether or not each employee was working at the university as of January 1, 2018. Extant literature, including the Rosser and Javinar (2003) study, measures staff retention by asking participants if they intend to stay at the university for three more years. Therefore, this date was chosen because it was between 3 and 4 years of the original survey, which was sent in August of 2014. Of the midlevel Student Affairs professionals who completed the survey, 26% ($n=64$) were not employed at the university on January 1, 2018, and 74% of the survey participants were still employed ($n=185$).

Predictive factors. For this study, I used the Rosser and Javinar (2003) theoretical framework. However, since I used a preexisting survey developed by the university, the survey questions were different than those used in the original framework. Therefore, I engaged a team of fifteen experts to review the staff climate survey questions and sort each question into the original Rosser and Javinar (2003) constructs. The experts included midlevel higher education research administrators with backgrounds in quantitative research. The original constructs from the research included: discrimination, recognition, department, conditions, support, external factors, morale, and satisfaction. A definition and the original measurement of these constructs are included in the Appendix D. I compiled the responses of the experts to create predictive factors to use for this model, which are also included in Appendix E.. Based on my knowledge of the research, I made the final decision on three of the items.

Based on the expert panel, the final constructs used in this study were: recognition (13 items), department (13 items), conditions (seven items), support (five items), external (one item), morale (12 items), and satisfaction (eight items). Each of the constructs were tested for normal distribution, standard deviation, mean, and Cronbach alphas (Appendix J). The recognition subscale consisted of 13 items ($\alpha = .91$), the department subscale consisted of 13 items ($\alpha = .94$), the conditions subscale consisted of seven items ($\alpha = .82$), the support subscale consisted of five items ($\alpha = .87$), the morale subscale consisted of 12 items ($\alpha = .87$), and the satisfaction subscale consisted of eight items ($\alpha = .87$). The experts and I concluded that there were no constructs that tested discrimination. This was the only original construct not represented by the survey data.

Each individual variable and the constructs were checked for skewness and kurtosis. Measures of skew and kurtosis are used to determine if indicators met normality assumptions (Kline, 2005). For the structural equation model (SEM), acceptable values fall between negative three and positive three for skewness and range from -10 to +10 for kurtosis (T. A. Brown & Moore, 2012). Based on theoretical purposes, it was combined with follow-up questions about the evaluation process. These new items did not produce skewness or kurtosis results (Q9_2N, Q9_1N).

Correlations

First, I tested correlations to understand the relationships between each item and construct in relation to the outcome (EMPLOYED2018). I analyzed correlations between demographic variables and the three main variables in the study, as shown in Appendix I. employment status (EMPLOYED2018), satisfaction (SATISFACTIONMEAN), and morale (MORALEMEAN). For each of these main variables, only salary range (SALARYRANGE) and highest education level (HIGHESTEDUCATIONLEVEL), were significantly correlated (Appendix I) with employment status. For each level of increased education, such as going from a Bachelor's to a Master's degree, the midlevel Student Affairs professional is .25 times ($p<.01$) more likely to retain at the university. Increased salary range also leads to a .16 increase in the likelihood of retention for this group at this large Midwestern university ($p<.05$).

Next, I analyzed correlations between 2018 employment status and the Rosser and Javinar (2003) constructs. Employment status is not significantly correlated with any of the Rosser and Javinar developed constructs, and this is the only construct that is not

correlated with both satisfaction and morale. A chart of the constructs and their correlations can be found in Appendix I. Only three survey items had a significant correlation with employment status. These items included (Q12_4) “When I am at work, people have fun – they enjoy themselves.” (.16, $p<.01$); (Q13_6) “My coworkers generally treat each other with respect” (.16, $p<.01$); and (Q14_5) “My job schedule can be adjusted to meet personal or family responsibilities when needed” (.15, $p<.01$). Each of these items was rated on a five-point scale (0=Strongly Disagree to 4= Strongly Agree) and is positively related to employment status. Therefore, participants who indicated that people have fun when they are at work are .16 times more likely to still be working at the university. Participants who indicated that their coworkers treated each other with respect were .16 times more likely to continue to work at the university. Finally, participants who agreed that their job schedule can be adjusted to meet personal or family responsibilities were .15 times more likely to stay at the university.

Structural Equation Modeling

The goal of Structural Equation Modeling (SEM) was to answer my research question: Does the Rosser and Javinar (2003) model predict retention of midlevel Student Affairs professionals at one large Midwestern university? To answer this question, I completed several steps to adapt and re-specify the model. First, I will describe the data and the steps that were taken to set-up the SEM and then I will discuss the SEM process.

The analysis was performed on data of 249 midlevel Student Affairs professionals with the lavaan package in R-Studio 5.4.1 (Rossee, 2012). The items on the staff climate survey from a large Midwestern university questions were measured on a Likert-scale

(*Staff Culture Survey*, 2011). The variables that were used for this analysis can be found in Appendix F. I assessed skewness and kurtosis for each variable. There was one outlier, a dichotomous question asking if the respondent's supervisor completed a review. After this item, follow-up questions were asked about the review. Therefore, to address this outlier, I combined the initial question with the follow-up questions. The new item produced acceptable skewness and kurtosis numbers. Next, I evaluated assumptions of multivariate normality and linearity, and there were only five outliers ($p < .05$). As opposed to removing outliers, I chose to use a method that accommodated non-normal data. I used multiple linear regression (MLR) to estimate the maximum likelihood parameter over the other estimation models because the data was not distributed normally (Kline, 2005). In MLR, standard errors are computed using a sandwich estimator and the chi-square is equivalent to the Yan-Bentler T2*test statistic (Treiblmaier, Bentler, & Mair, 2012). When using this estimator, an asymptotically consistent estimate of the covariance matrix is derived free from normal distribution of variances (Yuan & Bentler, 2002).

Next, I assessed missing data for participants. This data set included 92 cases of missing data for 30 participants. A full description of the missing data can be found in Appendix F. To estimate missing data, I used a full information maximum likelihood (FIML) estimation. According to Enders (2017), "FIML employs an iterative optimization algorithm that identifies parameter estimates that maximize the fit to the data" (p.1). Since data was missing, the FIML estimation can randomly estimate the data, as opposed to using listwise deletion (Arbuckle, 1996). It uses all the available data to

estimate standard errors as a scaled test statistic. FIML works well if the data is incomplete and non-normal, as was the case in this study (Yuan & Bentler, 2000).

Original Model. To start the SEM analysis, based on the Rosser and Javinar (2003) framework and the expert panel, I constructed the model to test for midlevel Student Affairs retention (Figure 4.1). To evaluate goodness of fit, a model meeting the following criteria is considered a good fit: RMSEA $<.06$, CFI $>.95$, and SRMR $<.08$, while models with RMSEA $<.08$ and CFI between $.90 - .95$ are considered an acceptable fit (Hu & Bentler, 1995). The original model produced both a Heywood case and poor fit indices with a RMSEA of $.099$, a CFI of $.661$, and an SRMR of $.094$. Therefore, based on these results, I completed follow-up analyses to improve the fit of the model.

Additionally, I needed to answer my follow-up research question, does a simplified version of Rosser and Javinar (2003) model fit for midlevel Student Affairs professionals?

First, to address the lack of fit of the SEM, I chose to address the Heywood case. A Heywood case occurs frequently in factor analysis when the residual variance of a variable is negative (Kolenikov & Bollen, 2012). However, it arises more often with maximum likelihood estimation, small samples, and solutions having a great number of factors. No respectable variable has a negative variance. In this case, the negative residual variance was produced within the morale construct. There are several ways to handle a Heywood case. Some argue that the best method is to remove the variable that causes the Heywood case or simplify the model (Kolenikov & Bollen, 2012). I chose to simplify the morale construct because it is an integral part of the model, and there has been dissent

within research about the definition of morale. So, I chose to further analyze morale using Confirmatory Factor Analysis (CFA).

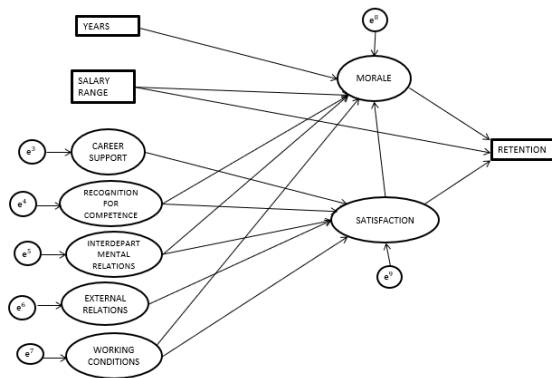


Figure 4.1. Original Retention Model

The Measurement Model (CFA) for Morale. Based on researchers recommendation to simplify the model in Heywood cases, I chose work to simplify the model (Kolenikov & Bollen, 2012). To do this, I focused on the construct of morale. The validity of the morale was tested through CFA, a theory-driven technique based on the relationships among the observed and unobserved variables (Schreiber et al., 2015). Based on the Rosser and Javinar (2003) theoretical model and the mapping completed by the experts, five items were used in the CFA to determine model fit. The model's fit was assessed using the root-mean square error of approximation (RMSEA), the comparative fit index (CFI), and Standardized Root Mean Square Residual (SRMR). The simplified version of morale was also based on Rosser and Javinar's (2003) definition. The original model was tested with a construct of morale composed of morale items, institutional items, and loyalty items. Supported by the CFA, the Heywood case was addressed by using only the items strictly labeled as morale. Therefore, I chose to simplify the construct by using only

morale items which led to use of 3 items, as opposed to the original five items. The measurement on the new construct of morale can be found in Appendix J (Figure J.11).

Re-Specified Models. Next, I completed an SEM on the entire Rosser and Javinar (2003) model, with the updated morale construct (three items) (Figure K.2). This model did not produce a Heywood Case. This change still left relatively low model fit indices. Byrne (1989) asserts that, “If the researcher is unhappy with the overall fit of the hypothesized model, he or she can re-specify a model” (p. 57). To improve the SEM, I investigated additional model improvements. I started by separating the model into multiple single-level models to increase fit at each level (K. H. Yuan & Bentler, 2007). I separated the model into three parts: morale, satisfaction and retention separately (Appendix K). In each model, I made small improvements, utilizing both the theoretical framework and the model improvement criteria. I used model fit indices, supported by theoretical or empirical reasoning, to adapt the model in this study to minimize errors and increase the overall fit, per the recommendations of Hu and Bentler (1999).

Final Model and Summary. Finally, I combined each of these improved separate models to produce a final improved model (Figure 4.2). Since several modifications have been made, I have reported multiple fit indices for both the original model and the adjusted model (Appendix K) (Jackson, Gillaspay, & Purc-Stephenson, 2009).

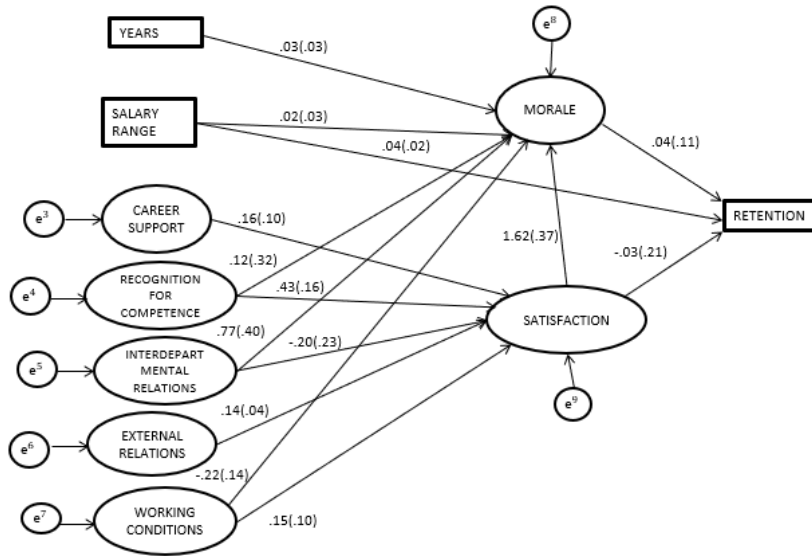


Figure 4.2. Final Retention Model

The demographic factors of years employed at the university and salary range both had direct positive impacts on morale ($\beta=.03, p=.03$; $\beta=.02, p=.03$). Salary range also had a direct positive impact on retention ($\beta=.04, p=.02$). Regarding the quality of work life factors, midlevel student affairs professionals' external relationships and working conditions had a direct positive impact on morale ($\beta=.14, p=.04$; $\beta=.10, p=.15$). Midlevel Student Affairs morale did not have a direct impact on retention (EMPLOYED 2018), and satisfaction did not have a significant impact on morale or retention. The adjusted model has an acceptable to poor fit, as the RMSEA is 0.08, the CFI is 0.83, and the SRMR is 0.07. All tested models can be found in Appendix K.

Independent Samples T-Test

Given the poor fit of the SEM, I chose to use logistic regression to answer my research question: What factors lead to retention of midlevel Student Affairs professionals? Additionally, this allowed me to answer my follow up questions and

understand what factors directly impact retention of midlevel Student Affairs professionals. Independent samples t-tests were completed (Appendix L) to determine if there was a relationship between individual work life factors of those who were employed at the university and those who were not employed there on January 1, 2018 (EMPLOYED2018). To compare the means of the two groups, I conducted an independent samples t-test for each work life factor. Before completing the t-tests, I reviewed missing data, nonorthogonality, and statistical assumptions. Although there was some missing data, as indicated in Appendix H, estimation of data is not appropriate for t-tests (Cribble & Klockars, 2019). The t-tests were completed on all the demographic items, the Rosser and Javinar (2003) constructs, and each individual item which comprised each of the work life factors. The t-tests were run to determine if there was an empirical, as well as theoretical reason to run a logistic regression determining the prediction rate of each construct. Most variables were not significant.

Demographic independent samples t-tests. After testing all available demographic variables including: marital status, race/ethnicity, years of service, education level, direct student contact, age group, and salary range, only two demographic characteristics produced significant results from the t-tests. First, the independent samples t-test was conducted to compare differences between employment status and demographic characteristics. There were no significant differences between those employed in 2018 and those not employed in 2018 based on marital status, race/ethnicity, years of service, direct student contact, or age group (Appendix H).

There was a significant difference found among the education levels of midlevel Student Affairs professionals who were still employed at the university ($M=2.09$, $SD=.12$, $n=185$) and not employed at the university ($M=1.41$, $SD=1.30$, $n=64$); $t(197)=-3.59$, $p<.01$). These results suggest that individuals with higher education levels are more likely to stay employed at the university (Appendix L).

Midlevel Student Affairs professionals with higher starting salaries were more likely to stay at the university ($M=2.15$, $SD=1.47$, $n=185$) than Midlevel Student Affairs professionals who left the university ($M=1.63$, $SD=1.37$, $n=64$, $t(247)=-2.49$, $p<.01$). The results suggest that starting salary range has an impact on midlevel Student Affairs professionals' decision to stay at the university. Specifically, the results indicate that if midlevel Student Affairs professionals have a higher salary when they start at the university, they are more likely to stay at the institution (Appendix L).

Work Life Scales. Based on the theoretical framework, only the constructs as defined by the panel were tested. First, I created scales using definitions from Rosser and Javinar (2003), refined by my expert panel. These scales were the same as those used in the SEM. To create each individual construct, I summed the items identified by the expert panel. A full description of the scales, along with the Chronbach's Alpha for each scale, can be found in Appendices D, E, and J. Although there is no universally accepted Chronbach's Alpha (Bonett & Wright, 2015), researchers have generally accepted a Chronbach's Alpha greater than .80 (Tavakol & Dennick, 2011). For this study, the Chronbach's Alpha of each scale met the expectations at a value of greater than .80. Using the same p-value mentioned above ($p<.05$), the independent samples t-test of the

Rosser and Javinar (2003) constructs were not significant predictors of retention (Appendix L).

Work Life Factors Independent Samples T-tests. Since work life scales showed no significant difference, I completed an independent samples t-test on each individual item with employment status as the outcome (EMPLOYED2018). As mentioned previously, these items were measured on a 5-point scale (0= Strongly Disagree to 4= Strongly Agree).

The first item that produced significant results was, “My job schedule can be adjusted to meet personal or family responsibilities when needed.” The independent samples t-test on this item indicated that there was a significant difference in the self-reported scores for this item between those employed in 2018 ($M=3.27$, $SD=.92$, $n=185$) and those not employed in 2018 ($M=2.94$, $SD= 1.07$, $n=64$, $t(247) = -2.39$, $p < .02$, two-tailed). These results suggest that the ability to adjust job schedule for family responsibilities influences whether a midlevel Student Affairs professional stays at the university. Specifically, the higher a midlevel Student Affairs professional rates their ability to adjust their schedule for personal or family responsibilities, the greater their likelihood of them staying employed at the university (Appendix L).

The independent-samples t-test also produced significant results for the measurement of fun at work. The survey asked staff members to share their level of agreement with the following statement, “When I am at work, people have fun – they enjoy themselves.” Midlevel Student Affairs professionals who worked at the university in 2018 ($M=2.89$, $SD=1.00$, $n=185$) rated the level of fun higher than those who left the

university ($M=2.50$, $SD=1.21$, $n=64$, $t(247)=-2.53$, $p<.05$, two-tailed). Therefore, midlevel Student Affairs professionals are more likely to stay at the university if they believe that people have fun within their workplace (Appendix P).

There was also a significant effect of employment status based on a self-reported rating of coworker respect. Like the other items, staff members were asked to rate the following statement, “My coworkers generally treat each other with respect.” Midlevel Student Affairs professionals who stayed at the university ($M=3.04$, $SD=0.88$, $n=185$), reported a higher level of coworker respect when compared with those who left the university ($M=2.70$, $SD=1.00$, $n=64$), $t(247)=-2.56$, $p<.05$, two-tailed) (Appendix Q).

Logistic Regression

Since my overall goal was to understand which factors are significant predictors of retention for midlevel Student Affairs professionals, I chose to use a simple logistic regression one variable at a time to predict the probability of retention in my sample. Based on the theoretical framework of Rosser and Javinar (2003) and the results of the independent samples t-tests, I completed logistic regressions on the variables that indicated significant differences between those employed and not employed in 2018, one variable at a time ($p<.05$). For the analyses, I used SPSS to analyze the employment status of midlevel Student Affairs professionals with logistic regression. To determine fit, each model was tested based on the Hosmer and Lemeshow test and the percent of variance.

Before testing the logistic regressions, I reviewed the assumptions. To calculate power of the sample size, I used the Rosner equation ($n=249$). Based on this equation, my

power was 1.00, which is considered large or medium depending on the literature (Rosner, 2015). I also used the minimum sample size criteria as defined by Peduzzi, Concato, Kemper, Holtford, and Feinstein (1996). They argue that the sample size should at least be $10(p+1)$, where p is the number of predictors. In this case, with only one predictor used per model, the sample exceeds the minimum (Peduzzi et al., 1996). Since the sample was from a pre-existing data set, I did not have control over the sample construction. No adjustments were made to sampling methods. This is adequate because the research designers for this survey sampled all professionals employed at the university.

I also reviewed each individual item's skewness and kurtosis for normality, as well as the constructs (Appendix F). As mentioned previously, only one item was skewed too distant from zero for the normal distribution to be non-significant (Kline, 2005). I checked for normality and heteroscedasticity using the Normal Q-Q plot and graph of the residuals. There were no extreme cases, and therefore no outliers were adjusted. Additionally, the studentized residuals were analyzed and outliers were removed from the data at values outside of -3.29 (Wuensch, 1998).

Dependent variable. The dependent variable of each logistic regression was a dichotomous variable (EMPLOYED2018), indicating employment status as of January 1, 2018 (1= employed, 0= not employed). I used the Rosser and Javinar (2003) model to predict employment status and answer my research question: What factors lead to the retention of midlevel Student Affairs professionals? To review the null model, I tested the probability of retention. I found that for the outcome of employment status, the

probability is .74, meaning that within this sample the probability that a midlevel Student Affairs professional individual was still employed at the university in 2018 is 74.3%. The distribution of the binary random response variable Y_i in this logistic regression or the null model is $Y_i \sim B(1, \pi_i)$, where the mean is .74 (π_i) and the variance is .19 ($\pi_i(1 - \pi_i)$). This binomial distribution is used, as it is typically used for binary data, to form the random component (O'Connell & Amico, 2019). For this study, the logit link was utilized because it is simple and straightforward (McCullagh & Nelder, 1989). Specifically, a binary logistic regression logit model was selected instead of the probit model due to its simplicity (Fox, 2008).

Demographic Logistic Regressions. Based on the independent samples t-test and the Rosser and Javinar (2003) theoretical model, I tested the impact of the demographic variables, education level and salary range, on midlevel Student Affairs professionals' decision to stay at the university. Before each logistic regression, the correlation matrix was assessed to determine if there was high intercorrelations among the predictors. Researchers suggest that as long as correlation coefficients are less than 0.90, the multicollinearity is not a problem (Peng, Lee, & Ingersoll, 2002). This was checked for each regression. Results of correlations can be found above and in Appendix I.

First, a logistic regression was used to test if a higher level of education significantly predicted retention of midlevel Student Affairs professionals. The results of the regression indicated that education level predicted 5.9% of the variance (pseudo- $R^2=.059, p<.05$) and that education level significantly predicted retention at the university ($\beta=.475, p<.05$). For each change in education level, the odds are expected to change by a

factor of 1.61, holding all other variables constant. Specifically, for participants with a higher education level at the date they were hired, participants are 1.61 times more likely to stay at the university. Although the Hosmer and Lemeshow Test of the goodness of fit suggests that the model was not a good fit to the data ($p = .014$), additional tests were used. The Omnibus Tests of Model Coefficients was used to check if the new model was an improvement over the null model. In this case, the chi-square was significant ($X^2=12.19$, $df=1$, $p<.05$). For a full report of the logistic regression of both salary level and education level see Appendix N.

Rosser and Javinar (2003) found in their final model that salary range was a significant predictor of overall retention; therefore, I tested the impact of salary on employment status. The addition of salary level predicted 2.5% of the variance (pseudo- $R^2=.025$, $p<.05$) and significantly predicted retention at the university ($\beta=.256$, $p<.05$). The odds that a midlevel Student Affairs professional stayed at the institution are 1.29 times larger with each increase in salary level. The Omnibus Tests of Model Coefficients was used to check if the new model was an improvement over the null model. In this case, the chi-square was significant ($X^2=6.23$, $df=1$, $p<.05$). However, the Hosmer and Lemeshow Test of the goodness of fit suggests that the model was not a good fit to the data, as $p = .02$. Therefore, this model should be used with caution. For full details of the results, view Appendix M.

Work Life Factor Regressions. My goal was to understand what factors lead to retention of midlevel Student Affairs professionals. So, I tested the work life factors identified in the t-tests. Simple logistic regressions were also completed on the work life

factors that were found to have significant independent samples t-tests including fun, flexibility, and respect. Based on the quantitative results, each of these work life factors produced significant differences between the means of the groups that were employed and not employed in 2018.

The first simple logistic regression was used to test if reported fun at work predicts an increase in retention at the university. The results of the regression indicated that this predictor explained 2.6% of the variance (pseudo- $R^2=.026$, $p<.05$) and significantly predicted retention at the university ($\beta=.341$, $p<.05$). Ultimately, for each increase in rating of fun, an ordinal variable (0= Strongly Disagree to 4= Strongly Agree), midlevel Student Affairs professionals were 1.41 times more likely to stay at the university. Ultimately, if survey respondents indicated that they perceived that their coworkers enjoyed working at the university, they were more likely to stay. The Omnibus Tests of Model Coefficients was used to check new model is an improvement over the baseline model. In this case, the chi-square was significant ($X^2=6.51$, $df=1$, $p<.05$), and the Hosmer and Lemeshow Test of the goodness of fit suggested that the model was a good fit to the data as $p >.05$. However, the variance explained by this variable was small, which suggests that more factors remain to be explained (Appendix P).

The second logistic regression was completed on an item measuring flexibility of schedule. The survey asked participants to rate on their level of agreement with the following statement, “My job schedule can be adjusted to meet personal or family responsibilities when needed.” For this item, the Omnibus Tests of Model Coefficients chi-square was significant ($X^2=5.38$, $df=1$, $p<.05$). Additionally, the Hosmer and

Lemeshow Test of the goodness of fit suggested that the model was a good fit to the data, as $p > .05$. Using the Wald test, the logistic regression indicated that schedule flexibility predicted 2.1% of the variance (pseudo- $R^2 = .021$, $p < .05$) and significantly predicted retention at the university ($\beta = .33$, $p < .05$). A midlevel Student Affairs professional with an adjustable schedule was 1.40 times more likely to stay at the university (Appendix R).

Next, a simple logistic regression was completed to determine if a survey respondent's rating of the statement, "My coworkers generally treat each other with respect," was a predictor of retention at the university. For this measurement of treatment of respect, the Omnibus Tests of Model Coefficients chi-square was significant ($X^2 = 5.97$, $df = 1$, $p < .05$), and the Hosmer and Lemeshow Test of the goodness of fit suggested that the model was a good fit to the data, as $p > .05$. The results of the simple logistic regression indicated that this item of coworker respect predicted 2.4% of the variance (pseudo- $R^2 = .024$, $p < .05$) and significantly predicted retention at the university ($\beta = .37$, $p < .05$). If a midlevel Student Affairs professional increases their rating of coworker respect by one level on the scale, they are 1.45 times more likely to stay at the university. Ultimately, none of the predictors explained a large amount of variance (Appendix Q).

Each of these models were simple single-level logistic regression, so there was no concern about multicollinearity. I checked the variance inflation factors (VIF) score for each variable to determine how much the variance of the estimated regression coefficients were inflated, and they each met the expected cutoff. As mentioned previously, outliers were analyzed and reviewed in the first step, using skewness and

kurtosis. The results of these tests produced no concerning outliers. Linearity was tested by reviewing the Box-Tidwell test (Menard, 2002).

Combined Model. After running the single item logistic regressions, I tested all significant variables in one model. In the combined model, I included all the demographic and survey questions which were determined to have a significant impact on retention at the university (Appendix S). I included demographic variables –highest education level and salary range – and work life factors which measured fun at work, flexibility with regards to family, and coworker respect. Based on percent of variance and the Hosmer and Lemeshow test, the results indicated that the final model was not a good fit (Appendix S). When I combined all significant variables, I found that only education level was significant after accounting for other variables. Therefore, it was best to use a parsimonious model which resulted in the single variable regression of education level (Appendix N). I used the logistic regression of education level on its own as it answers the original research question.

Summary: Quantitative Outcomes

The Rosser and Javinar (2003) model was tested to determine what factors lead to the retention of midlevel Student Affairs professionals. In summary, four items were found to be quantitative predictors of retention: salary, education level, flexibility, positive work environment, and internal network. Additionally, educational level was the only significant variable when all significant demographic and work life constructs were included in the model.

Salary level. Salary level was a significant predictor of retention at the university

($\beta=.256, p<.05$). The odds of a midlevel Student Affairs professional stayed at the institution were 1.29 times larger with each increase in salary level. I found that salary level ($t(247)=2.49, p<.05$) was a significant predictor of retention. In the Staff Climate Survey, salary was reported by human resources as of the start date of the individual employee at the university. Analysis of midlevel Student Affairs professionals' salary levels indicated that professionals who stay at the university had a statistically higher salary than those who did not stay ($p<.05$). Midlevel Student Affairs professionals who remained at the university indicated a higher overall salary range ($M=2.15, SD=1.47, n=185$) when compared with Midlevel Student Affairs Professionals who left the university ($M=1.63, SD=1.37, n=64$), $t(247)=-2.49, p<.05$. This salary was divided into ranges by the Office of Research, based on their previous thresholds within the office. Therefore, the average starting salary range was about \$36,000 to \$47,999 for those who stayed at the university compared to \$12,000 to \$35,999 for those who left the university. Starting salary level predicted 2.5% of the variance in the prediction of retention of midlevel Student Affairs professionals ($R^2=.025, p<.05$).

Education level. Education level was also a significant predictor of retention at the university ($t(197)=-3.59, p<.05$). Education level was reported by employees to human resources at the time of their full-time employment at the university. Midlevel Student Affairs professionals who were retained at the university ($M=2.09, SD=.12, n=185$) reported a significantly higher education level when compared to those who were not retained and not employed at the university ($M=1.41, SD=1.30, n=64$); $t(197)=-3.59, p<.01$). Ultimately, this meant that upon starting to work at the university, the midlevel

Student Affairs professionals who stayed at the university had a Bachelor's degree, compared to those who left the university who had an Associate's degree. However, as mentioned above, salary was also highly correlated with education level ($r=.34$, $p<.01$). Ultimately, education level predicted a larger amount of the variance (3.5%) and therefore is a better predictor of retention. Education level predicted 5.9% of the variance ($R^2=.059$, $p<.05$). Having a higher education level indicated a greater chance that individuals stayed at the university ($\beta=.475$, $p<.05$). For each change in level of education, professionals were 1.61 times more likely to stay at the university. The odds of retention are .40 higher for those who started with a lower salary when compared to those who started at the university with a higher salary. Therefore, it is hard to determine if midlevel Student Affairs professionals stay at the university longer due to their entry level salary or their entry level education level.

Flexibility. In the Staff Climate Survey, participants were asked to rate their opinion on the following statement on a scale 0= Strongly Disagree to 4= Strongly Agree: "My schedule can be adjusted to meet personal or family responsibilities when needed." Midlevel Student Affairs professionals who chose to stay at the university were more likely to agree with the statement ($M=3.27$, $SD=.92$, $n=185$) as compared with their peers who left the university during or before January 2018 ($M=2.94$, $SD=1.07$, $n=64$), $t(247)=-2.39$, $p=.02$, two-tailed). Additionally, I completed a logistic regression to test if this item predicted overall retention. Using the Wald test, the logistic regression indicated that flexibility predicted 2.1% of the variance ($R^2=.021$, $p<.05$). In other words, midlevel

Student Affairs professionals who were able to adjust their schedule for personal or family reasons were significantly less likely to leave the university ($\beta=.33$, $p<.05$).

Positive work environment. In the University Climate Survey, midlevel Student Affairs professionals were asked to rate the following statement on a scale of 0= Strongly Disagree to 4= Strongly Agree: “When I am at work, people have fun and enjoy themselves.” Participants who chose to stay at the university agreed more strongly with the statement ($M=2.89$, $SD=1.00$, $n=185$) when compared with those who were not employed at the university ($M=2.50$, $SD=1.21$, $n=64$), $t(247)=-2.53$, $p=.01$, two-tailed). After additional analysis using logistic regression, I found that agreement that people at work have fun and enjoy themselves predicted 2.5% of the variance ($R^2=.025$, $p<.05$) and predicted retention at the university ($\beta=.327$, $p<.05$).

Internal network. On a scale of 0= Strongly Disagree to 4= Strongly Agree, midlevel Student Affairs professionals who were retained at the university ($M=3.04$, $SD=.88$, $n=185$) reported at nearly three times the rate that their coworkers generally treated each other with respect than midlevel professionals who left the university ($M=2.70$, $SD=1.00$, $n=64$, $t(247)=-2.56$, $p<.05$, two tailed). Additionally, when I performed a logistic regression, I found that this item predicted 2.4% of the variance ($R^2=.024$, $p<.05$). Ultimately, the results indicated that perception of coworker respect predicted retention at the university ($\beta=.38$, $p<.05$). Midlevel Student Affairs professionals who felt that there was respect in their workplace were 1.46 times more likely to stay at the university.

Qualitative Analysis

In the qualitative portion of the study, I investigated Rosser and Javinar's (2003) framework more deeply to understand the intricacies of the model and interpret it in a real-world context. In the second phase of the study, I hosted a focus group to provide a deeper look at respondents from the quantitative phase. The goal of the focus group was to understand participants' feelings, attitudes, and perceptions about factors that impact Student Affairs professionals' retention (Vaughn et al., 1996). In this section, I provide a summary of the themes that were discovered during the focus group.

Participants

The focus group for this group was conducted in December 2018 and had seven participants. The results of this study were based on a constant comparative analysis of transcripts from this session. The majority of participants were middle aged and White, with an even distribution of men and women. Each participant was from a different department within Student Affairs. Participants had worked at the university between approximately one and 15 years. To protect the confidentiality of participants and because previous research shows that it does not impact the thickness of the data, I will provide thin description of individual participants (Brekhus, Galliher, & Gubrium, 2005). Therefore, participant information is presented in Table 4.1 with pseudonyms.

Table 4.1. Focus Group Participants

Pseudonyms	Job Title	Age Range	Years at Inst.	Gender	Children	Relationship	Race/ Ethnicity	Highest Degree
Linds	Program Manager	25-34	0-3 Yrs	F	ND	Single	White, Asian	Masters'
Bonnie	Assistant Director	35-44	10-15 Yrs	F	Yes	Married	White	Masters'
Louis	Associate Director	25-34	0-3 Yrs	M	No	Engaged	White	Masters'
Bill	Assistant Director	25-34	0-3 Yrs	M	ND	Partnered	ND	Professional Degree
Joe	Program Manager	25-34	3-5 Yrs	M	Yes	Married	ND	Bachelors'
Jack	Assistant Director	25-34	3-5 Yrs	M	ND	Single	Black or African American	Professional Degree
Ana	Associate Director	35-44	15-20 Yrs	F	No	Married	White	Professional Degree

Coding Process

I used content analysis method, as it fit the goal of my research, to describe both what leads to retention and why it leads to retention. To answer these abbreviated research questions, I created codes by analyzing the data in two steps: first to understand what leads to retention and second to understand why it leads to retention. I began with a detailed examination of codes before applying the resulting codes to the remainder of the group (Morgan, 1997b). Nine themes were identified from the coding analysis; a table with each of these themes and the frequency of each code is included in Table 4.2 and Table 4.3 (Morgan, 1997a; Onwuegbuzie et al., 2009).

Themes

Overall, the participants of the focus group described an environment which supported their decision to stay at the university. Generally, the participants agreed with the results from the first step of the research study. Findings about midlevel Student Affairs professionals' decisions to stay illuminate a variety of factors for a plethora of reasons. Overall, the focus group illuminated nine primary factors that lead to retention: (a) autonomy, (b) contribution, (c) location, (d) positive work environment, (e) resources, (f) extrinsic rewards, (g) sense of community, and (h) internal network. The focus group also revealed why these factors were important. A full chart of this information can be found in Tables 4.2 and 4.3. In these tables, I describe definitions. Based on the focus group interview responses, I used my own words to summarize the definitions for each of the constructs. After the focus group, these definitions were reviewed by each participant

and additional Student Affairs professionals who worked both at this large Midwestern university and at other universities.

Table 4.2. Themes for Why do Midlevel Student Affairs Professionals Retain

Reason	Why Important	Total Mentions	Number People Who Mentioned
1. Autonomy	Trusted at work	5	3
	Outside Responsibilities	7	4
2. Contribution	Create or Change	6	4
	Sense of Purpose	3	2
3. Location	Family	6	4
	Home	4	3
	Cost of living	3	3
4. Positive Work Environment	Be Myself	5	4
	Enjoy Being at Work	6	5
5. Resources	Desire to do good work	6	2
	Feel valued	6	4
6. Extrinsic Rewards	Financial Security	3	2
	Planning for the Future	4	3
	Perceived Personal Value	11	8
	Making Connections	5	3
7. Only Here	Collaborative Environment	5	3
	Traditions	3	3
	Fear-Grass is not greener	5	7
8. Internal Network	Professional Credibility	4	3
	Support	5	3
	Commitment to Coworkers	5	5

Table 4.3. Definitions of Themes for Why Midlevel Student Affairs Professionals Retain

Retention Factor	Definition of Retention Factor	Why is it important?	Definition of Importance
Autonomy	Freedom at work over their day-to-day schedule, try new things, and ability to adapt work processes.	Trusted at work	Ability to pursue new projects and feel supported if they fail.
		Outside Responsibilities	People or opportunities that forced participants to flex their schedules
Contribution	Individual staff member's ability to give back to the institution, department, community, colleagues or students.	Create or Change	Desire to improve the university and give back to the larger community
		Sense of Purpose	A larger reason or mission for their role within the university
Location	Geographic location of the institution in proximity to their home, family, community offerings and resources of the area and the opportunity to increase friend and colleague networks.	Family	People whom they were related to by birth or other relationships.
		Home	An environment offering security and happiness; a place where an individual feels they belong.
		Cost of Living	The amount of compensation needed to sustain a certain standard of living within a geographic location.
Positive Work Environment	An environment where professionals enjoy coming to work, feel comfortable to express their beliefs and values within the work environment.	Be Myself	Ability to share their personality, story, and opinions at work.
		Enjoy being at work	Direct and indirect meaningful connections and fun interactions with colleagues and students.
Resources	Items needed to complete professionals work effectively including money, staff, and a physical work environment	Desire to do good work	Professionals want to produce resources, programs, and events that properly aid and support students
		Perceived Department Value	One's desire to feel that the university rewards or appreciates their departments' service or mission.
Extrinsic Rewards	Overall recognition, awards, promotions, a competitive salary, and benefits.	Financial Security	Assurance that one's salary can cover their overall expenses
		Planning for the Future	Desire to plan one's future either financially, professionally, or otherwise.
		Perceived Personal Value	One's interpretation of how important they are to the institution.
Sense of Community	Institution provides specific offerings that create an environment that is supportive.	Collaborative Environment	A place where individuals can work collaborative on the same projects or discuss issues relevant to work
		Traditions	An event, practice, or state of mind which was held by the entire community.
		Fear- Grass is not greener	Concern that compensation, support, opportunities for advancement, financial security are NOT better at a different university.
Internal Network	A group of colleagues, coworkers, supervisors, and mentors within the university that contribute to success of the professional	Professional Credibility	Respect and trust earned from colleagues with years of successful professional success.
		Support	Colleagues provide caring assistance when needed. Respect of coworkers and trust that they will help you when needed.
		Commitment to Coworkers	The sense of obligation or dedication to success and happiness of coworkers.

Theme 1: Autonomy. Both at the beginning and end of the interview, participants discussed autonomy as a primary reason for why they stay at the university. One of the first responses shared by participants in the focus group was autonomy within their role at the institution. During the focus group, six participants described autonomy as having freedom at work over their day-to-day schedule, the ability to try new projects, and the ability to adapt work processes. Participants described a desire to have control over how and when they complete their day-to-day work. There were twelve mentions within the coding group of autonomy. Autonomy was important to retention because the participants felt trusted by colleagues and supervisors, which allowed them the flexibility to complete other responsibilities outside of their day job, including family responsibilities.

Trusted at work. Three participants made five mentions about trust in regard to autonomy within their roles. Specifically, participants felt that the creation of an autonomous environment portrayed trust on the part of their supervisor and colleagues, and this contributed to their interest in staying at the university. Trust was described as the ability to pursue new projects and feel supported if they fail. At the end of the focus group, I asked participants to choose just one factor which has kept them at this large Midwestern university. Linds shared the importance of feeling like her supervisors believed she was able to resolve issues that arose:

I think I would choose something similar like the empowerment to make decisions and be supported in those decisions. The trust to be able to try

something new and have it fail and be able to try something new again is very important in a role for me.

Louis shared that he wants to feel trusted and be able to do his job. He stated:

I think it goes back to the support that I received to allow me to... the trust to allow me to do my position to the best of my ability. There always mistakes that will happen. There is the good and the bad. It's that trust to allow me to pursue my job, to take it in the direction that I want to go or within range.

Ana agreed with both Louis and Linds, using the term “green light” to describe when her supervisor gives her the opportunity to pursue projects based on her vision. She shared that her supervisor basically gives her the “green light” on every project she suggests.

When describing this trust, each of the participants were passionate about their ability to be innovative and “run with” new ideas.

Outside responsibilities. Participants shared that autonomy at work was important due to the flexibility it provided them to complete other responsibilities. Outside responsibilities included people or opportunities that forced participants to flex their schedule. Four participants described the need for a flexible schedule in order to complete tasks outside of work and complete their work within their own context. There were seven mentions of flexibility throughout the interview. Joe and Bonnie discussed flexibility outside of work as necessary to fulfilling their roles as parents. Bonnie shared that autonomy within her work was really important to maintain her responsibilities at home. Specifically, Bonnie shared, “My husband travels a lot, and I have young kids, and the supporting of that flex schedule has been something that I have to have.” Bonnie said

that the autonomy allowed her to fulfill her role as a mother and her role at work and take care of herself physically and emotionally. Agreeing with Bonnie, Joe shared that he appreciated the ability to work autonomously and needed the flexible schedule to manage his own family responsibilities. However, he also shared that although he felt he was able to have autonomy within his role, there were sometimes unspoken guidelines which caused him to feel guilty when he did leave work for other responsibilities.

Theme 2: Contribution. Four participants described their ability to contribute as one of the factors that has led to their retention at the university. Ability to contribute is an individual staff member's ability to give back to the institution, department, community, colleagues, or students. Participants mentioned contribution five times and talked about their ability to contribute passionately. This theme was really important to the participants in the group because they wanted to change or create something, and they had a broader sense of purpose.

Create or change. Contribution was an intrinsic motivator for these participants because they wanted to change or create something new at institution, department, or within the community. Within the grouping of contribution, there were six mentions of creating or changing programs or events. The participants articulated that their ability to contribute was important because they wanted to elicit change at the university that would last. Ultimately, the participants shared that they wanted to improve the university and give back to the larger community. Louis shared that it was important for him to be proud of what he was doing. He felt that if he was able to change or create something new, then he would be able to contribute to the overall success of something bigger than

himself. Jack, Linds, and Ana agreed, stating that they have had the opportunity to have a lasting impact on the institution through projects. Ana shared that the ability to contribute was important to her work because she was able to see the programs and events that she had created since she started at the institution. These four participants truly valued the ability to work towards having a lasting impact.

Sense of purpose. Similarly, the ability to contribute was important for some participants because they believed they had a sense of purpose. Participants described a sense of purpose as a larger reason or mission for their role within the university. Two participants mentioned a sense of purpose three times. Throughout the overall interview, Joe was conflicted and did not always agree with how others were describing their work environment. With emphasis, Joe confessed that a main reason he has stayed has been to fulfill his personal purpose to help others. He shared:

I keep wanting to bite my tongue because I just feel like it's been a rough semester and I don't want to be the most negative person in the room...I don't love my job because it's fun, I love my job because it's not always [fun]. If not fun, what is it? I think sense of purpose is what it is... There have been times this semester where students are in crisis and you are trying to help them through those crises and it's just been difficult things to deal with. You know, you never know three, six months down the line, when you see that student and they are achieving success again. When, you realize that you enjoy the job because it's gratifying, and it wasn't fun to get from A to B. ... I think the feeling of being able to see it all the way through. I don't feel that way yet.

Jack revealed that he felt like he had a purpose to fill before moving to his next role. He shared that most of the time, midlevel Student Affairs professionals work for the intrinsic sense of purpose they feel as a Student Affairs professional. “It's a lot of people who get their own gratification from doing good work. And that's kind of what keeps Student Affairs going.” Many within the group nodded their heads in agreement.

Theme 3: Location. Five of the participants shared that geographic location was an important factor in their retention. These midlevel Student Affairs professionals described location as the geographic position of the institution in proximity to their home, family, offerings, and resources of the area, as well as an opportunity to create a broader network of friends. Location was mentioned five times and described as important in the context of the size of the city, offerings within the city, and the sense of community. Participants described location as an important factor due to their families, sense of home, and the cost of living.

Family. Participants indicated that the support and connections with their family and friends outside the university has been important to their decision to stay. Family was described by participants as people to whom they were related by birth or other relationships. There were four participants who mentioned family six times. Both Joe and Bonnie described the difficulty of moving their immediate family and their desire to stay in one geographic location. Specifically, when I asked if anyone had previously considered leaving, Joe revealed, “I was ready to leave but because I have a wife and two kids, it's not very easy to get up and leave something.” Jack and Louis shared that they moved to the location to be close to family. Jack specified that geographic location has

allowed him to continue to build his family relationships and ultimately has kept him here.

Home. In addition to the support of family, participants described location as important because it provided them with a sense of home. They defined home as an environment offering security and happiness, a place where you feel you belong. Three participants mentioned a sense of home four times. Participants described the city housing the university as home, by sharing that both the city and university community have felt like welcoming places. Louis described his passion for the city and shared his appreciation for how welcomed people have made him feel. He said with passion, “It’s a sense of home for me, which is, you can work one place but if you feel like you are at home it is a much different feeling.” Ana and Bill said that for them the location was not originally home but they were able to build a sense of home. Bill vocalized this sense of home as a major reason behind his decision to stay, “As soon as I moved to the area, I quickly made a chosen family. I think that has been a big part of why I have been able to stay at the university, so far away from my actual immediate and nuclear family.”

Cost of living. Location was important to participants, not just because of relationships but also because of the other things the city had to offer. Cost of living was mentioned specifically and was described as the amount of compensation needed to sustain a certain standard of living. With vehement agreement from the group, Ana shared that the cost of living has been a really important factor for her and her partner. She explained that she and her partner had considered moving in the past:

What are other cities ... Where we could go and live and where there are enough opportunities? Where we have diversity of job options available to us?...

Nowhere! Nowhere that is as affordable as here. I would be lying if I said that wasn't a big factor in us continuing to pursue opportunities for our growth here and not move.

The entire focus group chuckled and affirmed her statement about the impact of the cost of living. In addition to the visual agreement by the focus group participants, there were three other mentions of cost of living by three participants.

Theme 4: Positive work environment. A positive work environment was described as when, within the department, employees, coworkers, and their supervisors have good relationships and a pleasant climate. An encouraging work environment allows professionals to enjoy coming to work and feel comfortable to express their beliefs and values in their work environment. Within the group, all seven participants mentioned enjoying coming to work, and there were overall twelve codings grouped into this theme. Ultimately, participants wanted a constructive work environment because they want to feel that they can be themselves and enjoy their time at work.

Be myself. Within the group, people described the reason they want to work in a positive work environment differently. As the reason they desired a positive work environment, four participants mentioned the wish to be themselves at work, five times. Participants described “being themselves” as sharing most of their personality, story, and work relationships with their students. Joe describes a fun work environment, as one in which he can be himself. He continued:

It includes them knowing that I'm friends with my coworkers and, yes, I hang out with them and I don't live at work and sleep on a cot. The mentality thing that sometimes students forget that we are real people. So, when I hear people say that they stay because they get treated like real individuals, I think that means that I get to be me at work.

While Linds and Louis agreed that is important to have fun and share parts of themselves with their colleagues, they also agreed with Jack when he described the current environment at the university. Jack shared that although the university can be very supportive of students, they forget about the needs of staff:

I think we sometimes forget about the staff experience and how your social identities can play a role in how you show up at work. I don't think [this university] tends to that, and I don't think we want to acknowledge it. And so, that does then trickle down to how our students experience the campus.

Most of the group nodded their head in agreement at Jack's statement, agreeing that the university does not always provide support for staff members with different social identities, such as race, age, and gender identity. Overall, it was very important to participants to be themselves within the workplace.

Enjoy being at work. Beyond wanting to have a positive work environment, on a basic level, the professionals in the focus group wanted to enjoy coming to work. Enjoyment at work is described as having direct and indirect meaningful connections and fun interactions with colleagues and students. Five participants talked about wanting to work in an environment where they enjoy coming to work. Specifically, participants also

described a desire to enjoy come to work in a positive environment with their coworkers. Louis shared that he feels that the people he works with are an important part of his decision to stay:

I think in my area and in my department, I have created a connection that makes me want and enjoy coming to work. I do not sit in my car and dread walking into (my workplace) on a daily basis... For me, it's the old adage, people don't quit jobs, they quit people.

Relationships were an important part of the decision-making process.

Two of the participants identified specifically with the word fun. While Louis described an enjoyable environment as important for him personally, Ana also shared that she took delight in watching her coworkers laugh and share stories at work. Both Joe and Louis agreed with Ana when she shared, "My fun is a bit more...what's it when you're not experiencing it directly...vicariously through the staff I'm working with and if I can create an environment where they have fun, then I enjoy it." Bill shared that a positive environment was an integral part to why he stayed at the institution. He also shared that he not only wants to have a good time with his colleagues but also wants to have a pleasant time with his students. Bonnie and Joe agreed with Bill's assessment of a positive work environment that involved enjoying their time with students. Ultimately, the participants wanted a positive work environment because they wanted to be themselves and enjoy going to work.

Theme 5: Resources. Within the focus group, participants suggested that another factor for their decision to stay has been the resources that have been available within

their departments. During the focus group, there were eight references to resources by five participants within the group. The concept of resources described things needed to complete their work effectively, including money, employees, and a physical work environment. Participants claimed that resources were important for two main reasons: they wanted to be able to do their jobs well and need resources to do so, and they wanted to feel valued and respected.

Desire to do good work. Participants explained that they wanted to do good work, which they described as wanting to produce resources, programs, and events that properly aid and support students. Two participants made six mentions of their need for sufficient resources because they want to do their jobs well. They pointed out that in order to do their jobs efficiently and effectively, they needed proper resources and a proper work environment. Joe and Bonnie both talked about the need to have enough staff and a clean, healthy work environment. Joe explained that his work environment has been under construction for several months, and this had hindered his ability to meet with students. Bonnie stressed that her work level had increased without an increase in the number of professionals available to complete it. Bonnie divulged details of her current work environment:

I think we have had a dramatic increase [in the number of students coming to our office] in the last 10 years. Over 200%, without any additional funding without any additional staff, any additional resources, and that can really weigh on people. It's hard to come to work and feel fun when you don't feel supported in a bigger picture.

Feel valued. These midlevel Student Affairs professionals shared that resources were important to them because they want to feel valued as an individual and as a part of their department. Within a work environment, an individual may interpret the university's acknowledgement of worth through allocation of resources. The university shows this appreciation for individual employees or departments through allocation of money and resources. Feeling valued is how an individual employee regards or interprets that the university, department, or supervisor recognizes, rewards, or appreciates their individual service or their department's service. Ultimately, this feeling of worth is measured in comparison with others who work at the same university, based on where and how the resources are allocated. Four individuals mentioned a total of six times their need to have resources as a desire to be recognized by the university.

A few individuals debated the comparisons that occur and the lack of appreciation they feel in their roles, as some individuals felt valued and some did not. Ana articulated the internal dialog she has tried to avoid and discouraged her colleagues from thinking, "They're leaving early...Why am I stuck here so late? What's the perception? Am I comparing myself to my neighbor? Or am I okay enough to feel like I don't need to do that?"

Bonnie professed that she desired increased resources in her department so that she felt valued. Specifically, she admonished the lack of support that has been provided to her department. She admitted that the university has valid reason to increase staffing within the counseling office, because there has been an increase in mental health issues across campus. She went on to say that the increase in mental health concerns has

compounded the exponentially growing number of students who visit her office. Ultimately, she made it known that she does not feel that the institution values her department as much as it does other areas.

Louis, Bill, and Ana shared that they did feel supported within their department because they were able to pursue professional and personal development. Their supervisors provided a space where they could utilize volunteers to help with other events or attend health or professional development focused events across campus. Ultimately, resources are a factor for these midlevel Student Affairs professionals' decision to stay because they need them to do the good work they want to accomplish, and they want to feel valued.

Theme 6: Extrinsic rewards. When asked about salary, benefits, and other compensation areas, the energy in the room changed. Specifically, Louis slammed his hand on the table and the participants all jumped when they looked at him. He specifically indicated that it was “ridiculous” that institutions or the field of Student Affairs would expect participants to work for little or no salary. He said, “Yes, salary is important, it is a job!” Overall this grouping included one of the most mentioned topics throughout the interview. Nineteen statements were grouped into extrinsic value, and five focus group participants agreed that extrinsic rewards were important to their decision to stay at the university. Louis vowed that his salary is one of the main reasons he stays. Participants described extrinsic rewards as overall recognition, awards, promotions, a competitive salary, and benefits. These rewards were important to participants due to the

safety and security they provide, their ability to plan for the future, and the perceived personal value.

Financial security. Extrinsic rewards are an important factor for retention because participants want to feel secure and safe financially. Financial security was described as the assurance that participants felt over knowing that their salary can cover their overall expenses. Jack divulged that due to his role change, he currently receives less overall compensation and he still had to pay for things such as parking. He articulated a need for a certain amount of salary in order to support his living expenses.

Planning for the future. Participants described planning for the future as the ability to prepare for the long-term, either financially or professionally. For Louis, salary was important not just for his current survival, but also for his long-term retirement. He professed, “My monthly paycheck is important to my decision to stay. Yes, absolutely. Because that contributes into my retirement, allows me to live a lifestyle.”

Joe and Linds both mentioned the tuition reimbursement offered by the university and the ability to take courses for credit at the university. Joe and Linds indicated that they both utilized the tuition reimbursement. Although participants talked about the extrinsic rewards such as benefits and salary, Joe and Linds were even more passionate about the ability to take courses and continue their development. Joe described tuition reimbursement as something that none of his colleagues at other institutions were able to access and proclaimed that it was one of the major reasons he has stayed. He continued:

I think if you consider tuition, professional development, then it's been a great factor or influence on me [deciding to stay]....As someone who hopes to do

something different at one point in his career, I appreciate it. If you minus out the tuition, the other stuff isn't enough to keep me but it is very appreciated.

Although Linds did not articulate why tuition was important for her, Joe was clear that his long-term goals may require him to have increased knowledge in a different area. Therefore, he was planning for his long-term career goals.

Perceived personal value. Extrinsic rewards are important because employees want to feel that the institution, department, or their supervisor values their work through concrete rewards such as money, parking, professional development, or other benefits. Participants described perceived value as their perception of their worth or importance to the institution. All seven participants mentioned perceived personal value eleven times.

Louis and Jack shared that due to extrinsic rewards, they felt more valued by the university and their department. Ana shared that she agreed with both Louis and Jack, but also shared that it can be challenging if you compare yourself to others. For her, the actual value of rewards and benefits was important but also the perception of value compared to others. She shared:

“Salary is the driving factor, I agree with that. And I think it's challenging is equity across different departments. If you perceive that you have a comparable role to somebody, but you perceive that your salary or compensation is not the same, that does not feel good.”

On a similar note, participants discussed the lack of rewards within the Office of Student Affairs and a desire for more concrete awards in order to feel that their work is valued. Ana adds to Bonnie and Ana's desire for more awards within Student Affairs by saying,

“Especially when it's thematically important for our students. I think that would have more meaning than a certificate or something like that.” In other words, Ana is arguing that because the work of Student Affairs professionals is integral to the success of students and the university, Student Affairs professionals deserve to be recognized.

Parking and physical health programming were also discussed as a way for the university to show that they do or do not value their work as Student Affairs professionals. Several participants brought up the health resources that are offered at the university. Joe shared that he received a free fitness center pass. Bill and Linds discussed a staff-only fitness center. Bonnie mentioned that the university will provide a discount at local gyms as well. All of these resources were mentioned as a benefit that is unique and appreciated by the staff.

Theme 7: Sense of Community. The final grouping which emerged was “sense of community.” Within the focus group, participants conversed about the institutional environment that created a collaborative environment with a team approach to complete work. Many in the group felt that their work environment was more team focused compared to any other university and therefore chose not to move. This includes specific qualities about the university such as traditions, size, and intangible factors within the university environment. Five participants talked about how this institution offered a sense of community which they didn't feel was always present at other universities. The grouping was comprised of seven statements which described things that exist only at this institution. Specifically, participants mentioned three particular unique qualities that

encouraged them to stay: collaborative environment, university traditions, and the fear that going somewhere else will not have these same qualities.

Collaborative environment. Two participants talked about their office size being impacted by the overall university. Larger office size was important to these participants because they wanted an environment with multiple colleagues within a single department to create a sense of community. Sense of community was described as a place where individuals can work collaboratively on the same projects or discuss issues relevant to work. Both Bonnie and Bill shared that at other universities, their offices would be smaller and less collaborative. Since they both like the team approach, it has been important for them to continue to work at a place that allows them to work in that environment with a larger number of colleagues. Bill articulated this desire to work only here: “I just could not be by myself and not have people to rely on every day, whether that be in sorority and fraternity or Student Activities or whatnot, I just need that community, so I know, I have other folks that I can rely on should anything happen.”

Traditions. Tradition was described as an event or state of mind which was held by the entire university campus. Two participants mentioned traditions two times. With agreement from the group, one participant discussed his passion for the institution’s new student practices. Specifically, he shared being “thrown into welcome week.” As a previous outsider at the institution, his first week was during welcome week. He expressed, “I have never experienced something like that at my other institutions.” Although he was the only one who mentioned this reason for his institutional

commitment, others visually agreed that welcome week is a tradition that creates a sense of community at this university.

Fear. Participants shared that it is important that this university has a unique sense of community that they appreciate because there is an underlying fear that other institutions will not provide this same environment. Participants described this fear by using the phrase, “the grass is not always greener.” Five participants shared that they valued the stability and security that exists in their current job and feared what would happen if they decided to leave the university. This fear was mentioned five times during the interview. Within the institution, participants described how they compare themselves to others within and outside of the university. This comparison of compensation, support, opportunities for advancement, financial security, and recognition leads to feelings of the haves and have-nots. Participants shared that they fear that they cannot tell from the outside if an environment is better in a different job at a different place of employment.

Although only five statements were verbalized around the concept of fear, the energy around this coding group was palpable. Ultimately, this fear seemed to come from a feeling of safety and security. Participants valued the security they felt at their current job either from their current work environment or extrinsic resources such as money. Therefore, when they experienced challenges at work, based on a fear that they may not be able to find those same supports elsewhere, they chose to stay. Specifically, Ana discussed her difficult experiences when she started at the university and received a collective verbal agreement from the rest of the group:

It was probably 8 or 9 years ago, there was a group of us under the leadership of a fairly toxic individual who just was wildly successful but who made people around her miserable and our misery led to her success. And part of our conversation at that time was, can we leave? And well yeah- you kind of think the grass is always greener over there. The crazy I know is always better than the crazy I don't know. So, at the end, I think part of our decision was just stick it out. This crazy can't last forever. At least we know how to navigate this. It doesn't always feel healthy, but we've learned, we have done really cool interesting things. We know what to expect and so we can live with it. And that may be one of the most unhealthy things I have ever said out loud.

Bonnie also described the perception of “the grass is always greener” as a fear of loss of the safety and security that currently exists. Ana also described her decision to stay as a personal characteristic, calling herself risk adverse.

Some of this to me makes me feel like I'm super risk averse. Maybe I just, these kinds of decisions to me are about safety and security in my job. I know I have that here. There are lots of things that are good, a small number of things sometimes are not great. But once we got through that change in leadership and a new world order in my organization I feel really positive about where things are. So I'm kind of glad I stuck it out because the sunshine or the rainbow on the other side of that storm was really worth it. But, I also think, what kind of risk would I be taking if I left this environment and do I even want to find out what that would be, most days no.

Theme 9: Internal network. Another grouping that developed from the focus group conversation was of an internal network in the workplace. Eleven comments were discussed by five of the participants about the support of coworkers, supervisors, and mentors within the university. Both professional development opportunities and health opportunities increased the connections that are made by midlevel Student Affairs professionals. Three participants mentioned making connections with an internal network five times. Louis, Bill, and Ana discussed the opportunity to get involved with professional development across campus. These professional development opportunities served as a way to increase knowledge but also a way to build connections with colleagues across the university. Ana shared that health programs were valuable because they were a team bonding experience.

I think the other piece of that... is when we do stuff as a team like step-challenges. Our director says, "Hey, I'm doing this challenge, come and do it alongside our group." So, I think the piece of using stuff that exists to get people connected, is small but noticeable.

Focus group participants shared that the internal network was important to their retention because it has allowed them to build a sense of community, support system, and a professional identity within the campus. Contrary to this, Ana shared that as a supervisor, she has found that her employees believe that they can find a supportive environment no matter where they go and want consequently more from their work, such as external rewards.

Professional credibility. Internal network was important to participants because they were able to build their professional credibility across campus. Participants described professional credibility as the respect and trust earned from their colleagues with years of successful professional success. Ana shared that due to this network she has been able to gain this respect and trust: “I think for me because I have been here my entire professional career that has enabled me to build credibility to give me the autonomy to do the work that I want to do with my team the way I want to do it.”

Support. For four of the participants, internal network was important because professionals felt supported by their colleagues. Participants mentioned support five times and described it as colleagues who care about one another and give assistance to them when needed. When asked if there was ever a time that they considered leaving, both Bill and Jack shared stories of their supervisor leaving and how it impacted them. For both of them, the professional development, education, and support their supervisor provided them was integral to their onboarding and their decision to stay. Bill shared:

I knew that if we hired someone that I just wasn't going to jive with that I would be looking for something else. To go back to the last thing we were discussing about who is going to be my mentor, who is going to be that person who cares about my professional development, who is going to care about me as an individual. Luckily, that all worked out.

Ana and Jack agreed that during their on-boarding they were surrounded by a group of great people with whom they continued to stay in touch throughout their career at the university. Ana shared, “We became very close and developed a strong network.”

Both Ana and Jack described this support as the reason behind their retention. Similarly, Bill described that he was able to quickly build a network of mentors who supported him and helped him navigate his role as a Student Affairs professional, as well as the Student Affairs political environment.

Commitment to coworkers. Linds described her network as important because she felt an obligation to these coworkers to continue the work. Commitment to coworkers was defined by participants as a sense of obligation or dedication to the success and happiness of coworkers. Three participants made four mentions of commitment to coworkers. When asked if coworker support at work was important for retention, Linds shared her opinion:

I think that it's a large factor for me. If I'm surrounded by people who are supportive of me and that I feel comfortable around. And it's also like I feel an obligation to them if I have a good relationship with them. If didn't feel that then I might pursue something more interesting. But, since I have people who I know, we work well on a team together and we have lots of things going and I'm part of that team, that makes me feel kind of an obligation to stay.

Bill also shared that his team has kept him at the university, “In the work setting, the ability to work with my team and the folks that I have on my team has also kept me in my work.”

Qualitative Outcomes

As a follow-up to the quantitative analysis, the focus group was completed to understand if these results resonated with the participants, and if they did, why they were

important. The goal was to answer the sub-question about why certain factors are important to midlevel Student Affairs professionals. The results indicated that participants want to be supported, feel valued, and have a commitment to their coworkers.

Extrinsic Rewards. Participants shared the importance of other extrinsic rewards. Extrinsic rewards were important to salary because participants want financial security, the ability to plan their futures, and to feel valued by the university. First, three participants indicated that financial security has been important to their retention because they needed the salary to cover their overall day-to-day expenses. In one previous study, a researcher found similar results; midlevel Student Affairs professionals reported a higher intention of leaving if they experienced lower levels of security, including financial support, within their job (Grant, 2006). Second, three participants discussed the importance of using their salary to plan financially or professionally for their future goals. For example, Louis shared that his monthly paycheck was important to his retirement and therefore a big reason he stayed at the university. Third, all the participants described their perception of personal value from their employer. Participants wanted to feel appreciated and therefore want a salary and benefits that reflect the value the university places on them personally.

Education Level. Although education level as a predictor of retention was not mentioned in the focus group, Linds and Joe shared their passion and use of tuition benefits. Joe described tuition reimbursement as something that his university offered that others did not offer and proclaimed that having tuition benefits was one of the major

reasons he stayed, “I think if you consider tuition as professional development, then it’s been a great factor of influence on me [deciding to stay].”

Autonomy. Focus group participants discussed autonomy throughout the focus group as a predictor of retention. This autonomy was important to the participants of the focus group because for two reasons – they want to be trusted at work, and they need to be able to fulfill their responsibilities outside of work. Three participants described their desire to be trusted as the ability to pursue new projects and feel supported if they failed. Linds shared that it was important that her supervisors felt she could resolve issues at work as they arose. Specifically, she shared, “The trust to be able to try something new and have it fail and be able to try something again is important in a role for me.” Next, participants described their need to complete responsibilities outside of work. This was important to participants because they needed a work environment that understood that they had outside responsibilities and provided the ability for them to adapt their schedule to meet those expectations. Four participants mentioned outside responsibilities seven times during the focus group discussion. Participants described this outside responsibility as opportunities that force participants to flex their schedule. Specifically, Bonnie shared that this autonomy was integral to her decision to stay because the flexibility allowed her to fulfill her roles outside of the university.

Positive work environment. Focus group participants shared that a positive work environment was important to their retention. Four participants shared that a positive work environment was important because they wanted to be able to be themselves within the work environment. Participants described being themselves as having the ability to

share their personality, personal stories, and their opinions while at work. Joe described why this positive environment was important, “I get to be my whole self and bring every part of myself into what I do and that includes my conversations with students.”

Ultimately, it was important for participants to have the opportunity to share themselves with both their coworkers and their students. During the focus group, five participants shared that a positive work environment was important to them because they wanted to enjoy being at work. They described this importance as direct and indirect meaningful connections with colleagues and students. Louis shared that due to this environment, he enjoys coming to work, “I think in my area and in my department, I have created a connection that makes me want and enjoy coming to work. I do not sit in my car and dread walking into (my workplace) on a daily basis.”

Internal network. Finally, this mixed level explanatory study found that an internal network was important to midlevel Student Affairs retention. As these participants reported that they valued the professional credibility it provided them, the support they received from that network, and the commitment they had to their coworkers. Within the focus group, participants described a sense of professional credibility that came from working at the university for several years. In addition to professional credibility, an internal network was important to midlevel Student Affairs professionals’ retention because their colleagues provided them with a sense of support and caring assistance when needed. Bill described this support as having respect for his coworkers and trust that they would help him when needed. Bill shared that he chose to stay at the university because he was able to build a network of mentors quickly. His

mentors supported him and helped him navigate his role as a Student Life professional. Finally, participants explained that the internal network was important to their retention because it led to a sense of obligation to those coworkers. This obligation was described as a sense of commitment and dedication to the success and happiness of their coworkers. Linds shared that this was important to her decision to stay:

I feel an obligation to them if I have a good relationship with them. If I didn't feel that, then I might pursue something more interesting. But, since I have people who I know, we work well on a team together, and we have lots of things going and I am a part of that team, that makes me feel kind of an obligation to stay.

Overall Results

In explanatory sequential mixed methods, the quantitative and qualitative data are analyzed separately (Creswell, 2014). Not until the discussion and interpretation should the researcher interpret how the qualitative findings help to explain the quantitative result (Creswell, 2014). Therefore, I will now summarize the results of both qualitative and quantitative results as they pertain to the research questions.

What Led to Retention of These Midlevel Student Affairs Professionals?

Overall, this research project found that both demographic variables and individual perception items were predictors of retention of midlevel Student Affairs professionals. The outcome for the quantitative step was retention at the university (EMPLOYED2018), which was measured by employment at the university. The survey was implemented in January of 2014, and human resources reported the retention of employees who took the survey in January 2018. There were factors that were identified

by participants that were different than the first, quantitative step of this project.

However, due to the design of the study, the overarching results only focus on the factors that were identified as important both within the quantitative and qualitative study. The qualitative study helped to understand and create context around each survey item that was found to be significant, leading to a list of five factors that led to retention of midlevel Student Affairs professionals.

Salary. According to quantitative results, salary level was a significant predictor of retention at the university ($\beta=.256, p<.05$). This was supported by the qualitative data. One participant emphatically stated that salary was the reason he was still employed at the university. He stated, “My monthly paycheck is important to my decision to stay. Yes, absolutely!” Many participants agreed that salary, in addition to extrinsic rewards, was very important to their retention.

Education level. Having a higher education level indicated a greater chance that individuals stated at the university ($\beta=.475, p<.05$). The odds of retention are .4 higher for those who started with a lower salary when compared to those who started at the university with a higher salary. Within the qualitative study, participants did not mention their education level as a predictive factor of retention. However, continuing their education was an important extrinsic factor that was important to participants. Specifically, two participants indicated that they both valued highly the ability to take courses for credit as a part of their compensation.

Flexibility. Midlevel Student Affairs professionals who were able to adjust their schedule for personal or family reasons were significantly less likely to leave the

university ($\beta=.33$, $p<.05$). The qualitative results supported this finding. Participants indicated that freedom over their day-to-day schedule at work, the ability to try new things, and the ability to adapt their work process was important to their retention. Specifically, one participant shared, that they need to “flex” their schedule to support their family.

Positive work environment. I found that agreement that people at work have fun and enjoy themselves predicted 2.5% of the variance ($R^2=.025$, $p<.05$) and predicted retention at the university ($\beta=.327$, $p<.05$). During the focus group, I asked participants if they identified with this statement. Most of them did not identify with the Staff Climate Survey’s use of the word fun in this statement. However, they did emphasize that an overall positive work environment was important to their retention. Focus group participants described the importance of an environment where they enjoy coming to work and feel comfortable to express their beliefs and values. Specifically, one participant shared, “I think in my area and my department, I have created a connection that makes me want and enjoy coming to work.”

Internal network. Midlevel Student Affairs professionals who felt that there was respect in their workplace were 1.46 times more likely to stay at the university. In the focus group, participants agreed that having the support of their colleagues was important to retention. For some participants, this network of colleagues included both their immediate colleagues and colleagues across campus.

Why Did These Factors Lead to Retention?

As a follow-up to the quantitative analysis, the focus group was completed to understand if these results resonated with the participants, and if they did, why they were important. Therefore, the overarching results will only focus on the importance of the factors that were identified as significant in the quantitative results. This study found that extrinsic rewards, positive work environment, and internal network were the most important factors.

Extrinsic rewards. Focus group participants explained that extrinsic rewards were important to them for three main reasons. First, participants wanted to feel financial security. Second, participants wanted to use their salary to plan for their future goals. Third, participants wanted to feel appreciated by the university.

Autonomy. This autonomy was important to the participants of the focus group because for two reasons – they want to be trusted at work, and they need to be able to fulfill their responsibilities outside of work. Three participants described their need to be able to pursue new projects and feel supported if they failed. Participants described the need to complete responsibilities outside of work.

Positive work environment. As a follow-up to the survey question about fun with coworkers, participants shared that a positive work environment was important to their retention. Participants described a positive work environment as important because they wanted to feel they could be authentic at work and they wanted to enjoy being at work. It was important for participants to share their personality at work and have fun in order to experience a positive work environment and retain at the university.

Internal network. In the focus group, participants shared that an internal network of colleagues was important to their retention. This network of colleagues was important because participants felt they received support from this network, and they had invested time in creating this professional credibility. This professional credibility was described as respect and trust of colleagues. The support was described as assistance from others and support of colleagues across campus.

Table 4.4. Side-by-Side Comparison of Quantitative and Qualitative Analysis

Method	Quantitative		Qualitative
Main Question	What factors lead to the retention of midlevel Student Affairs professionals at one large Midwestern university?		Why do midlevel Student Affairs professionals choose to stay at one large Midwestern institution?
Epistemology			Pragmatism
Theory		Rosser and Javinar (2003) Model of Intent	
Population	427		~50-60
Sample	249 (58.32%)		8
Sequence	1st		2nd
Goal	Understand what factors lead to retention of midlevel Student Affairs professionals at one Large midwestern university		Understand why midlevel Student Affairs professionals chose to retain at one large Midwestern university
Sub Questions	Does the Rosser and Javinar (2003) model fit in a prediction of midlevel SA professionals at one large midwestern university?	No	Among the factors which were found to be predictors of retention (in the first step), why are these factors important? See Table 2
	-If yes, what is the overall fit indices of the model?	N/A	Among the factors that are correlated to retention, why are these factors important? See Table 2
	-If no, does a simplified version of the Rosser and Javinar (2003) model fit for midlevel Student Affairs professionals at one large midwestern university?	No	In addition to the factors found to be significant predictors of retention in the first step, what other factors are important? Why are these factors important? See Table 2
	----If yes, what are the overall fit indices of the model that does fit?	N/A	
	----If no, are there parts of the Rosser and Javinar (2003) model that fit midlevel Student Affairs professionals at one large midwestern university?	No	
	----If yes, what are the fit statistics for that model?	N/A	
	----If no, what factors directly predict retention?	Autonomy, Respect of Colleagues, Fun Work Environment	
	Is there a direct effect of salary on retention?	Yes	
	Is there a direct effect of satisfaction on retention?	No	
	Is there a direct effect of morale on retention?	No	
	Is there a direct effect of work life issues on retention?	No	
	Is there a direct effect of recognition on retention?	No	
	Is there a direct effect of department on retention?	No	
	Is there a direct effect of conditions on retention?	No	
	Is there a direct effect of support on retention?	No	
	Is there a direct effect of external on retention?	No	

** See Tables 1 and 2 for full details on qualitative results

Key Findings of Quantitative Results

The goal of the quantitative methodology was to determine which factors were important to the retention of midlevel Student Affairs professionals. There were four steps to this process. First, correlations were reported for each of the factors constructed by an expert panel. Second, the structural equation model created based on the Rosser and Javinar (2003) theoretical model was completed. Results from these tests did not meet the prescribed model fit numbers from the literature. Third, I completed independent samples t-tests for all items and the constructs created by experts. Fourth, I completed logistic-regressions on the variables which produced significant results in the t-tests: education level, salary, flexibility, fun, and respect. For each of these variables, the logistic-regressions produced significant results at $p < .05$. Ultimately, I found that the Rosser and Javinar (2003) constructs were not significant predictors of retention, but demographic items and items within the Rosser and Javinar (2003) theoretical framework significantly predicted the retention of midlevel Student Affairs professionals.

Key Findings of Focus Group Results

The goal of the focus group was to follow-up the quantitative results and understand why certain factors are important to retention. The questions of the focus group were based on the quantitative results and provided nine factors which led to retention: autonomy, contribution, location, positive work environment, resources, extrinsic rewards, sense of community, and internal network. The focus group also revealed why these factors were important. Participants shared that there were multiple underlying reasons behind each factor of retention. Specifically, participants mentioned

that these factors were important due to: trust, outside responsibilities, creating or changing the environment, a sense of purpose, family, home, cost of living, the ability to be themselves, enjoy being at work, desire to do good work, feeling valued, financial security, planning for the future, perceived personal value, collaborative environment, traditions, fear, professional identity, support, and commitment to coworkers.

Overall Summary

The overarching question and theoretical framework led to the creation and implementation of this research project. I first sought to understand what factors lead retention, and the quantitative analysis produced significant results of logistic regressions for education level, salary, flexibility, fun, and respect. In the focus group, I sought to understand why these factors were important. Participants shared that extrinsic rewards, including salary, were important because they wanted financial security, the ability to plan for the future, and the perception of feeling valued. Participants shared that flexibility or autonomy was important because they wanted to be able to feel trusted at work and to balance their outside responsibilities. Participants also indicated that a positive work environment, in which they might have fun, was important because they wanted to enjoy being at work and feel like they could enjoy themselves. Rewards, autonomy, and a positive work environment all contributed to these participants remaining in Student Affairs at this university.

Chapter 5: Implications and Discussion

Midlevel Student Affairs professionals are the backbone of higher education institutions, and their retention is important to the overall success of colleges and universities. In this dissertation, I sought to understand the phenomenon of retention of midlevel Student Affairs professionals by using a mixed methods explanatory design (Creswell, 2014b). In the quantitative step of the project, I analyzed the data through structural equation modeling, independent samples t-tests, and logistic regressions to understand what factors or items led to the retention of midlevel Student Affairs professionals. In the qualitative phase, I hosted a focus group of seven participants to provide context to the quantitative results and understand why certain factors are important to the retention of midlevel Student Affairs professionals.

In this chapter, I will apply the Rosser and Javinar (2003) theoretical framework to interpret the overlap of the quantitative and qualitative results. Then, I will interpret the results within the context of existing literature and discuss implications for practice and future research. Finally, I will summarize the strengths and limitations of the project and provide an overall summary.

Overall Findings of This Explanatory Mixed Methods Study

In an explanatory sequential mixed methods study, the data is analyzed separately and then interpreted (Creswell, 2014b). Ultimately, the researcher should interpret the findings to understand how the qualitative findings help explain the quantitative findings (Creswell, 2014b). In this project, I sought to answer two main research questions: (a)

What factors lead to the retention of midlevel Student Affairs professionals? (b) Why do midlevel Student Affairs professionals choose to stay at an institution? These research questions, as well as the sub-questions can be found in Table 3.1. In this section, I will summarize the results from the two overarching questions.

Which Factors Led to the Retention of Midlevel Student Affairs Professionals?

This research project found that demographic variables and individual perception items were predictors of retention of midlevel Student Affairs professionals. Based on the theoretical model, demographic variables were analyzed including salary and education level. First, since Rosser and Javinar (2003) found that salary and salary satisfaction were important predictors of overall satisfaction, I tested the impact of salary on the retention of the midlevel Student Affairs professionals at this university. Both the quantitative and qualitative results found that salary was a predictor of retention. Existing literature also supports this finding (Rosser & Javinar, 2003); previous research showed that in a study of higher education professionals, professional rank was significantly related to satisfaction (Volkwein & Parmley, 1998). Researchers also found that midlevel administrators with lower salaries were more likely to leave their positions (Donaldson & Rosser, 2007). Therefore, the starting salary, in addition to rank or current salary, was important to midlevel Student Affairs professionals and their decision to stay at the university.

Second, although Rosser and Javinar (2003) included education level as a possible retention factor, they did not find that it was a significant predictor of retention. In addition to salary, this research project found that education level was, in fact, a

significant predictor of midlevel Student Affairs professionals. Within the qualitative study, there was minimal evidence to support the impact of education level on retention, but participants did discuss the desire to continue their education. Therefore, it is hard to determine if midlevel Student Affairs professionals stay the university longer due to their entry level salary or their entry level education level. While there is evidence to suggest a relationship between education level and retention, education level may not be directly connected to retention of midlevel Student Affairs professionals.

Next Rosser and Javaiar (2003) also identified several constructs which predicted retention at the university including a work life construct. Although these constructs were not found to impact retention, individual items within these constructs were found to predict retention. The first factor which was identified as a predictor of retention was flexibility or autonomy. Participants indicated that freedom over their day-to-day schedule at work, the ability to try new things, and the ability to adapt their work process was important to their retention. This finding is in agreement with previous research that found that higher education professionals value intrinsic rewards higher than extrinsic rewards (Hirt et al., 2004; Volkwein & Parmley, 1998). Intrinsic rewards include feelings of accomplishment, recognition, and autonomy (Hirt et al., 2004; Volkwein & Parmley, 1998). Additionally, previous researchers found that increased intrinsic rewards led to increased job retention (Volkwein & Zhou, 2003). In a study specifically of midlevel Student Affairs professionals, Grant (2006) found that several intrinsic factors predicted job satisfaction, including flexibility. Therefore, flexibility of schedule is an important factor for retention of midlevel Student Affairs professionals. This also aligns with

previous research such as the Job-Demand-Control-buffer hypothesis. This hypothesis indicates that the negative impact of high demands are counteracted by control over one's work (Alfredsson et al., 1985; Hammar et al., 1994).

The next factor which was important to the retention of midlevel Student Affairs retention was a positive work environment. The results from this study were in line with a previous study of midlevel Student Affairs professionals, in which the researcher found that extrinsic factors including work balance and relationships with colleagues were important to job retention (Grant, 2006). The results found in this study also aligned with a national study of midlevel managers outside of higher education (Greenhaus et al., 2003).

Finally, although the Rosser and Javinar (2003) study identified both that external relationship items (with external partners, students, and faculty) and department relationship items (between coworkers and supervisors) contributed to intention to stay, they did not separate these items. Within both the quantitative and qualitative steps of the project was importance of an internal network was a significant predictor of retention. This network of colleagues is important to midlevel retention.

Why Are Certain Factors Important to Retention of Midlevel Student Affairs Professionals?

As a follow-up to the quantitative analysis, the focus group was completed to understand if these results resonated with the participants, and if they did, why they were important. The questions were developed to delve deeper into the results of the

quantitative analysis. Therefore, the overarching results will only focus on the importance of the factors that were identified as significant in the quantitative results.

Extrinsic Rewards. As a follow up to the survey, focus group participants were asked about the importance of salary and benefits to their retention decision at the university. In addition to salary, participants valued extrinsic rewards. First, they valued these rewards because they wanted to feel financial security. In one previous study, a researcher found similar results; midlevel Student Affairs professionals reported a higher intention of leaving if they experienced lower levels of security, including financial support, within their job (Grant, 2006). Second, they valued these awards because they wanted to plan their futures. Third, they wanted to feel appreciated through the monetary value the university placed on their worth. In a previous study, researchers found that perception of value and extrinsic rewards such as money were linked to overall satisfaction (Bassett-Jones & Lloyd, 2005).

Education level. As mentioned above, participants did not talk specifically about their education level upon entering the university and whether or not it impacted their decision to stay at the university. However, research on professionals inside higher education argue that higher education professionals often need a terminal degree to advance in the field (Rosser & Javinar, 2003). If professionals do not have a terminal degree, they might leave the field of higher education because they cannot advance with their current qualifications. In one study, the researchers found that African American administrators specifically felt like they could not move up within their roles without a

PhD or EdD (Maton & Hrabowski, 2004). Alternatively, they might leave the institution to pursue a terminal degree within higher education.

Autonomy. At the start of the focus group, participants were asked to identify the most important reasons they chose to stay at the university. One of the first things participants shared was the autonomy within their roles. This autonomy was important to the participants of the focus group because for two reasons – they want to be trusted at work, and they need to be able to fulfill their responsibilities outside of work. This is supported by literature on satisfaction. Researchers have found that higher education professionals value intrinsic rewards such as autonomy within their roles (Hirt et al., 2004; Volkwein & Parmley, 1998). Additionally, these intrinsic rewards have been shown to lead to satisfaction, and ultimately retention (Volkwein & Zhou, 2003).

In tests of the Job Demand-Control Model, researchers found that the relationship between the level of employee perceived demand and level of control predicts well-being at work (Kasl, 1996; Wall et al., 1996). Job control was defined as a person's ability to control their work activities or decisions (Karasek, 1979). First, participants shared their desire to be trusted at work. Previous research on midlevel higher education professionals indicates that universities need to create an environment where employees can learn supervision skills and one of the keys to this is trust among coworkers (Nichols & Baumgartner, 2016). In another study, the researcher found that two-thirds of the participants described trust as an important part of being a good employee and good supervisor (Dalton, 2003). Therefore, in order to create a good relationship between employees and their supervisors, a trusting environment must be created. The quantitative

research results indicated that flexibility of work schedule was important to midlevel Student Affairs professionals. In the focus group, participants described the need to complete responsibilities outside of work. A previous study, specifically on female administrators, indicated that a flexible schedule was necessary to take care of both their parents and their children (Loder, 2005).

Positive work environment. Midlevel Student Affairs professionals shared that a positive work environment was important to their intention to stay because they want to be able to be themselves and enjoy being at work. All participants shared that positive work environment was important to them. Participants indicated that it was important to them to enjoy their work because they wanted to feel that they had the freedom to be themselves. In a previous study in the medical field, professionals found that the ability to be authentic at work relieved burnout therefore impacting overall retention (Grandey, Foo, Groth, & Goodwin, 2012). Focus group participants also shared that they also wanted to have fun at work because they wanted to enjoy being at work. Grant (2006) found similar results – if midlevel Student Affairs professionals are not enjoying their work, their intent to leave increases (Grant, 2006).

Internal network. Participants indicated that the final factor leading to retention was an internal network. While different reasons were given for why participants appreciated having an internal network, midlevel Student Affairs professionals generally reported that they valued the professional credibility it provided them, the support they received from that network, and the commitment they had to their coworkers. Participants described a sense of professional credibility that came from working at the university for

several years. As staff members developed an increased network, they felt that they had earned the respect and trust of their colleagues. Similar to the credibility that is made within professional organizations (Chernow et al., 2003), staff members who worked at one university for several years felt that they had a higher personal, expert credibility and this encouraged them to stay at the university.

In addition to professional credibility, an internal network was important to midlevel Student Affairs professionals' retention because their colleagues provided them with a sense of support. This aligned with the Job-Demand-Control-Support-buffering hypothesis (J. V. Johnson & Hall, 1988). Researchers, while testing the JDCS-buffering hypothesis, found that if an employee reported low levels of conflict with their coworkers, their overall satisfaction was higher (Solomon & Tierney, 1977). Participants also explained that the internal network was important to their retention because it led to a sense of commitment to coworkers. In the Herzberg (1996) motivation theory, participants described that in the absence of "hygiene factors" such as work conditions and relationships, items such as pay can create job dissatisfaction. Ultimately, the model predicted a positive relationship between job satisfaction and positive work relationships. In another study, Student Affairs professionals reported that their supervisors, supervisees, students, colleagues, friends, and family were the key to their overall job satisfaction (Renn & Hodges, 2007). Overall, this study answered the questions what factors lead to midlevel Student Affairs professionals and why these factors are important.

Strengths and Limitations

This study on midlevel Student Affairs professionals provided significant results for both professionals and researchers on the topic of retention of midlevel Student Affairs professionals, but, like all other research projects, this study had both strengths and limitations. This research study was limited in two main ways. First, this research project was limited by time. Due to the fact that this study was completed for a dissertation, there was not an unlimited period of time in which to complete it; therefore, the population size was limited for both steps of the project. Due to both timing and the findings of previous research, I chose to complete only one focus group. Although previous research supports that 80% of the findings would be identified with one focus group and it was a mixed methods study, an inclusion of multiple focus groups completed by different researchers might have provided additional information. If this project had included follow-up interviews with individual participants, it could have provided additional insight into why midlevel Student Affairs professionals chose to retain. Additionally, since I chose to complete the study at one large Midwestern university, a different perspective may have been gained from looking at other, additional universities. This study was focused on a unique population with unique opinions at a unique school.

Second, this project was limited due to the use of a pre-existing survey, which was developed by a committee internal to the university. It was not developed with this study in mind and was only developed for this one institution. Therefore, there was some measurement error that occurred with the survey items. Within the survey, there were important pieces that were missing from the survey, such as measurements of

discrimination. Therefore, within the Staff Climate Survey, many of the items overlapped on different constructs, making it challenging to create and test the overall retention model. To compound the issue, since I was utilizing a pre-existing survey and a pre-existing theoretical model, this led to overall measurement error for the morale construct. For example, after utilizing a CFA to try to measure overall morale, the model still did not adequately fit. Although the theoretical model worked while utilizing a specific survey, it did not work with a survey that did not include all of the measured items. This compounded the already inadequate measurement of each of the constructs within the Rosser and Javinar (2003) model. Additionally, upon starting this project, I expected to receive multiple years of data. However, due to confidentiality of the participants, the survey data from past years did not include any identifying information, which was necessary for merging multiple years of data. As a result, only one year of survey data was included in this analysis. Due to this same confidentiality concern, I was unable to complete a typical explanatory mixed-methods research project. Since I was unable to receive the contact information for survey respondents, I was required to use participants who may or may not have completed the original quantitative survey.

This research project also had some important strengths. For example, this is one of very few research projects on Student Affairs professionals that utilized a mixed methods model. Previous researchers chose to either focus on quantitative or qualitative research. Therefore, this project provided a broader understanding of the midlevel Student Affairs experience. Next, this study furthered research on the topic of retention of midlevel Student Affairs professionals. Currently, there are very few authors who have

completed studies on this topic. Therefore, this study significantly increases the amount of available research in this area. Finally, this research project provided insight into a question that had not previously been addressed: why certain factors were important to the retention of midlevel Student Affairs professionals. Although a few studies have looked at both satisfaction and retention of Student Affairs professionals, this study provided an additional lens and deeper understanding of why certain factors are important. This context is important to the decision-making processes of supervisors as they try to improve work environments for their employees.

Interpretation of Results within the Context of the Rosser and Javinar (2003)

Conceptual Framework

The Rosser and Javinar (2003) conceptual framework was chosen as the most suitable theoretical model for this study because Rosser and Javinar are experts on the topic of midlevel staff retention, the model included relevant predictive factors, and the model has consistently predicted both intention to stay and retention for midlevel professionals. However, Rosser and Javinar (2003) do not succinctly define work life in their research.

Overview of the Model

To measure the concept of work life, my model used seven constructs focused on relationships, intervention, and the work environment. This framework predicted intention to stay of midlevel Student Affairs professionals based on their reported morale and satisfaction, which were determined by demographic and work life characteristics.

They found that intention to stay was predicted both directly and indirectly by several of the factors within the model (Rosser & Javinar, 2003).

Support of the Rosser and Javinar (2003) Theoretical Model

The model predicted that both morale and satisfaction impacted intention to stay. In this study, I applied the model to predict retention. The results of the study indicated that the Rosser and Javinar (2003) conceptual framework correctly explained the impact of morale and satisfaction on current employment status. Ultimately, the mixed methods explanatory model used in this study built upon the existing model and found that morale impacts retention, as well as intention to stay.

Does Morale Impact Intention to Stay? Although the quantitative results utilizing the construct of morale developed with the team of experts did not predict retention, the focus group did support the idea that morale predicts intention to stay. The three interrelated dimensions that were used to define morale were each supported by this explanatory mixed methods research model. The first concept within morale was the institutional regard which Johnsrud (1996) defined as the measure of care the institution has for the individual, the fairness of the institution, and the value the institution shows for an individual employee. In this study, institutional regard was primarily demonstrated through a discussion of resource allocation. Within the focus group, participants indicated that two of the main reasons they stayed were resources within their department were value and resources. Participants argued that these resources were important because they signified the value that the institution felt for their department or them as individuals.

The second aspect of morale was mutual loyalty. Mutual loyalty was described as the commitment the participants had to the institution and the extent to which administrators believed their opinions mattered. Participants within the focus group shared that the sense of community was important to their intention to stay. Participants indicated that through the sense of community, they receive certain support and resources and that this uniqueness increased their loyalty to the institution. Many within the group felt that their work environment was better than at any other university and therefore chose not to leave. This loyalty was based on traditions, collaborative environment, fear that other universities do not have the same opportunities, and other intangible characteristics of the university.

Finally, Johnsrud (1996) described morale as quality of work, including the consistent variety, common purpose within the unit, freedom on the job, and anticipating a better place to work. In addition to the loyalty described as part of the “only here” factor, participants in the focus group also described a sense of fear that the grass is not always greener. This relates to the measurement of morale around the anticipation of a better place to work. Ana described this fear, “I also think, what kind of risk would I be taking if I left this environment and do I even want to find out what that would be, most days, no.” Research shows that those with other opportunities, low investment in their current work environment, and fewer emotional attachments are not as entrenched within their work environment and therefore more mobile (Carson, Carson, Phillips, & Roe, 1996).

Overall, the prediction of morale impacting retention was supportive of the Rosser and Javinar (2003) model. Parts of morale, including a value of institutional prestige and available resources, were important to midlevel Student Affairs professionals at this large Midwestern university. Since the quantitative analysis did not support this prediction, perhaps the theorist should consider more clearly defining morale theoretically, as well as empirically.

Does Satisfaction Predict Retention? Although the structural equation model used in this study did not predict that satisfaction was a strong predictor of retention, the t-tests and logistic regression and focus group in this study showed that satisfaction was a good overall predictor of retention. Satisfaction, or an employee's feelings about their work (Rosser & Javinar, 2003), was measured by variety in the job, enjoyment of the work, input in matters that impact the job, freedom on the job, trust and confidence in colleagues, satisfaction with work responsibilities, and self-reported overall satisfaction. This study found that the overall construct of satisfaction defined by Rosser and Javinar (2003) did not predict retention.

However, some of the pieces of satisfaction as defined by Rosser and Javinar (2003) were good predictors of retention: enjoyment (Davis-Blake, Broschak, & George, 2003; W. D. Hunter, 2004), impact (Spence Laschinger, Finegan, Shamian, & Wilk, 2001), and freedom (Bruening & Dixon, 2007). This study indicated that having fun at work and having a positive work environment were strong predictors of retention for midlevel Student Affairs professionals. First, in the quantitative analysis, I found that participants who had fun at work were more like to retain. Focus group participants

shared that a positive work environment allowed professionals to look forward to coming to work and feel comfortable expressing their beliefs and values within their work environment. Participants described a desire for a positive work environment because they wanted to be themselves and enjoy their time at work. Bill shared that appreciation of the job was an integral part of why he has stayed at the institution. He shared that he wants to look forward to coming to work and anticipate having fun with both his colleagues and students.

Another aspect of satisfaction was having input into matters that impact the job. The study found that ability to give back to the institution or contribute was a reason that participants stayed at the university. The participants wanted the ability to create change for the larger university environment or students. They shared that they wanted to do good work by producing resources, programs, and events that aided and supported students. Louis explained that it was important for him to be proud of what he was doing within his job. Freedom on the job also contributed to professionals' job satisfaction (Rosser & Javinar, 2003). This study indicated that autonomy and flexibility within one's work schedule were strong predictors of overall retention. Participants described autonomy as important because they wanted the flexibility to be able to complete their outside responsibilities when they needed to.

Some of the other aspects of satisfaction were not measured by the survey; these included trust and confidence in colleagues and satisfaction with work responsibilities. Overall satisfaction was measured but was not a good predictor of retention at the university for these midlevel Student Affairs professionals.

Recommendation for the Model

Based on the results of this study, I recommend that the Rosser and Javinar (2003) conceptual framework should be simplified. There are three primary reasons for this recommendation: the constructs measured in the study overlap, the model may not be found predictive if all of the thirteen constructs were not measured with the existing data, and the model is missing a few relevant items that were significant predictors of retention.

Overlap of Constructs. Two concepts in the Rosser and Javinar (2003) model – morale and satisfaction – demonstrate an overlap in measurement. Morale was defined as the level of well-being a group felt about their institution (Johnsrud, 1996), and it was measured by items such as, “This institution is a caring organization.” It was mapped to items in the Staff Climate Survey focused on well-being such as, “When I am at work, the environment is positive.” However, this item could have also defined the department environment in the Rosser and Javinar (2003) model, which intended to describe an individual’s experience within and satisfaction with their own department. Within the Rosser and Javinar (2003) study, the researchers used also items such as, “There is a strong sense of teamwork in my unit.” These types of items could easily be considered indicators of either morale or satisfaction.

There was also overlap between Rosser and Javinar’s (2003) construct of satisfaction and other work life factors. In comparison with other models, Rosser and Javinar (2003) defined satisfaction differently. Grant (2006) described satisfaction as the overall quality of his or her position, but Rosser and Javinar (2003) described satisfaction

as an individual's feelings about their role. Rosser and Javinar (2003) measured satisfaction with items such as "I have the trust and confidence of my colleagues." On the Staff Climate Survey, a similar item measuring coworker respect, "My coworkers generally treat each other with respect," was used to measure interdepartmental relationships, which was defined as the quality of relationships with individuals who work within the same department. Interdepartmental relationships were measured with items such as, "I have good relationships with the colleagues in my unit." In evaluating the Rosser and Javinar (2003) model, it is difficult to parse which aspects of coworker or colleague relationships related to satisfaction versus interdepartmental relationships.

Unmeasured Constructs. The reliability of the model may be in question if the tools used to measure it are missing some of the constructs. In this case, the constructs of external support and discrimination were not mentioned. External describes perceived relationships with faculty, students, and administrators and others outside of one's immediate office or team. Although the Staff Climate Survey asked questions about relationships with leaders within the university, it did not ask questions about relationships with faculty or students.

Similarly, there were no factors that predicted discrimination. Generally, universities have recently started to accumulate data on discrimination (Ely & Thomas, 2001), so it may be difficult to get this information for most institutions. Many times, human resources offices and survey researchers do not want to ask questions about areas of concern that they are unable or unwilling to fix. Therefore, the lack of questions on discrimination might be a national issue, as opposed to one specific to this university.

However, the lack of items on a key construct is still problematic. Using this Staff Climate Survey as an example, the complex Rosser and Javinar (2003) model may not produce significant results if all constructs were not measured.

Missing Items. This study indicated that there were concepts that may be missing from the Rosser and Javinar (2003) theoretical framework. There were two constructs that were found to be significant predictors of overall retention that were not included in the Rosser and Javinar (2003) model: location and sense of purpose.

Location. This explanatory mixed method sequential research study found that geographic location may have a direct or indirect impact on retention, based on overall satisfaction with relationships outside of the institution. Bill vocalized that he felt a sense of home within the city and that this was an important reason to stay at the university. This is supported by other job retention theoretical frameworks. In a study of professional identity of midlevel Student Affairs professionals, the authors identified three distinct factors of professional identity: values congruence with the profession, community connection, and career contentment (Wilson et al., 2016). The community connection factor is especially relevant to the findings of this study. The community connection variable was identified by the level of commitment professionals had to their geographic area or institution. This sense of connection to the community was also tied to the first factor identified by Wilson et al. (2016), values congruence. Values congruence was determined based on self-reported values alignment with the field of Student Affairs. Therefore, geographic location may be important to retention and to professional identity. If professionals are connected to the larger community, they may be more likely to stay at

the institution. Based on the existing literature and this study, I recommend that the Rosser and Javinar (2003) model be updated to include a factor of location predicting overall satisfaction, and indirectly predicting retention.

Sense of Purpose. Finally, this study indicated that due to midlevel Student Affairs professionals' overarching sense of purpose for their work, they are more likely to stay at the institution. Previous studies on midlevel Student Affairs professionals did not measure sense of purpose as a predictor of overall retention. Unique to this study, participants described a deeper need to serve others and stay at the institution to fulfill their own personal purpose. Similarly, Herzberg (1966) argues that most individuals sincerely want to do a good job within their roles. In this study, participants described that this sense of purpose was important to their retention and their love of their job. For example, Joe shared, "I don't love my job because it's fun, I love my job because it's not always (fun). If not fun, what is it? I think sense of purpose is what it is...."

Interpreting the Results of this Study within the Context of Existing Literature

There are two broad areas of existing research on retention of midlevel Student Affairs professionals: peer support and autonomy/flexibility. This study contributed to these two areas of the research and expanded the knowledge based within these two areas.

Peer Support

Peer support is defined as colleagues, coworkers, supervisors, and mentors who contribute to the success of the professional. Existing research focuses on support in many different fashions including from peers, coworkers, and supervisors. Researchers

have found that coworker, supervisor, and mentor relationships impact job satisfaction of Student Affairs professionals (K. M. Lombardi & Mather, 2014; R. T. Lombardi, 2013). Additionally, researchers found that effective supervision was correlated with overall professional staff retention (Tull, 2004, 2006).

Rosser and Javinar (2003) argue that both external and interdepartmental relationships are important to satisfaction and ultimately retention. However, in another study, staff relationships were not a significant predictor of retention of midlevel Student Affairs professionals (Rosser, 2004). This study found that internal support such as coworker, mentor, peer, and supervisor support were important to overall retention. The study found that a fun work environment and respect of coworkers, as well as any type of support from colleagues were predictors of retention. This support was important for two reasons, the first of which being that the midlevel Student Affairs professionals value the dependability of their coworkers. Second, support was important to retention of midlevel professionals because they felt entrenched within their roles due to the professional credibility they had built and the overall commitment they felt towards the success and happiness of their coworkers.

Autonomy and Flexibility

The second large contribution of this of research is that autonomy and flexibility are relevant to midlevel Student Affairs professionals' retention. Autonomy and flexibility are a part of a concept other researchers define as intrinsic rewards, which include feelings of recognition, accomplishment and autonomy. Multiple researchers have found that higher education professionals value intrinsic rewards more than

extrinsic rewards (Hirt et al., 2004; Volkwein & Parmley, 1998). In addition to the value placed on intrinsic rewards, researchers studying professionals outside of higher education found that intrinsic rewards lead to increased job retention (Volkwein & Zhou, 2003).

The JDCS model, which has been tested on professionals in many different roles, measures the relationship between the level of demand and control to predict overall well-being (Karasek, 1979). Job control is defined as a person's ability to control their work activities or decisions (Kasl, 1996; Wall et al., 1996). Therefore, autonomy and flexibility have been tested in other areas and are proven to predict professionals' decisions to stay at the university. This study supported that prediction with midlevel Student Affairs professionals, finding that professionals valued the ability to make mistakes and be trusted by their co-workers.

Additionally, the study found that professionals valued the ability to adapt their schedules in order to take part in activities outside of work, such as family commitments. Previous researchers found that midlevel professionals must balance family relationships within and outside the university (Stohl, 2007). Nationally, research has found that midlevel leaders are at a time in their lives where they are establishing and growing their families (Mills, 2009) and that midlevel higher education professionals are joining leadership roles within professional development associations (Chernow et al., 2003). Therefore, both, families and professional development roles can be time-consuming commitments for midlevel Student Affairs professionals. This makes the ability to adapt their schedules to meet these expectations outside of the work environment even more

important. This study found that the flexibility and autonomy are integral to midlevel Student Affairs professionals because they need to be able to balance these multiple roles. Overall, this research project has supported previous literature and addressed existing gaps within the literature.

Implications for Future Practice

This study uncovered that professionals want more recognition and support. Therefore, I recommend that Student Affairs departments create intentional team building opportunities, as well as increase the number of awards that are offered for professionals. Individual supervisors within offices in Student Affairs departments may already be providing support for their staff in the form of team building and awards. Based on the results of this research project, departments need to provide team building that builds respect and trust between colleagues create a fun and supportive environment and awards that recognize the value of individual employees. Looking at national practices of universities, I strongly recommend that Student Affairs professionals look at the practices at New York University (University, 2019).

Team Building

Nationally, in studies outside of higher education researchers have shown that links to other people and teams within the university are important to research (Mitchell et al., 2001). This research project found that professionals chose to retain at the university based on colleague, coworker, and supervisor support. Specifically, a positive work environment and an internal network were both found to be significant predictors of retention of midlevel Student Affairs professionals. Midlevel Student Affairs

professionals value a positive work environment because they want to enjoy being at work and want the ability to share their personality, story, and opinions at work. These professionals also need an internal network because they feel that: such a network has allowed them to build their professional credibility, their colleagues will help them succeed, and they have a sense of commitment to the success and happiness of their coworkers. Therefore, creating a team environment within an individual office or department is important to the retention of midlevel Student Affairs professionals.

One participant shared that because they had an opportunity to quickly meet professionals across campus, they felt a sense of support from those colleagues almost immediately, and they felt like their work responsibilities were easier. However, most participants did not have the same experience. Another participant shared that because of the geographic location of their physical office, they felt that they missed out on the opportunity to build those relationships. Participants also shared that when they worked at other higher education institutions, a strategic on-boarding process and Student Affairs retreat were both part of the experience. They felt like this was missing from their current roles but that these processes and opportunities would increase their likelihood of staying.

Based on this research and previous literature, I strongly recommend a strategic team building plan for Student Affairs departments at this university. These team building opportunities should be intentionally designed in a way that encourages positive relationships within the work environment. In addition to the importance of an overall network, this research found that if professionals respect their colleagues, they are more likely to retain. Therefore, providing professionals with an environment where they can

get to know their colleagues and understand the value that each of them has within the larger organization is important to the overall retention of midlevel Student Affairs professionals.

Awards and Rewards

Within many different work environments, rewards and awards have a significant impact on retention of staff (Grizzle, 2017; Hausknecht, Rodda, Howard, & Hall, 2008). This research project found that extrinsic rewards are an important predictive factor of midlevel Student Affairs professionals. Within extrinsic rewards, professionals shared the value of salary, awards, and continuing education. Although salary was a strong significant predictor of retention of midlevel Student Affairs professionals, salary is an area that may not be easily improved because of increasing pressure on higher education institutions to cut budgets and the impact those cuts have had on Student Affairs departments.

However, an extrinsic reward, in the form of a recognition can be easily added to the existing practices of Student Affairs departments. Extrinsic rewards, including awards, were important to professionals because they interpreted them as support and value for their contribution to the university and their supports of students. Professionals also indicated they stayed if they felt a tie to the mission of the department. Therefore, these awards should be tied to the overall university mission. In this study, participants shared that the overall university provided honors to employees, but rewards were not given on a departmental level. Specifically, professionals argued that the Student Affairs department should recognize its own employees because they felt that their work was

integral to the success and development of undergraduate students. Some professionals within the focus group shared that their department provided small recognition such as “snaps” or a weekly or bi-weekly staff member of the week. These small appreciations of work made professionals feel valued and cost the department very little. Overall, professionals appreciated these reward processes and desired an increase in the offering of these awards. Ultimately, team building and awards are two low-cost, simple ways into which Student Affairs and the university should invest time and resources in order to increase the retention of midlevel professionals within their organization.

Implications for Future Research

While there are many possible directions for future research on midlevel Student Affairs professionals, I will highlight two areas explicitly. This study found that both internal networks and extrinsic rewards were integral to the retention of midlevel Student Affairs professionals. In order to better understand the factors that lead to retention of midlevel Student Affairs professionals, future researchers should seek to understand the importance and intricacies of networks and the value of extrinsic rewards.

Internal Network

A large area for further research is internal network. Previous research on higher education administrators indicated that a network of colleagues was important to retention of higher education faculty (Piercy et al., 2005). Additionally, coworker relationships (Curry, McCarragher, & Dellmann-Jenkins, 2005) and family relationships (O’Meara, Lounder, & Campbell, 2014) have been shown to be important to retention of professionals outside of higher education. Researchers have also focused on supervision

style and the importance of synergistic supervision within Student Affairs (Tull, 2004, 2006).

This research project found that a positive work environment and an internal network of support is a predictor of midlevel Student Affairs professionals choosing to stay at their workplace. The quantitative analysis indicated that the respect of colleagues and a fun environment were both predictors of retention, and the focus group results indicated that colleagues, supervisors, and coworkers are also important contributors to the retention of midlevel Student Affairs professionals. The impact of these relationships should be further investigated. Researchers should seek to understand which relationships are the most important to retention of midlevel Student Affairs professionals and which aspects of these relationships are most critical. Since this study indicated that midlevel Student Affairs professionals value a fun work environment, it would be impactful to understand what about the work environment has made their environment fun. It would be beneficial to know how these supportive relationships can be created or supported and whether having a relationship with a mentor outside of a professional's direct department has a greater impact on retention decisions.

Extrinsic Rewards

Another area for future research is extrinsic rewards. Previous researchers outside of Student Affairs have found that extrinsic rewards are important to both satisfaction (Hausknecht et al., 2008) and retention (Samuel & Chipunza, 2009). This research study found that benefits such as continuing educational support, awards, rewards, and salary are all important to the retention of midlevel Student Affairs professionals. In this study,

these extrinsic rewards were important because participants valued financial security, wanted to plan their future retirement or professional endeavors, and wanted to feel appreciated by their institution.

Further research is needed on the importance of salary within the field of Student Affairs. In 2009, an economics researcher found that within the United States, there was a decreasing rate of return on salary above \$75,000 per year (Levitt & Dubner, 2009). Within this study, professionals were adamant about the importance of salary. Institutions and supervisors would benefit from research exploring the exact salary necessary to increase retention of midlevel Student Affairs professionals. Additionally, many researchers and universities have bundled the value of salary with other benefits. A missing area of research is the differences between the different extrinsic rewards that are provided to midlevel Student Affairs professionals. It is important to learn what type of rewards are the most important to the retention of midlevel Student Affairs professionals. Both of these research areas, among others should be explored to further the research and provide concrete recommendations for higher education institutions.

Sense of Purpose

In addition to internal network and extrinsic rewards, researchers should look more closely at a concept of sense of purpose. This sense of purpose could be impacted by the culture within the university and the Student Affairs professional field. Each of these areas could have different cultures which could impact professionals' view of their sense of purpose and if it is being fulfilled within their role at the university and within the larger university. Previous research outside of higher education, has focused on

domains of emotional well-being and how it impacts overall retention (Ryff, 2014). Future researchers should consider utilizing this model to investigate Ryff's concept of purposeful engagement in life, to determine if this construct could measure the sense of purpose which I previously noted should be added to the Rosser and Javinar (2003) model. Ultimately, researchers should consider separating the measurements of sense of purpose within the field of Student Affairs and then within the university. These measurements could be separate constructs that impact overall retention. Additionally, the measurement of sense of purpose could be constructed utilizing Ryff's previous research.

Conclusion

In summary, this study found that many factors lead to midlevel Student Affairs professionals' retention decisions and that these factors are significant for many different reasons. The quantitative results showed that midlevel Student Affairs professionals are more likely to retain in a fun environment, where their colleagues respect one another, and where they have a flexible schedule. Additionally, their starting salary level and starting education level are significant predictors of retention. In the focus group, I found that in addition to location, extrinsic rewards, resources, and an internal network are also impact retention decisions. Motivations for retention included feeling trusted at work, balancing outside responsibilities, the ability to create change, having a larger sense of purpose, time with their own family, enjoyment at work, feeling valued, desire to do good work, financial security, fear of changing universities, and support from colleagues. The phenomenon of midlevel Student Affairs professional retention is a complex issue and

involves support from departments, supervisors, the university, and colleagues. This study illuminated the ways in which these stakeholders can bolster the factors that lead to retention and mitigate the factors that may cause midlevel Student Affairs professionals to leave.

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Appendix A. Rosser and Javinar (2003) Survey

Rosser and Javinar's (2003) Survey

Career Support (Work Life)

- 1 I am given support for professional activities
- 2 I have opportunities for career development
- 2 I have opportunities for career development
- 3 The hiring practices in my unit are fair
- 4 There are clear performance criteria outlined for my job
- 4 There are clear performance criteria outlined for my job
- 5 The workload distribution in my unit is fair
- 5 The workload distribution in my unit is fair
- 6 I have opportunity to be promoted in my unit
- 6 I have opportunity to be promoted in my unit
- 7 The process for hiring external candidates is fair

Recognition for Competence (Work Life)

- 8 I am given recognition for my contributions
- 9 I am given recognition for my expertise
- 10 There is sufficient guidance from my supervisor
- 11 I feel a high degree of trust from my supervisor
- 12 I receive feedback on my performance
- 13 I have the authority to make decisions
- 14 Mentoring is available in my unit
- 15 I have a positive relationship with senior administrators
- 16 There is strong leadership in my unit
- 16 There is strong leadership in my unit
- 16 There is strong leadership in my unit
- 17 I feel the pressure to perform

Intradepartmental Relations (Work Life)

- 18 I have good relationships with colleagues in my unit
- 19 There is a strong sense of teamwork in my unit
- 20 My supervisor keeps me informed about department issues
- 21 I have good cross-department relationships
- 22 There is good communication between units
- 23 Staff turnover is a problem in my unit
- 24 The staff in my unit is ethnically diverse
- 25 The staff in my unit is gender balanced
- 26 My co-workers performance is effective

Discrimination (Demographics)

- 27 I have experienced racial/ethnic stereotyping in my unit
- 28 Sex role stereotyping occurs in my unit
- 29 I have experienced sexual harassment in my unit
- 30 Within my unit, I have experienced racial/ethnic harassment
- 31 I have experienced sexual discrimination within the institution
- 32 I have experienced discrimination based upon my age
- 33 I have experienced racial/ethnic discrimination within the institution

Working Conditions (Work Life)

- 34 My unit receives adequate resources
- 35 The reputation of my institution is an asset to me
- 36 I am satisfied with my salary
- 37 My physical work environment is adequate
- 38 My access to parking is adequate
- 39 Benefits and retirement plans meet my expectations

External Relations (Work Life)

- 40 I have a good relationship with faculty
- 41 My relationship with students is positive
- 42 My relationship with senior administrators is positive
- 42 My relationship with senior administrators is positive
- 43 I have a positive relationship with the public
- 44 Federal government mandates increases in my workload
- 45 Compliance with state policies and procedures affects my workload
- 46 Bureaucratic red tape hampers my effectiveness
- 47 Program reviews increase my unit's effectiveness
- 48 Budget reviews increase my unit's efficiency

Statements About Position (Satisfaction)

- 49 There is sufficient variety in my job
- 50 I enjoy working in my position
- 51 I have input in deciding matters that affect my work
- 52 I have a great deal of freedom on the job
- 52 I have a great deal of freedom on the job
- 52 I have a great deal of freedom on the job
- 53 I have the trust and confidence of my colleagues
- 53 I have the trust and confidence of my colleagues
- 55 Compared to my peers of similar experience and skills, my salary compensation is fair
- 55 I am satisfied with the work and responsibilities I receive

Statements About the Institution (Morale)

- 56 Level of satisfaction with respect to your job on campus
- 57 I am loyal to the institution
- 58 My institution is a good place to work
- 59 I am committed to this institution
- 59 My institution is a good place to work
- 60 This institution values its employees
- 60 This institution values its employees
- 61 There is a sense of common purpose at my institution
- 62 This institution is a caring organization
- 62 This institution is a caring organization
- 63 This is a fair institution
- 64 I am proud to work for this institution
- 65 Level of morale with respect to your experience on campus

Future Plans (Intent to Leave)

- 66 Leave the position
- 67 Leave the Institution
- 67 Leave the Institution

Appendix B. Rosser and Javinar (2003) Model Key Definitions

This document describes the definitions used by Rosser and Javinar (2003) in their measurement of staff retention.

Morale was defined as the well-being of an individual or group (Johnsrud, 1996).

- Morale is measured with nine items on a Lickert scale (Rosser & Javinar, 2003).
- In the morale category, these nine items are selected from the university staff climate survey and matched to items in the Rosser and Javinar (2003) survey.

Satisfaction is defined as an employee's emotional reaction to a job (Gruenberg, 1979).

- Job satisfaction is combination of attitudes an individual employee holds at work (Hickey, 1984).
- In the category of job satisfaction eight satisfaction items from the Rosser and Javinar (2003) model are matched with the campus climate survey items.

Work-Life includes both professional and institutional environments (Rosser & Javinar, 2003)

- Examples of work life include professional activities and career development, recognition for competence and expertise, department and external relationships, perceptions of discrimination, working conditions
- A key part of work life is relationships.
- It also includes unit benefits such as parking, work environment, and retirement.

Appendix C: Staff Climate Survey

1. Overall, how satisfied are you being an employee of the university?

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

Please respond to the following items while thinking about Senior Leadership at the university.
Senior Leadership- President, Provost, and Senior Vice Presidents.

2. Senior Leadership at the university...

Are committed to the mission of the university.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

Provide a definite sense of direction and purpose.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

Make decisions for the greater good of the university.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

3. Please respond to the following items while thinking about the university as a whole.

Units usually cooperate well.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

There is a high level of focus on quality.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

The university values diversity in its policies and practices.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

Staff are involved enough in campus decision-making.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

The people who benefit from my work treat me with respect.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

The university values individual differences.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

The university helps people progress in their careers.

Very Satisfied Satisfied Neither Satisfied
or Dissatisfied Dissatisfied Very Dissatisfied

4. Is your supervisor (the person to whom you directly report) a faculty member?

Faculty Member Staff Member

5. Please indicate whether the following statements accurately describe your supervisor.

My supervisor...

Addresses poor performance.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Holds me highly accountable for achieving results in my work.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Holds my peers highly accountable for achieving results in their work.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Encourages and empowers me.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Provides me with clear work directions and expectations.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Says what they mean and means what they say.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Shows concern for my well-being.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Treats me with respect.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Values the work I do.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Provides regular feedback.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

6. In the last year, have you been encouraged by your supervisor to pursue any professional development or educational opportunities?

Yes No

7. When encouraged by your supervisor, did you take advantage of the opportunity?

Yes No

8. Did you receive an annual review in the past year?

Yes No

9. Was your annual review provided to you in writing?

Yes No

10. Please indicate your level of agreement or disagreement with the following statements.

My annual review adequately addresses my job functions

Strongly Agree Agree Neither Agree Disagree Strongly
Nor Disagree Disagree Disagree

The feedback I received at my annual review helped me to improve my performance

Strongly Agree Agree Neither Agree Disagree Strongly
Nor Disagree Disagree Disagree

Please respond to the following questions while thinking about your unit.
Unit- the group of people with whom you work or the location where you work.

11. In my unit...

Rewards and recognition are based on work performance.

Strongly Agree Agree Neither Agree Disagree Strongly
Nor Disagree Disagree Disagree

We receive the training and professional development necessary to do our jobs effectively.

Strongly Agree Agree Neither Agree Disagree Strongly
Nor Disagree Disagree Disagree

The reward system is clear and fair

Strongly Agree Agree Neither Agree Disagree Strongly
Nor Disagree Disagree Disagree

People look for more effective ways to do their jobs.

Strongly Agree Agree Neither Agree Disagree Strongly
Nor Disagree Disagree Disagree

People willingly do more than is expected of them.

Strongly Agree Agree Neither Agree Disagree Strongly
Nor Disagree Disagree Disagree

12. My unit...

Does a good job of measuring results.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

Provides support to balance work/personal responsibilities.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

Is a good fit for me.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

Has goals that match with the mission of the university.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

Is an emotionally healthy place to work.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

Values productivity.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

Reviews past performance to make improvements.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

13. When I am at work...

I am encouraged to be creative.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

I receive high levels of feedback and coaching.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

The environment is positive/optimistic.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

People have fun—they enjoy themselves.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

People are open—communicate candidly and openly.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

People are trustworthy.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

People look for opportunities to learn new things.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

14. Please indicate your level of agreement or disagreement with the following statements.

I have a voice in the decision-making that affects the direction of my unit.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

My coworkers have positively affected my decision to remain working here.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

I see the value in changes I am asked to make.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

My performance is measured against goals and objectives.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

I have a clear understanding of the direction—vision, mission, and goals—of the university.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

My coworkers generally treat each other with respect.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

I have the resources (i.e. equipment, software, supplies) to do my job effectively.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

My coworkers say what they mean and mean what they say.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

There are clear career paths and opportunities for promotion.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

15. Please indicate your level of agreement or disagreement with the following statements.

I am committed to the university's progress and success.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

I am proud to work at the university.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

I am given a real opportunity to improve my skills at the university.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

I am satisfied with the information I receive from the administration regarding what is going on at the university.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

My job schedule can be adjusted to meet personal or family responsibilities when needed.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

My job schedule can be adjusted to pursue educational opportunities.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

I have a real opportunity to move up at the university.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

16. Please indicate the extent to which each of the following aspects of your life has been a source of stress to you in the past year.

My job at the university.

Not At All Somewhat Extensive Not Applicable

Managing household responsibilities.

Not At All Somewhat Extensive Not Applicable

Child care.

Not At All Somewhat Extensive Not Applicable

Care of someone who is ill, disabled, aging, and/or in need of special services.

Not At All Somewhat Extensive Not Applicable

My health.

Not At All Somewhat Extensive Not Applicable

Finances.

Not At All Somewhat Extensive Not Applicable
Availability of computers on campus to check on-line payroll, etc.

Not At All Somewhat Extensive Not Applicable

17. In your estimation, how valuable would the following policies and practices be in improving the overall staff work-life at the university?

Emergency/Back-Up Child Care

Detrimental Of Little or No Value Of Some Value Of Great Value Don't Know

On-site or near-site child care

Detrimental Of Little or No Value Of Some Value Of Great Value Don't Know

Phase Retirement Program

Detrimental Of Little or No Value Of Some Value Of Great Value Don't Know

More subsidies or grants for child care

Detrimental Of Little or No Value Of Some Value Of Great Value Don't Know

Eldercare services

Detrimental Of Little or No Value Of Some Value Of Great Value Don't Know

18. Have you participated in any of the programs offered through the university health plan?

Yes No

19. Which Programs have you participated?

Health Coaching

Faculty and Staff Incentives

(REMOVED BECAUSE IT MAY LINK TO UNIVERSITY)

19. Please indicate your level of agreement or disagreement:

University health program provides what I need to maintain or improve my overall health.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

20. Participating in this program has helped me become aware of my current health status.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

Participating in this program has helped me to improve my health and well-being.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

21. The university supports me in my efforts to achieve a healthy lifestyle.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

22. IT is important for the university to support my efforts to achieve a healthy lifestyle.

Strongly Agree Agree Neither Agree
Nor Disagree Disagree Strongly
Disagree

23. In the next 3 years, how likely are you to leave the university?

Very Likely Somewhat Likely Neither Likely
Nor Unlikely Somewhat
Unlikely Very Unlikely

24. Do you plan to retire in the next 3 years?

Yes No Don't Know/ Maybe

25. What is the highest level of education you've received?

Less than High School
High School Diploma or GED
Some College
Bachelor's Degree
Some Graduate or Professional
Graduate or Professional Degree

26. Please indicate your level of agreement or disagreement with the following statements.

Given the opportunity, I tell other people great things about working at the university.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

I would recommend the university to a friend seeking employment.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

If I had to do it over, I would work at the university again.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

Please Note: This has been retyped to remove all university identifiers.

Appendix D. Model Definitions

Table D.1. Model Definitions for Expert Panel

Model Definitions				
Model Concept	Abbreviation	Definition	Category	Definition of Concept
Discrimination	Discrimination	Perceptions of bias based on gender, race/ethnic stereotyping, harassment (Rosser and Javinar, 2003)	Discrimination	
Career Support	Support	Professional activities and clearly identified paths (Rosser and Javinar, 2003)		
Recognition for Competence	Recognition	Recognition for expertise, supervisor evaluation and communication, and feedback on performance (Rosser and Javinar, 2003)		
Intradepartmental Relations	Departmental	Relations with supervisors and co-worker, communication processes, sense of teamwork (Rosser and Javinar, 2003)	Work Life	Both professional and institutional environments (Rosser and Javinar, 2003)
Working Conditions	Conditions	Salary, work environment, parking conditions, resources (Rosser and Javinar, 2003)		
External Relations	External	Relationships between public, faculty, and students outside the work unit		
Review/Intervention	Intervention	Federal government mandates and compliance, state policies and procedures affecting work load, program and budget reviews (Rosser and Javinar, 2003)		
Statements about Satisfaction with Position	Job Quality	Variety in one's job, enjoyment of job, freedom on the job, satisfaction with work responsibilities (Johsrud et al., 2000)		
Input and Confidence of Colleagues	Input	Input in matters that affect the job, trust and confidence in colleagues	Satisfaction	An employee's emotional reaction to a job (Gruenberg, 1979) and Combination of attitudes an individual employee holds at work (Hickey, 1984)
Salary Satisfaction	Salary Satisfaction	Fairness of salary and compensation		
Overall Satisfaction	Satisfaction	Overall satisfaction		
Institutional Regard for Each Individual	Institution	Working in a caring organization, fairness of the institution and employees feeling valued (Johsrud et al., 2000)		Overall job satisfaction of a group of employees AND Well-being of an individual or group experiences worldwide (Johsrud, 1996)
Individual to Institution and Institution to Individual Loyalty	Loyalty	Loyalty to the institution, common purpose, extend administrators perceived opinions are valued (Johsrud et al., 2000)	Morale	
Overall Morale	Morale	Overall level morale with respect to experience		

Appendix E. Expert Panel Scores

Table E.1. Model Mapping by Expert Panel

Column	FINAL	CONCEP	Question	TOTAL	Satisf	Institu	Loyalt	Morale	Extern	Input	Depar	Work	J	Job	Q	Recog	Suppo	Condit	Discr	Intrde	Interve	Salary	
Q1	Satisfaction	Overall,	how satisfied are you being an employee of the university	15	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q10_1	Recognition	In my unit	rewards and recognition are based on work performance	15	0	1	0	0	0	0	0	0	0	1	10	0	0	0	0	0	0	0	3
Q10_2	Support	In my unit,	we receive the training and professional development necessary to do our jobs effectively	14	0	0	0	0	0	0	0	0	0	0	1	10	3	0	0	0	0	0	0
Q10_3	Recognition	The reward	system is clear and fair	14	0	0	0	0	0	0	0	0	0	1	5	0	4	0	0	0	0	0	4
Q10_4	Departmental	In my unit	people look for more effective ways to do their jobs	13	0	1	0	0	0	2	7	0	2	0	0	1	0	0	0	0	0	0	0
Q11_2	Conditions	My unit	provides support to balance work/personal responsibilities	14	1	3	0	0	0	1	1	0	2	0	2	4	0	0	0	0	0	0	0
Q11_5	Conditions	My unit	is an emotionally healthy place to work	16	2	3	0	3	0	1	2	0	1	0	0	4	0	4	0	0	0	0	0
Q11-6	Recognition	My unit	values productivity	14	0	0	0	0	0	1	2	0	2	6	0	3	0	0	0	0	0	0	0
Q12_1	Job Quality	When I	am at work I am encouraged to be creative	15	2	0	0	0	0	2	2	0	6	2	0	1	0	0	0	0	0	0	0
Q12_2	Recognition	When I	am at work I receive high levels of feedback and coaching	14	0	0	0	0	0	2	0	1	9	2	0	0	0	0	0	0	0	0	0
Q12_3	Morale	When I	am at work the environment is positive/optimistic	14	0	0	0	5	0	0	2	0	2	1	0	4	0	0	0	0	0	0	0
Q12_4	Morale	When I	am at work people have fun-- they enjoy themselves	15	1	0	0	5	0	0	3	0	2	1	0	3	0	0	0	0	0	0	0
Q12_5	Departmental	When I	am at work people are open- communicate candidly and openly	15	0	0	0	0	0	12	0	1	1	0	1	0	0	0	0	0	0	0	0
Q12_6	Departmental	When I	am at work people are trustworthy	15	0	0	0	0	1	5	7	0	0	1	0	1	0	1	0	0	0	0	0
Q12_7	Job Quality	When I	am at work people look for opportunities to learn new things	14	1	0	0	1	0	0	1	0	8	1	1	1	0	0	0	0	0	0	0
Q13_1	Input	I have	a voice in the decision-making that affects the direction of my unit	14	0	0	1	0	0	10	2	0	0	1	0	0	0	0	0	0	0	0	0
Q13_2	Departmental	My	coworkers have positively affected my decision to remain working here	14	0	0	2	0	0	2	9	0	0	0	0	1	0	0	0	0	0	0	0
Q13_3	Input	I see	the value in changes I am asked to make	15	1	0	2	0	0	4	2	0	4	2	0	0	0	0	0	0	0	0	0
Q13_4	Recognition	My	performance is measured against goals and objectives	14	0	1	0	0	0	0	1	0	1	9	1	0	0	0	0	0	0	0	1
Q13_6	Departmental	My	coworkers generally treat each other with respect	14	0	0	0	1	0	1	11	0	0	0	0	0	0	0	1	0	0	0	0
Q13_7	Conditions	I have	the resources (i.e. equipment, software, supplies) to do my job effectively	15	0	0	0	0	0	0	0	1	0	0	2	12	0	0	0	0	0	0	0
Q13_8	Departmental	My	coworkers say what they mean and mean what they say	14	0	0	0	0	0	4	10	0	0	0	0	0	0	0	0	0	0	0	0
Q13_9	Support	There	are clear career paths and opportunities for promotion	14	0	0	0	0	0	0	0	0	2	12	0	0	0	0	0	0	0	0	0
Q14_1	Loyalty	I am	committed to the university's progress and success	14	0	1	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q14_2	Loyalty	I am	proud to work at the university	14	2	1	8	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q14_3	Support	I am	given a real opportunity to improve my skills at the university	14	1	1	1	0	0	0	0	0	0	0	10	1	0	0	0	0	0	0	0
Q14_4	Institution	I am	satisfied with the information I receive from the administration regarding what is going on at the	14	4	5	2	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Q14_5	Conditions	My	job schedule can be adjusted to meet personal or family responsibilities when needed	14	0	2	0	0	0	0	0	0	5	0	7	0	0	0	0	0	0	0	0
Q14_6	Conditions	My	job schedule can be adjusted to pursue educational opportunities	14	0	1	0	0	0	0	0	0	2	0	5	6	0	0	0	0	0	0	0
Q14_7	Support	I have	a real opportunity to move up at the university	14	1	0	0	0	0	0	0	0	3	10	0	0	0	0	0	0	0	0	0
Q15_1	Morale	My	job at the university is a source of stress	14	2	0	0	5	0	0	0	0	5	0	2	0	0	0	0	0	0	0	0
Q15_6	Salary Satisfacti	Source	of stress in your life, finances	13	1	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	9
Q2_1	Loyalty	Senior	leadership at this institution are committed to the mission of the university	15	0	2	8	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Q2_2	Loyalty	Senior	leadership provide a definite sense of direction and purpose	15	0	3	7	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Q2_3	Institution	Senior	leadership make decisions for the greater good of the university	14	0	5	3	2	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Q20_1	Loyalty	Given	the opportunity, I tell other people great things about working at the university	14	3	1	6	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q20_2	Satisfaction	I would	recommend the university to a friend seeking employment	13	6	1	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q20_3	Satisfaction	If I had	it to do over, I would work at the university again	15	9	1	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q26	Conditions	The	university supports me in my efforts to achieve a healthy lifestyle	15	0	4	0	0	0	0	0	2	0	0	9	0	0	0	0	0	0	0	0
Q29_1	Conditions	Your	plan for health provides what I need to maintain or improve my overall health	14	0	1	0	0	0	0	0	0	1	0	0	10	0	0	0	0	0	0	2
Q3_1	Departmental	Units	usually cooperate well	15	0	2	0	0	5	1	6	1	0	0	0	0	0	0	0	0	0	0	0
Q3_2	Recognition	There	is a high level of focus on quality.	14	0	1	0	0	0	0	0	3	7	2	1	0	0	0	0	0	0	0	0
Q3_3	Institution	The	university values diversity in its policies and practices	14	0	7	1	0	1	0	0	0	0	0	0	1	4	0	0	0	0	0	0
Q3_5	Input	Staff	are involved enough in campus decision-making.	14	0	2	0	0	2	9	0	0	0	1	0	0	0	0	0	0	0	0	0
Q3_6	External	The	people who benefit from my work treat me with respect	15	0	0	0	0	5	1	3	0	0	5	0	0	0	1	0	0	0	0	0
Q3_7	Institution	The	university values individual differences	15	0	8	1	0	0	0	0	0	0	1	0	0	5	0	0	0	0	0	0
Q3_8	Support	The	university helps people progress in their careers	15	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0	0	0	0
Q4_1	Recognition	My	supervisor addresses poor performance	14	0	0	0	0	0	0	1	0	0	12	1	0	0	0	0	0	1	1	1
Q4_10	Recognition	My	supervisor values the work that I do	17	0	3	0	0	0	0	3	0	0	10	0	0	0	0	0	0	0	1	0
Q4_11	Recognition	My	supervisor provides regular feedback	12	0	0	0	0	0	0	1	0	0	9	0	0	0	0	0	0	2	0	0
Q4_2	Recognition	My	supervisor holds me highly accountable for achieving results in my work.	14	0	0	0	0	0	0	1	0	1	11	0	0	0	0	0	0	1	0	0

Q4_23	Loyalty	In the next 3 years, how likely are you to leave the university?	14	5	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Q4_3	Recognition	My supervisor holds my peers highly accountable for achieving results in their work	14	0	0	0	0	0	0	5	0	0	8	0	0	0	0	0	1	0
Q4_4	Departmental	My supervisor encourages and empowers me	15	0	0	0	0	0	0	7	0	1	4	2	0	0	0	0	1	0
Q4_5	Departmental	In my unit people willingly do more than is expected of them	14	1	1	1	0	0	2	8	0	2	0	0	1	0	0	0	0	0
Q4_6	Departmental	My supervisor provides me with clear work directions and expectations	15	0	0	0	0	0	0	6	0	2	5	1	0	0	0	0	1	0
Q4_7	Departmental	My supervisor says what he/she means and means what he/she says	16	0	0	0	0	0	1	10	1	1	2	0	0	0	0	0	1	0
Q4_8	Departmental	My supervisor shows concern for my well-being	15	0	3	0	0	0	1	5	0	2	3	0	0	0	0	0	1	0
Q4_9	Departmental	My supervisor treats me with respect	14	0	1	0	0	0	0	5	0	2	5	0	0	0	0	0	1	0
Q9_1	Recognition	My annual review adequately addresses my job functions	13	0	0	0	0	0	0	0	0	0	12	1	0	0	0	0	0	0
Q9_2	Recognition	The feedback I received at my annual review helped me to improve my performance	14	0	0	0	0	0	0	0	0	0	12	1	0	0	0	0	1	0

Appendix F. Missing Variables in University Climate Survey

Table F.1. Missing Variables in University Climate Survey

Missing Variables	N	Missing	Minimum	Maximum	Mean	SD	Skewness	Skewness SE	Kurtosis	Kurtosis SE
Coded Name										
MARITAL_STATUS	249	0	0.00	1.00	0.49	0.50	0.04	0.15	-2.01	0.31
RACE_ETHNICITY	230	19	0.00	1.00	0.19	0.39	1.58	0.16	0.50	0.32
Years of Service Grouping	249	0	0.00	4.00	1.41	1.33	0.50	0.15	-0.98	0.31
Highest Education Level	199	50	0.00	4.00	1.92	1.20	-0.37	0.17	-0.91	0.34
Direct Student Contact	249	0	0.00	1.00	0.70	0.46	-0.87	0.15	-1.25	0.31
AgeGroup	249	0	0.00	3.00	2.12	0.86	-0.40	0.15	-1.15	0.31
Employed 2018	249	0	0.00	1.00	0.74	0.44	-1.12	0.15	-0.75	0.31
Salary Range	249	0	0.00	5.00	2.01	1.46	0.20	0.15	-0.85	0.31
Q1	242	7	0.00	4.00	3.13	0.76	-1.02	0.16	2.05	0.31
Q2_1	247	2	0.00	4.00	3.17	0.72	-0.98	0.15	2.38	0.31
Q2_2	245	4	0.00	4.00	2.87	0.85	-0.82	0.16	0.69	0.31
Q2_3	244	5	0.00	4.00	2.80	0.93	-0.98	0.16	0.90	0.31
Q3_1	246	3	0.00	4.00	2.70	0.80	-1.18	0.16	1.64	0.31
Q3_2	245	4	0.00	4.00	2.76	0.91	-0.77	0.16	0.45	0.31
Q3_3	247	2	0.00	4.00	2.95	0.89	-1.05	0.15	1.25	0.31
Q3_4	245	4	0.00	4.00	2.87	0.85	-0.92	0.16	1.26	0.31
Q3_5	244	5	0.00	4.00	1.96	1.08	-0.12	0.16	-0.78	0.31
Q3_6	247	2	0.00	4.00	2.92	0.91	-0.88	0.15	0.72	0.31
Q3_7	245	4	0.00	4.00	2.87	0.85	-0.92	0.16	1.09	0.31
Q3_8	246	3	0.00	4.00	2.40	1.13	-0.58	0.16	-0.43	0.31
Q4_1	248	1	0.00	4.00	2.85	0.94	-0.98	0.15	0.92	0.31

Q4_2	248	1	0.00	4.00	3.18	0.78	-1.10	0.15	1.99	0.31
Q4_3	246	3	0.00	4.00	2.82	1.01	-0.75	0.16	0.06	0.31
Q4_4	248	1	0.00	4.00	2.92	1.12	-1.06	0.15	0.40	0.31
Q4_5	248	1	0.00	4.00	2.85	1.17	-0.84	0.15	-0.18	0.31
Q4_6	248	1	0.00	4.00	2.78	1.14	-1.01	0.15	0.39	0.31
Q4_7	248	1	0.00	4.00	2.94	1.11	-1.19	0.15	0.82	0.31
Q4_8	248	1	0.00	4.00	3.15	1.00	-1.41	0.15	1.74	0.31
Q4_9	248	1	0.00	4.00	3.21	1.01	-1.56	0.15	2.19	0.31
Q4_10	248	1	0.00	4.00	3.16	1.03	-1.38	0.15	1.48	0.31
Q4_11	246	3	0.00	4.00	2.83	1.12	-0.84	0.16	-0.08	0.31
Q5	248	1	0.00	1.00	0.74	0.44	-1.11	0.15	-0.77	0.31
Q6	182	67	1.00	2.00	1.09	0.28	2.93	0.18	6.69	0.36
Q8	209	40	1.00	2.00	1.06	0.24	3.65	0.17	11.44	0.33
Q10_1	245	4	0.00	4.00	2.29	1.14	-0.49	0.16	-0.56	0.31
Q10_2	246	3	0.00	4.00	2.62	1.03	-0.73	0.16	0.07	0.31
Q10_3	246	3	0.00	4.00	1.91	1.13	0.08	0.16	-0.80	0.31
Q10_4	248	1	0.00	4.00	2.65	0.98	-0.96	0.15	0.81	0.31
Q10_5	248	1	0.00	4.00	2.71	1.09	-0.78	0.15	0.04	0.31
Q10_6	248	1	0.00	4.00	2.97	0.83	-1.27	0.15	2.53	0.31
Q10_7	248	1	0.00	4.00	3.03	0.91	-1.24	0.15	1.74	0.31
Q10_8	247	2	0.00	4.00	3.00	0.87	-1.18	0.15	1.97	0.31
Q10_9	248	1	0.00	4.00	2.39	1.14	-0.55	0.15	-0.59	0.31
Q10_10	248	1	0.00	4.00	2.60	1.20	-0.85	0.15	-0.19	0.31
Q11_1	247	2	0.00	4.00	2.65	1.01	-0.80	0.15	0.27	0.31
Q11_2	248	1	0.00	4.00	2.81	1.13	-1.07	0.15	0.48	0.31
Q11_3	247	2	0.00	4.00	3.00	0.96	-1.03	0.15	0.97	0.31
Q11_4	247	2	0.00	4.00	3.16	0.83	-1.21	0.15	2.08	0.31
Q11_5	247	2	0.00	4.00	2.58	1.10	-0.70	0.15	-0.13	0.31
Q11_6	246	3	0.00	4.00	2.98	1.00	-1.25	0.16	1.40	0.31
Q11_7	246	3	0.00	4.00	2.78	0.98	-0.86	0.16	0.58	0.31

Q12_1	247	2	0.00	4.00	2.91	0.95	-1.05	0.15	1.01	0.31
Q12_2	248	1	0.00	4.00	2.46	1.09	-0.48	0.15	-0.43	0.31
Q12_3	247	2	0.00	4.00	2.63	1.14	-0.70	0.15	-0.22	0.31
Q12_4	246	3	0.00	4.00	2.79	1.07	-0.90	0.16	0.41	0.31
Q12_5	248	1	0.00	4.00	2.56	1.11	-0.67	0.15	-0.30	0.31
Q12_6	246	3	0.00	4.00	2.63	1.10	-0.75	0.16	-0.05	0.31
Q12_7	245	4	0.00	4.00	2.79	0.96	-0.95	0.16	0.99	0.31
Q13_1	245	4	0.00	4.00	2.61	1.19	-0.64	0.16	-0.57	0.31
Q13_2	246	3	0.00	4.00	2.81	1.06	-0.90	0.16	0.40	0.31
Q13_3	246	3	0.00	4.00	2.86	0.88	-0.98	0.16	1.40	0.31
Q13_4	248	1	0.00	4.00	2.78	0.95	-0.84	0.15	0.43	0.31
Q13_5	248	1	0.00	4.00	2.96	0.93	-1.18	0.15	1.78	0.31
Q13_6	248	1	0.00	4.00	2.95	0.93	-1.14	0.15	1.44	0.31
Q13_7	247	2	0.00	4.00	3.01	0.91	-1.24	0.15	1.72	0.31
Q13_8	247	2	0.00	4.00	2.60	0.99	-0.70	0.15	0.16	0.31
Q13_9	246	3	0.00	4.00	1.89	1.21	-0.15	0.16	-0.98	0.31
Q14_1	247	2	0.00	4.00	3.48	0.66	-1.58	0.15	4.99	0.31
Q14_2	247	2	0.00	4.00	3.55	0.66	-1.84	0.15	5.58	0.31
Q14_3	247	2	0.00	4.00	2.94	1.03	-0.95	0.15	0.45	0.31
Q14_4	245	4	0.00	4.00	2.75	0.94	-0.77	0.16	0.25	0.31
Q14_5	248	1	0.00	4.00	3.19	0.97	-1.38	0.15	1.72	0.31
Q14_6	248	1	0.00	4.00	2.90	1.04	-0.93	0.15	0.57	0.31
Q14_7	247	2	0.00	4.00	2.21	1.26	-0.29	0.15	-0.84	0.31
Q15_1	245	4	0.00	2.00	1.18	0.61	-0.12	0.16	-0.45	0.31
Q17	247	2	1.00	5.00	3.29	1.44	-0.12	0.15	-1.39	0.31
Q18	248	1	1.00	3.00	1.96	0.32	-0.84	0.15	6.48	0.31
Q19	247	2	1.00	6.00	4.70	1.31	-0.42	0.15	-1.11	0.31
Q20_1	248	1	0.00	4.00	3.24	0.86	-1.14	0.15	1.23	0.31
Q20_2	247	2	0.00	4.00	3.22	0.87	-1.24	0.15	1.70	0.31
Q20_3	247	2	0.00	4.00	3.26	0.84	-1.09	0.15	1.08	0.31

Q29_1	246	3	0.00	4.00	2.91	0.83	-0.79	0.16	0.86	0.31
Q29_2	246	3	0.00	4.00	2.98	0.87	-0.89	0.16	0.74	0.31
Q29_3	245	4	0.00	4.00	2.80	0.94	-0.73	0.16	0.34	0.31
Q26	249	0	0.00	4.00	3.07	0.82	-1.00	0.15	1.58	0.31
Q27	248	1	0.00	4.00	3.29	0.78	-1.14	0.15	1.79	0.31
Q26_1	248	1	0.00	4.00	2.49	1.16	-0.51	0.15	-0.59	0.31
Q26_2	249	0	0.00	4.00	2.78	1.08	-0.60	0.15	-0.42	0.31
Q26_3	245	4	0.00	4.00	2.27	1.20	-0.28	0.16	-0.79	0.31
Q26_4	247	2	0.00	4.00	3.00	0.99	-0.85	0.15	0.18	0.31
Q26_5	249	0	0.00	4.00	2.99	0.97	-0.87	0.15	0.32	0.31
Q26_6	247	2	1.00	5.00	4.48	0.83	-1.92	0.15	4.00	0.31
Q26_7	248	1	0.00	4.00	2.65	1.19	-0.58	0.15	-0.54	0.31
Q26_8	249	0	0.00	4.00	2.85	1.06	-0.81	0.15	0.05	0.31
Q26_9	246	3	0.00	4.00	2.19	1.26	-0.24	0.16	-0.92	0.31
Q9_1N	248	1	0.00	4.00	2.53	1.35	-0.84	0.15	-0.55	0.31
Q9_2N	247	2	0.00	4.00	2.34	1.36	-0.57	0.15	-0.93	0.31
conditionsMEAN	249	0	0.57	4.00	2.93	0.68	-0.95	0.15	1.44	0.31
departmentMEAN	248	1	0.00	4.00	2.83	0.79	-1.03	0.15	1.17	0.31
inputMEAN	248	1	0.00	4.00	2.48	0.82	-0.46	0.15	0.13	0.31
institutionMEAN	248	1	0.50	4.00	2.84	0.67	-0.57	0.15	0.79	0.31
jobqualityMEAN	248	1	0.00	4.00	2.85	0.87	-1.02	0.15	1.20	0.31
loyaltyMEAN	248	1	0.00	4.00	3.26	0.59	-1.29	0.15	3.93	0.31
external	247	2	0.00	4.00	2.92	0.91	-0.88	0.15	0.72	0.31
recogMEAN	248	1	0.00	4.00	2.71	0.77	-0.76	0.15	0.70	0.31
supportMEAN	248	1	0.00	4.00	2.42	0.92	-0.50	0.15	-0.25	0.31
satisMEAN	249	0	0.00	4.00	3.21	0.74	-1.14	0.15	1.77	0.31
moraleMEAN	248	1	0.33	3.33	2.20	0.64	-0.67	0.15	0.05	0.31
Valid N (listwise)	95									

Appendix G. Demographics of Population at this Large Midwestern University

Table G.1. Age and Student Life

Age Range					
	24 and less	25 - 34	35 - 44	45 and over	Grand Total
Not Student Life	487	3,190	2,711	4,871	11,259
Ofc of Student Life	47	309	261	472	1,089
Totals	534	3,499	2,972	5,343	12,348

Table G.2. Race and Student Life

Race/ Ethnicity										
	2 or more	Am. Indian	Asian	Black	Hawaiian	Hispanic	Undisclosed	White	Grand Total	
Not Student Life	68	24	875	900	2	240	337	8,813	11,259	
Ofc of Student Life	8	4	37	294		26	62	658	1,089	
Totals	76	28	912	1,194	2	266	399	9,471	12,348	

Table G.3. Gender Identity and Student Life

Sex			
	Female	Male	Grand Total
Not Student Life	6,486	4,773	11,259
Ofc of Student Life	549	540	1,089
Totals	7,035	5,313	12,348

Table G.4. Direct Student Contact and Student Life

Works in a department that has direct student contact				
	Blank	No	Yes	Grand Total
2014 population				
Not Student Life	11,259	Unknown	Unknown	11,259
Ofc of Student Life		450	639	1,089
Totals	11,259	450	639	12,348

Table G.5. Population versus Completed University Climate Survey

Survey Completion			
	Completed	Not Completed	Grand Total
Not Student Life	4,038	11,921	15,959
Ofc of Student Life	249	427	676
Totals	4,287	12,348	16,635

Appendix H. Demographics of Participants University Climate Survey

Table H.1. Age and Employed Status

*Employed 2018 * AgeGroup Crosstabulation*

Count	AgeGroup				Total
	24 and less	25-34	35-44	45 and over	
Not Employed	0	20	15	29	64
Employed	4	46	59	76	185
Total	4	66	74	105	249

Table H.2. Marital Status and Employed Status

*Employed 2018 * MARITAL_STATUS Crosstabulation*

Count	MARITAL STATUS		Total
	Single	Married	
Not Employed	30	34	64
Employed	97	88	185
Total	127	122	249

Table H.3. Highest Education Level and Employed Status

*Employed 2018 * Highest Education Level Crosstabulation*

Count	Highest Education Level					Total
	High School		Bachelors	Masters	Doctorate/ Professional	
	Grad	Associate				
Not Employed	18	8	15	6	4	51
Employed	23	10	52	56	7	148
Total	41	18	67	62	11	199

Table H.4. Direct Student Contact and Employed Status

*Employed 2018 * DeptDirectStudentContact Crosstabulation*

Count	DeptDirectStudentContact		
	No	Yes	Total
Not Employed	19	45	64
Employed	56	129	185
Total	75	174	249

Table H.5. Salary Range and Employed Status

*Employed 2018 * Salary Range Crosstabulation*

Count	Salary Range						Total
	\$12,000- \$35,999 per year	\$36,000- \$47,999 per year	\$48,000- \$59,999 per year	\$60,000- \$89,999 per year	\$90,000- \$119,999 per year	\$120,000 or more per year	
Not Employed	14	22	12	8	6	2	64
Employed	36	26	38	57	16	12	185
Total	50	48	50	65	22	14	249

Appendix I. Correlations

Table I.1. Demographic Correlations

Demographic Pearson Correlations

	MARITAL_ STATUS	RACE_ ETHNICITY	Years of Service Grouping	Highest Education Level	DeptDirect StudentContact	Age Group	Salary Range	Morale MEAN	Satis MEAN	Retention
MARITAL_STATUS	1	-0.079	0.076	-0.061	-.180**	.242**	.130*	0.001	0.012	-0.049
RACE_ETHNICITY	-0.079	1	.137*	-.144*	0.005	0.002	0.024	0.054	0.001	-0.102
Years of Service Grouping	0.076	.137*	1	-0.091	-.145*	.458**	.390**	.137*	0.077	0.031
Highest Education Level	-0.061	-.144*	-0.091	1	0.067	-.205**	.343**	.286**	.230**	.248**
DeptDirectStudentContact	-.180**	0.005	-.145*	0.067	1	-.201**	-.235**	-0.044	-0.029	-0.006
AgeGroup	.242**	0.002	.458**	-.205**	-.201**	1	.276**	0.008	.129*	-0.011
Salary Range	.130*	0.024	.390**	.343**	-.235**	.276**	1	.340**	.223**	.156*
moraleMEAN	0.001	0.054	.137*	.286**	-0.044	0.008	.340**	1	.592**	0.122
satisMEAN	0.012	0.001	0.077	.230**	-0.029	.129*	.223**	.592**	1	0.102
Retention	-0.049	-0.102	0.031	.248**	-0.006	-0.011	.156*	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table I.2. Rosser and Javinar (2003) Construct Correlations

<i>Correlations</i>											
Pearson Correlation											
	Employed 2018	satisMEA N	moraleME AN	conditions MEAN	departmen tMEAN	inputMEA N	institution MEAN	jobquality MEAN	loyaltyMEA N	recogMEA N	supportME AN
Employed2018	1	.099	.113	.067	.046	.022	-.010	.069	.009	.044	.029
satisMEAN	.099	1	.610**	.672**	.666**	.643**	.583**	.608**	.785**	.663**	.679**
moraleMEAN	.113	.610**	1	.630**	.808**	.606**	.389**	.731**	.521**	.726**	.619**
conditionsMEAN	.067	.672**	.630**	1	.757**	.707**	.472**	.657**	.587**	.749**	.738**
departmentMEAN	.046	.666**	.808**	.757**	1	.753**	.543**	.814**	.631**	.861**	.717**
inputMEAN	.022	.643**	.606**	.707**	.753**	1	.597**	.640**	.605**	.751**	.751**
institutionMEAN	-.010	.583**	.389**	.472**	.543**	.597**	1	.485**	.715**	.527**	.512**
jobqualityMEAN	.069	.608**	.731**	.657**	.814**	.640**	.485**	1	.583**	.734**	.661**
loyaltyMEAN	.009	.785**	.521**	.587**	.631**	.605**	.715**	.583**	1	.600**	.561**
recogMEAN	.044	.663**	.726**	.749**	.861**	.751**	.527**	.734**	.600**	1	.752**
supportMEAN	.029	.679**	.619**	.738**	.717**	.751**	.512**	.661**	.561**	.752**	1

Table I.3. Recognition Correlations

Recognition Correlations

Pearson Correlation																
	Q3_2	Q4_1	Q4_2	Q4_3	Q4_10	Q4_11	Q11_6	Q9_2N	Q9_1N	Q10_1	Q10_3	Q11_6	Q12_2	Q13_4	satisMEAN	Retention
Q3_2	1	.371**	.342**	.420**	.395**	.445**	.453**	.303**	.246**	.418**	.442**	.467**	.393**	.423**	.503**	-0.066
Q4_1	.371**	1	.587**	.631**	.392**	.511**	.509**	.324**	.243**	.402**	.392**	.532**	.487**	.385**	.369**	0.002
Q4_2	.342**	.587**	1	.697**	.494**	.608**	.549**	.329**	.245**	.438**	.368**	.601**	.545**	.477**	.482**	0.063
Q4_3	.420**	.631**	.697**	1	.530**	.623**	.584**	.373**	.321**	.555**	.465**	.614**	.513**	.531**	.464**	0.044
Q4_10	.395**	.392**	.494**	.530**	1	.723**	.462**	.423**	.381**	.545**	.463**	.618**	.555**	.610**	.507**	0.057
Q4_11	.445**	.511**	.608**	.623**	.723**	1	.566**	.438**	.316**	.535**	.487**	.828**	.614**	.555**	.474**	-0.002
Q11_6	.453**	.509**	.549**	.584**	.462**	.566**	1**	.442**	.388**	.495**	.497**	.629**	.569**	.617**	.586**	0.070
Q9_2N	.303**	.324**	.329**	.373**	.423**	.438**	.442**	1	.888**	.355**	.299**	.413**	.493**	.454**	.369**	0.035
Q9_1N	.246**	.243**	.245**	.321**	.381**	.316**	.388**	.888**	1	.297**	.245**	.300**	.447**	.410**	.326**	0.019
Q10_1	.418**	.402**	.438**	.555**	.545**	.535**	.495**	.355**	.297**	1	.764**	.570**	.608**	.548**	.514**	0.035
Q10_3	.442**	.392**	.368**	.465**	.463**	.487**	.497**	.299**	.245**	.764**	1	.572**	.604**	.490**	.476**	0.038
Q11_6	.467**	.532**	.601**	.614**	.618**	.828**	.629**	.413**	.300**	.570**	.572**	1	.691**	.608**	.527**	0.089
Q12_2	.393**	.487**	.545**	.513**	.555**	.614**	.569**	.493**	.447**	.608**	.604**	.691**	1	.558**	.580**	0.020
Q13_4	.423**	.385**	.477**	.531**	.610**	.555**	.617**	.454**	.410**	.548**	.490**	.608**	.558**	1	.592**	0.122
satisMEAN	.503**	.369**	.482**	.464**	.507**	.474**	.586**	.369**	.326**	.514**	.476**	.527**	.580**	.592**	1	0.102
Retention	-0.066	0.002	0.063	0.044	0.057	-0.002	0.070	0.035	0.019	0.035	0.038	0.089	0.020	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table I.4. Conditions Correlations

Conditions Pearson Correlations										
	Q11_2	Q11_5	Q13_7	Q14_5	Q14_6	Q29_1	Q26	moraleMEAN	satisMEAN	Retention
Q11_2	1	.567**	.569**	.601**	.525**	.199**	.374**	.505**	.478**	0.075
Q11_5	.567**	1	.560**	.531**	.560**	.149*	.237**	.725**	.657**	0.053
Q13_7	.569**	.560**	1	.570**	.475**	.176**	.287**	.436**	.506**	0.039
Q14_5	.601**	.531**	.570**	1	.639**	0.118	.263**	.484**	.511**	.151*
Q14_6	.525**	.560**	.475**	.639**	1	.170**	.230**	.485**	.523**	0.076
Q29_1	.199**	.149*	.176**	0.118	.170**	1	.488**	0.105	.202**	-0.044
Q26	.374**	.237**	.287**	.263**	.230**	.488**	1	.199**	.328**	-0.060
moraleMEAN	.505**	.725**	.436**	.484**	.485**	0.105	.199**	1	.592**	0.122
satisMEAN	.478**	.657**	.506**	.511**	.523**	.202**	.328**	.592**	1	0.102
Retention	0.075	0.053	0.039	.151*	0.076	-0.044	-0.060	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table I.5. Department Correlations

Department Pearson Correlations																
	Q3_1	Q4_4	Q4_6	Q4_7	Q4_8	Q4_9	Q10_4	Q4_5	Q12_5	Q12_6	Q13_2	Q13_6	Q13_8	morale MEAN	satis MEAN	Retention
Q3_1	1	.326**	.307**	.324**	.287**	.282**	.337**	.366**	.437**	.370**	.294**	.283**	.289**	.332**	.409**	-0.070
Q4_4	.326**	1	.775**	.796**	.816**	.761**	.387**	.799**	.542**	.505**	.444**	.445**	.361**	.632**	.516**	0.001
Q4_6	.307**	.775**	1	.807**	.712**	.690**	.451**	.786**	.547**	.494**	.446**	.430**	.399**	.595**	.473**	-0.010
Q4_7	.324**	.796**	.807**	1	.770**	.772**	.477**	.789**	.582**	.546**	.436**	.516**	.512**	.619**	.497**	0.018
Q4_8	.287**	.816**	.712**	.770**	1	.852**	.346**	.767**	.502**	.440**	.400**	.418**	.355**	.578**	.486**	0.081
Q4_9	.282**	.761**	.690**	.772**	.852**	1	.349**	.783**	.490**	.477**	.400**	.471**	.358**	.567**	.493**	0.043
Q10_4	.337**	.387**	.451**	.477**	.346**	.349**	1	.410**	.538**	.562**	.552**	.547**	.555**	.516**	.466**	-0.011
Q4_5	.366**	.799**	.786**	.789**	.767**	.783**	.410**	1	.574**	.534**	.532**	.459**	.426**	.630**	.526**	0.009
Q12_5	.437**	.542**	.547**	.582**	.502**	.490**	.538**	.574**	1	.702**	.536**	.623**	.611**	.753**	.536**	0.009
Q12_6	.370**	.505**	.494**	.546**	.440**	.477**	.562**	.534**	.702**	1	.646**	.709**	.683**	.699**	.566**	0.093
Q13_2	.294**	.444**	.446**	.436**	.400**	.400**	.552**	.532**	.536**	.646**	1	.685**	.627**	.648**	.559**	0.097
Q13_6	.283**	.445**	.430**	.516**	.418**	.471**	.547**	.459**	.623**	.709**	.685**	1	.680**	.650**	.475**	.159*
Q13_8	.289**	.361**	.399**	.512**	.355**	.358**	.555**	.426**	.611**	.683**	.627**	.680**	1	.555**	.502**	0.031
morale MEAN	.332**	.632**	.595**	.619**	.578**	.567**	.516**	.630**	.753**	.699**	.648**	.650**	.555**	1	.592**	0.122
satis MEAN	.409**	.516**	.473**	.497**	.486**	.493**	.466**	.526**	.536**	.566**	.559**	.475**	.502**	.592**	1	0.102
Retention	-0.070	0.001	-0.010	0.018	0.081	0.043	-0.011	0.009	0.009	0.093	0.097	.159*	0.031	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table I.6. Input Correlations

Input Correlations
Pearson Correlation

	Q3_5	Q13_1	Q13_3	moraleMEAN	satisMEAN	Retention
Q3_5	1	.339**	.240**	.247**	.430**	-0.090
Q13_1	.339**	1	.585**	.595**	.531**	0.073
Q13_3	.240**	.585**	1	.561**	.529**	0.075
moraleMEAN	.247**	.595**	.561**	1	.592**	0.122
satisMEAN	.430**	.531**	.529**	.592**	1	0.102
Retention	-0.090	0.073	0.075	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table I.7. Institution Correlations

Institution Correlations
Pearson Correlation

	Q2_3	Q3_3	Q3_7	Q14_4	moraleMEAN	satisMEAN	Retention
Q2_3	1	.294**	.474**	.515**	.235**	.433**	-0.019
Q3_3	.294**	1	.464**	.283**	.279**	.333**	-0.022
Q3_7	.474**	.464**	1	.345**	.337**	.441**	0.029
Q14_4	.515**	.283**	.345**	1	.296**	.505**	-0.027
moraleMEAN	.235**	.279**	.337**	.296**	1	.592**	0.122
satisMEAN	.433**	.333**	.441**	.505**	.592**	1	0.102
Retention	-0.019	-0.022	0.029	-0.027	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table I.8. External Correlations

External Correlations
Pearson Correlation

	Q3_6	moraleMEAN	satisMEAN	Retention
Q3_6	1	.596**	.550**	0.082
moraleMEAN	.596**	1	.592**	0.122
satisMEAN	.550**	.592**	1	0.102
Retention	0.082	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table I.9. Loyalty Correlations

Loyalty Correlations
Pearson Correlation

	Q2_1	Q2_2	Q14_1	Q14_2	Q20_1	moraleMEAN	satisMEAN	Retention
Q2_1	1	.672**	.442**	.431**	.415**	.288**	.466**	0.008
Q2_2	.672**	1	.353**	.400**	.411**	.344**	.500**	-0.080
Q14_1	.442**	.353**	1	.826**	.603**	.401**	.579**	0.058
Q14_2	.431**	.400**	.826**	1	.682**	.491**	.661**	0.034
Q20_1	.415**	.411**	.603**	.682**	1	.516**	.841**	0.024
moraleMEAN	.288**	.344**	.401**	.491**	.516**	1	.592**	0.122
satisMEAN	.466**	.500**	.579**	.661**	.841**	.592**	1	0.102
Retention	0.008	-0.080	0.058	0.034	0.024	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table I.10. Support Correlations

Support Correlations
Pearson Correlation

	Q3_8	Q10_2	Q13_9	Q14_3	Q14_7	moraleMEAN	satisMEAN	Retention
Q3_8	1	.460**	.643**	.601**	.643**	.408**	.593**	-0.027
Q10_2	.460**	1	.497**	.582**	.431**	.553**	.540**	0.032
Q13_9	.643**	.497**	1	.601**	.708**	.484**	.492**	0.002
Q14_3	.601**	.582**	.601**	1	.611**	.562**	.615**	0.012
Q14_7	.643**	.431**	.708**	.611**	1	.490**	.527**	0.106
moraleMEAN	.408**	.553**	.484**	.562**	.490**	1	.592**	0.122
satisMEAN	.593**	.540**	.492**	.615**	.527**	.592**	1	0.102
Retention	-0.027	0.032	0.002	0.012	0.106	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table I.11. Job Quality Correlations

Job Quality Correlations
Pearson Correlation

	Q12_1	Q12_7	moraleMEAN	satisMEAN	Retention
Q12_1	1	.664**	.647**	.544**	0.073
Q12_7	.664**	1	.683**	.572**	0.057
moraleMEAN	.647**	.683**	1	.592**	0.122
satisMEAN	.544**	.572**	.592**	1	0.102
Retention	0.073	0.057	0.122	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table I.12. Satisfaction Correlations

Satisfaction Correlations
Pearson Correlation

	Q1	Q20_2	Q20_3	moraleMEAN	Retention
Q1	1	.622**	.585**	.585**	.149*
Q20_2	.622**	1	.848**	.532**	0.077
Q20_3	.585**	.848**	1	.504**	0.072
moraleMEAN	.585**	.532**	.504**	1	0.122
Retention	.149*	0.077	0.072	0.122	1

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table I.13. Morale Correlations

Morale Correlations
Pearson Correlation

	Q12_3	Q12_4	Q15_1	satisMEAN	Retention
Q12_3	1	.810**	-.462**	.669**	0.069
Q12_4	.810**	1	-.392**	.623**	.166**
Q15_1	-.462**	-.392**	1	-.434**	-0.045
satisMEAN	.669**	.623**	-.434**	1	0.102
Retention	0.069	.166**	-0.045	0.102	1

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix J. Construct Cronbach's Alpha

Table J.1. Condition Cronbach's Alpha

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q11_2	17.62	15.649	0.696	0.513	0.780
Q11_5	17.85	16.196	0.643	0.472	0.791
Q13_7	17.42	17.384	0.650	0.459	0.791
Q14_5	17.26	16.844	0.677	0.550	0.786
Q14_6	17.53	16.680	0.638	0.492	0.792
Q29_1	17.53	20.465	0.272	0.245	0.844
Q26	17.37	19.482	0.415	0.319	0.826

Table J.2. Condition Total Cronbach's Alpha

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.827	0.820	7

Table J.3. Department Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q3_1	34.25	97.459	0.425	0.225	0.940
Q4_4	34.01	87.510	0.777	0.785	0.930
Q4_6	34.18	86.919	0.769	0.736	0.930
Q4_7	34.01	86.506	0.824	0.800	0.928
Q4_8	33.79	89.559	0.747	0.808	0.931
Q4_9	33.73	89.685	0.745	0.783	0.931
Q10_4	34.31	92.092	0.616	0.471	0.935
Q4_5	34.09	85.884	0.811	0.788	0.929
Q12_5	34.38	88.005	0.739	0.619	0.931
Q12_6	34.31	88.703	0.726	0.665	0.932
Q13_2	34.14	90.329	0.656	0.622	0.934
Q13_6	34.00	91.959	0.683	0.659	0.933
Q13_8	34.35	91.656	0.637	0.626	0.935

Table J.4. Department Total Cronbach's Alpha

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.937	0.936	13

Table J.5. Support Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q3_8	9.62	14.245	0.713	0.521	0.845
Q10_2	9.40	15.856	0.582	0.388	0.874
Q13_9	10.13	13.430	0.759	0.593	0.833
Q14_3	9.08	14.756	0.731	0.547	0.842
Q14_7	9.80	13.196	0.740	0.589	0.839

Table J.6. Support Total Cronbach's Alpha

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.874	0.874	5

Table J.7. Recognition Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q3_2	34.9534	107.211	0.531		0.927
Q4_1	34.8602	105.448	0.607		0.925
Q4_2	34.5297	106.676	0.667		0.924
Q4_3	34.8983	102.270	0.719		0.922
Q4_10	34.5381	102.803	0.686		0.923
Q4_11	34.8898	99.724	0.767		0.920
Q11_6	34.7331	101.677	0.754		0.921
Q9_2N	35.3941	99.653	0.607		0.927
Q9_1N	35.1949	102.004	0.517		0.930
Q10_1	35.4280	101.046	0.685		0.923
Q10_3	35.8093	102.215	0.639		0.924
Q11_6	35.2458	99.463	0.797		0.919
Q12_2	34.9364	102.324	0.761		0.921

Table J.8. Recognition Reliability Statistics

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.928	0.933	14

Table J.9. Institution Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q2_3	8.60	4.131	0.568	0.366	0.627
Q3_3	8.43	4.708	0.433	0.235	0.706
Q3_7	8.52	4.419	0.562	0.346	0.634
Q14_4	8.65	4.354	0.490	0.287	0.675

Table J.10. Institution Reliability Statistics

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.723	0.724	4

Table J.11. Loyalty Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q2_1	13.13	5.916	0.620	0.503	0.810
Q2_2	13.42	5.625	0.560	0.478	0.831
Q14_1	12.82	5.992	0.686	0.693	0.795
Q14_2	12.75	5.840	0.734	0.737	0.783
Q20_1	13.06	5.369	0.647	0.491	0.804

Table J.12. Loyalty Reliability Statistics

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.837	0.846	5

Table J.13. Input Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q3_5	5.46	3.469	0.332	0.117	0.719
Q13_1	4.83	2.434	0.570	0.385	0.381
Q13_3	4.57	3.483	0.515	0.346	0.504

Table J.14. Input Reliability Statistics

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.649	0.656	3

Table J.15. Job Quality Construct Statistics

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q12_1	2.79	0.923	0.664	0.441	
Q12_7	2.91	0.918	0.664	0.441	

Table J.16. Job Quality Reliability Statistics

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.798	0.798	2

Table J.17. Morale Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q12_3	3.62	2.029	0.808	0.683	0.509
Q12_4	3.45	2.349	0.766	0.658	0.558
Q15_1	5.44	4.446	0.455	0.219	0.894

Table J.18. Morale Reliability Statistics

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.791	0.791	3

Table J.19. Satisfaction Cronbach's Alpha

<i>Item-Total Statistics</i>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	6.48	2.602	0.629	0.400	0.914
Q20_2	6.39	1.997	0.827	0.735	0.737
Q20_3	6.35	2.128	0.800	0.715	0.764

Table J.20. Satisfaction Reliability Statistics

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.868	0.866	3

Appendix K. Rosser and Javinar (2003) Models

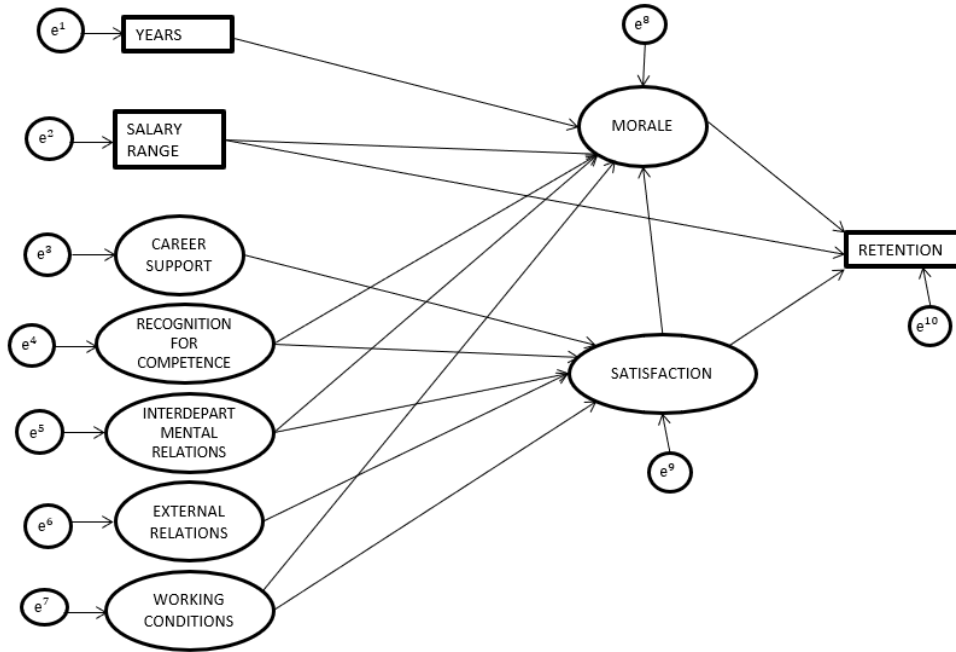


Figure K.1. Rosser and Javinar (2003) Theoretical Model

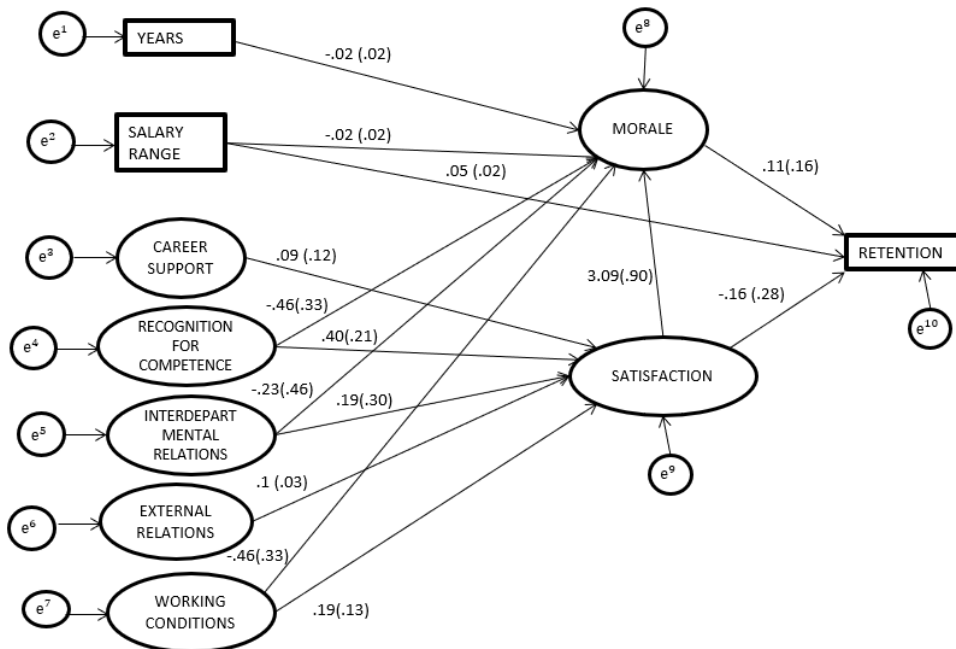


Figure K.2. Rosser and Javinar (2003) Tested Model

Table K.1 Gamma Results from First Tested Model Original

	Γ						
	Years	Salary Range	Career Support	Recognition	Inter-departmental Relations	External Relations	Working Conditions
Satisfaction	0	0	.09(.12)	.40(.21)	.19(.30)	.10(.03)	.19(.13)
Morale	-	-	0	-.76(.48)	-.24(.46)	0	-.46(.33)
Retention	.03(.02)	.02(.02)	0	0	0	0	0

Table K.2. Beta Results from First Tested Model Original

	β		
	Satisfaction	Morale	Retention
Satisfaction	0	0	0
Morale	3.09(.90)	0	0
Retention	-.16(.28)	.11(.17)	0

Table K.3. Phi Results from First Tested Model Original

	Φ		
	Satisfaction	Morale	Retention
Satisfaction	.03(.01)		
Morale		-.08(.07)	
Retention			.19(.01)

Table K.4. Results from First Tested Model Original

CFI	.66
RMSEA	.099
SRMR	.094
NFI	.583

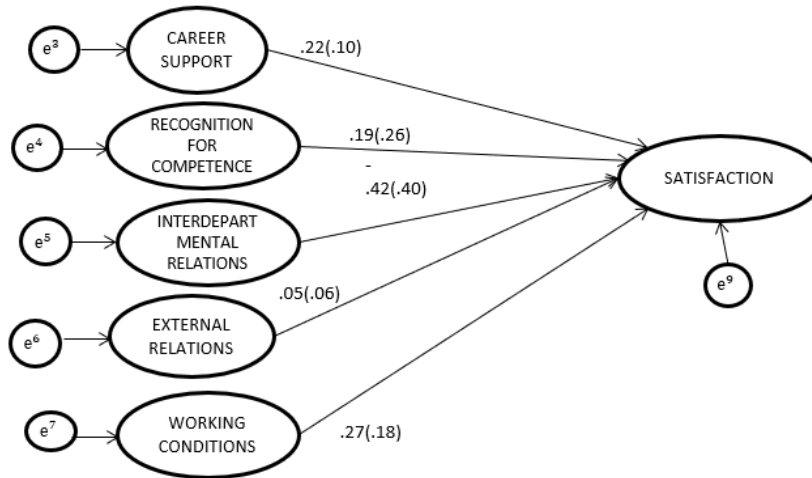


Figure K.3. Rosser and Javinar (2003) Satisfaction Model

Table K.5. Gamma Results from Satisfaction Only

	Career Support	Recognition	Interdepartmental Relations	External Relations	Working Conditions
Satisfaction	.22(.10)	.19(.26)	-.41(.39)	.06(.58)	.27(.18)

Table K.6. Phi Results from Satisfaction Only

	Satisfaction
Satisfaction	.11(.02)

Table K.7. Results from Satisfaction Only

CFI	.729
RMSEA	.110
SRMR	.084

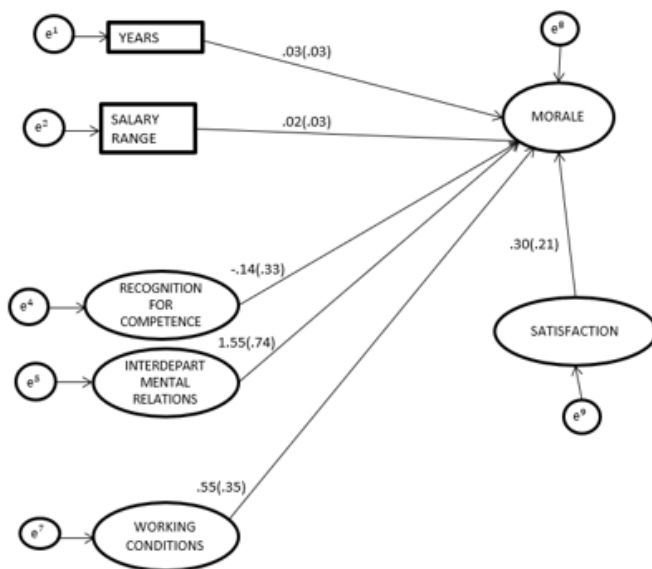


Figure K.4. Rosser and Javinar (2003) Morale Model

Table K.8. Gamma Results from Morale Model

$$\Gamma$$

	Years	Salary Range	Recognition	Interdepartmental Relations	Working Conditions
Morale	.03(.03)	.02(.03)	-.14(.33)	1.55(.74)	.56(.36)

Table K.9. Beta Results from Morale Model

$$\beta$$

	Satisfaction	Morale
Satisfaction	0	0
Morale	.30(.21)	0

Table K.10. Psi Results from Morale Model

$$\Psi$$

	Satisfaction	Morale
Satisfaction	.28(.07)	
Morale		.18(.05)

Table K.11. Results from Morale Model

CFI	.722
RMSEA	.104
SRMR	.090

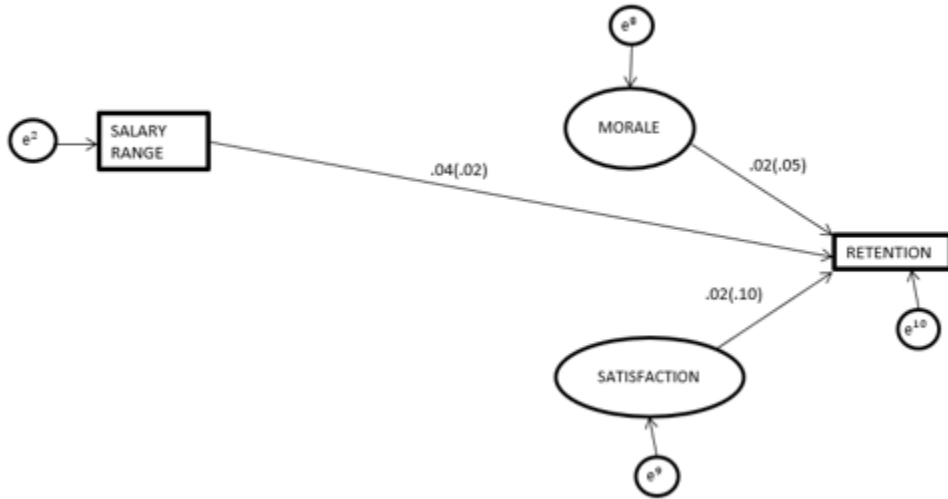


Figure K.5. Rosser and Javinar (2003) Retention Model

Table K.12. Gamma Results from SEM Original

	Years	Salary Range	Career Support	Recognition	Interdepartmental Relations	External Relations	Working Conditions
Retention	0	.05(.02)	0	0	0	0	0

Table K.13. Beta Results from SEM Original

	Satisfaction	Morale	Retention
Satisfaction	0	0	.02(.10)
Morale	0	0	.02(.05)
Retention	0	0	0

Table K.14. Psi Results from SEM Original

	Satisfaction	Morale	Retention
Satisfaction	.31(.07)	.45(.10)	
Morale		1.05(.11)	
Retention			.19(.01)

Table K.15. Results from SEM Original

CFI	.858
RMSEA	.142
SRMR	.104

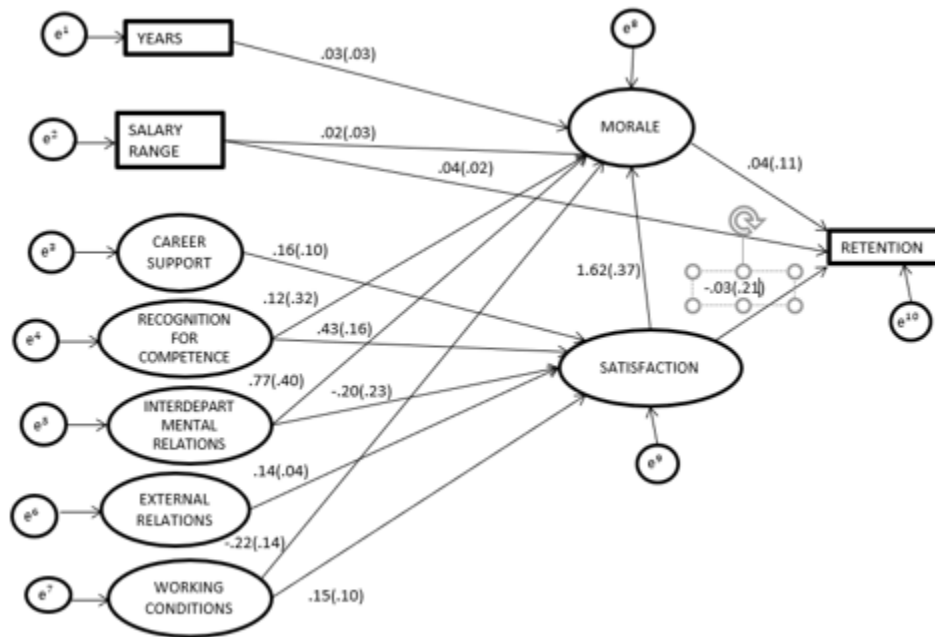


Figure K.6. Rosser and Javinar (2003) Final Retention Model

Table K.16. Gamma Rosser and Javinar (2003) Model

Γ

	Years	Salary Range	Career Support	Recognition	Inter-departmental Relations	External Relations	Working Conditions
Satisfaction	0	0	.16(.10)	.43(.16)	-.20(.23)	.14(.03)	.15(.10)
Morale	.03(.03)	.02(.03)	0	.12(.32)	.77(.40)	0	-.22(.14)
Retention	0	.04(.02)	0	0	0	0	0

Table K.17. Beta Rosser and Javinar (2003) Model

β

	Satisfaction	Morale	Retention
Satisfaction	0	0	0
Morale	1.62(.36)	0	0
Retention	-.03(.21)	.04(.11)	0

Table K.18. Psi Rosser and Javinar (2003) Model

ψ

	Satisfaction	Morale	Retention
Satisfaction	.05(.01)		
Morale		.12(.04)	
Retention			.19(.01)

Table K.19. Results Rosser and Javinar (2003) Model

CFI	.080
RMSEA	.831
SRMR	.073

Appendix L. Independent Samples T-Tests

Table L.1. Demographics Independent Samples T-Tests

<i>Group Statistics</i>					
	Employed		Mean	Std. Deviation	Std. Error Mean
	2018	N			
MARITAL_STATUS	0	64	.53	.503	.063
	1	185	.48	.501	.037
RACE_ETHNICITY	0	61	.26	.444	.057
	1	170	.17	.377	.029
YearsofServiceGrouping	0	64	1.34	1.482	.185
	1	185	1.44	1.280	.094
HighestEducationLevel	0	51	1.41	1.299	.182
	1	148	2.09	1.121	.092
DeptDirectStudentContact	0	64	.70	.460	.058
	1	185	.70	.461	.034
AgeGroup	0	64	2.14	.870	.109
	1	185	2.12	.858	.063
SalaryRange	0	64	1.63	1.374	.172
	1	185	2.15	1.465	.108

a. t cannot be computed because the standard deviations of both groups are 0.

Table L.2. Constructs Independent Samples T-Tests

Group Statistics

	Retention	N	Mean	Std. Deviation	Std. Error Mean
moraleMEAN	No	64	2.0651	.70499	.08812
	Yes	184	2.2437	.61401	.04527
conditionsMEAN	No	64	2.8490	.68059	.08507
	Yes	185	2.9548	.68558	.05041
departmentMEAN	No	64	2.7678	.81538	.10192
	Yes	184	2.8485	.78419	.05781
inputMEAN	No	64	2.4609	.79001	.09875
	Yes	184	2.4837	.82741	.06100
institutionMEAN	No	64	2.8542	.71717	.08965
	Yes	184	2.8329	.64834	.04780
jobqualityMEAN	No	64	2.7500	.91287	.11411
	Yes	184	2.8913	.85195	.06281
loyaltyMEAN	No	64	3.2492	.64829	.08104
	Yes	184	3.2639	.56777	.04186
recogMEAN	No	64	2.6479	.82359	.10295
	Yes	184	2.7261	.74488	.05491
supportMEAN	No	64	2.3703	.93017	.11627
	Yes	184	2.4318	.91990	.06782
satisMEAN	No	64	3.0781	.85189	.10649
	Yes	185	3.2514	.69984	.05145

Table L.3. Individual Items Independent Samples T-Tests

Retention		N	Mean	Std. Deviation	Std. Error Mean
Q12_3	No	63	2.49	1.203	0.152
	Yes	184	2.67	1.122	0.083
Q12_4	No	63	2.49	1.216	0.153
	Yes	183	2.90	0.992	0.073
Q15_1	No	63	0.78	0.728	0.092
	Yes	182	0.84	0.568	0.042
Q1	No	59	2.93	0.848	0.110
	Yes	183	3.20	0.722	0.053
Q20_2	No	64	3.11	0.994	0.124
	Yes	183	3.26	0.817	0.060
Q20_3	No	64	3.16	0.912	0.114
	Yes	183	3.30	0.819	0.061
Q3_7	No	64	2.83	0.969	0.121
	Yes	181	2.88	0.805	0.060
Q4_9	No	64	3.14	1.006	0.126
	Yes	184	3.24	1.012	0.075
Q3_8	No	64	2.45	1.140	0.142
	Yes	182	2.38	1.125	0.083
Q10_2	No	64	2.56	1.052	0.132
	Yes	182	2.64	1.019	0.076
Q13_9	No	62	1.89	1.243	0.158
	Yes	184	1.89	1.201	0.089
Q14_3	No	64	2.92	1.044	0.130
	Yes	183	2.95	1.023	0.076
Q14_7	No	64	1.98	1.228	0.153
	Yes	183	2.29	1.270	0.094
Q3_2	No	64	2.86	0.852	0.107
	Yes	181	2.72	0.926	0.069
Q3_6	No	64	2.80	0.979	0.122
	Yes	183	2.97	0.889	0.066
Q4_1	No	64	2.84	0.930	0.116
	Yes	184	2.85	0.940	0.069
Q4_2	No	64	3.09	0.921	0.115
	Yes	184	3.21	0.725	0.053
Q4_3	No	63	2.75	1.062	0.134

	Yes	183	2.85	0.999	0.074
Q4_6	No	64	2.80	1.171	0.146
	Yes	184	2.77	1.137	0.084
Q4_10	No	64	3.06	1.082	0.135
	Yes	184	3.20	1.011	0.075
Q4_11	No	64	2.83	1.189	0.149
	Yes	182	2.82	1.098	0.081
Q11_6	No	63	2.86	1.105	0.139
	Yes	183	3.02	0.963	0.071
Q9_2N	No	63	2.2540	1.45877	0.18379
	Yes	184	2.3641	1.33184	0.09818
Q9_1N	No	64	2.4844	1.40286	0.17536
	Yes	184	2.5435	1.33808	0.09864
Q10_1	No	63	2.22	1.250	0.157
	Yes	182	2.31	1.105	0.082
Q12_2	No	64	2.30	1.108	0.139
	Yes	184	2.52	1.076	0.079
Q13_4	No	64	2.75	0.926	0.116
	Yes	184	2.79	0.959	0.071
Q2_1	No	64	3.16	0.695	0.087
	Yes	183	3.17	0.733	0.054
Q2_2	No	64	2.98	0.826	0.103
	Yes	181	2.83	0.862	0.064
Q14_1	No	63	3.41	0.687	0.087
	Yes	184	3.50	0.644	0.048
Q14_2	No	63	3.51	0.716	0.090
	Yes	184	3.56	0.642	0.047
Q20_1	No	64	3.20	0.858	0.107
	Yes	184	3.25	0.857	0.063
Q12_1	No	64	2.80	0.979	0.122
	Yes	183	2.96	0.942	0.070
Q12_7	No	63	2.70	1.057	0.133
	Yes	182	2.82	0.924	0.068
Q2_3	No	63	2.83	0.925	0.117
	Yes	181	2.78	0.933	0.069
Q3_3	No	64	2.98	0.864	0.108
	Yes	183	2.94	0.903	0.067
Q13_1	No	63	2.46	1.148	0.145
	Yes	182	2.66	1.205	0.089
Q13_3	No	64	2.75	0.926	0.116
	Yes	182	2.90	0.868	0.064

Q3_1	No	64	2.80	0.739	0.092
	Yes	182	2.67	0.815	0.060
Q4_4	No	64	2.92	1.103	0.138
	Yes	184	2.92	1.133	0.084
Q4_7	No	64	2.91	1.165	0.146
	Yes	184	2.95	1.098	0.081
Q4_8	No	64	3.02	1.061	0.133
	Yes	184	3.20	0.979	0.072
Q10_4	No	64	2.67	1.070	0.134
	Yes	184	2.65	0.953	0.070
Q4_5	No	64	2.83	1.162	0.145
	Yes	184	2.85	1.181	0.087
Q12_5	No	64	2.55	1.167	0.146
	Yes	184	2.57	1.099	0.081
Q12_6	No	63	2.46	1.162	0.146
	Yes	183	2.69	1.076	0.080
Q13_2	No	64	2.64	1.118	0.140
	Yes	182	2.87	1.036	0.077
Q13_6	No	64	2.70	1.003	0.125
	Yes	184	3.04	0.883	0.065
Q13_8	No	64	2.55	0.958	0.120
	Yes	183	2.62	1.003	0.074
Q11_2	No	64	2.67	1.113	0.139
	Yes	184	2.86	1.135	0.084
Q10_3	No	63	1.84	1.125	0.142
	Yes	183	1.94	1.135	0.084
Q11_5	No	64	2.48	1.141	0.143
	Yes	183	2.62	1.092	0.081
Q13_7	No	64	2.95	0.785	0.098
	Yes	183	3.03	0.949	0.070
Q14_6	No	64	2.77	1.080	0.135
	Yes	184	2.95	1.023	0.075
Q14_5	No	64	2.94	1.067	0.133
	Yes	184	3.27	0.919	0.068
Q29_1	No	63	2.97	0.671	0.085
	Yes	183	2.89	0.873	0.065
Q26	No	64	3.16	0.739	0.092
	Yes	185	3.04	0.852	0.063

Table L.4. Independent Samples Test All Items

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Q12_3	EVA	0.633	0.427	-1.090	245	0.277	-0.182	0.167	-0.511	0.147
	EVNA			-1.053	101.386	0.295	-0.182	0.173	-0.524	0.161
Q12_4	EVA	7.876	0.005	-2.626	244	0.009	-0.404	0.154	-0.707	-0.101
	EVNA			-2.379	91.983	0.019	-0.404	0.170	-0.742	-0.067
Q15_1	EVA	12.231	0.001	-0.702	243	0.483	-0.063	0.090	-0.239	0.114
	EVNA			-0.623	89.487	0.535	-0.063	0.101	-0.263	0.138
Q1	EVA	0.003	0.954	-2.342	240	0.020	-0.265	0.113	-0.487	-0.042
	EVNA			-2.157	86.768	0.034	-0.265	0.123	-0.508	-0.021
Q20_2	EVA	0.116	0.733	-1.216	245	0.225	-0.153	0.126	-0.401	0.095
	EVNA			-1.107	94.448	0.271	-0.153	0.138	-0.427	0.121
Q20_3	EVA	0.143	0.706	-1.133	245	0.258	-0.139	0.123	-0.380	0.103
	EVNA			-1.075	100.741	0.285	-0.139	0.129	-0.395	0.117
Q3_7	EVA	2.537	0.113	-0.452	243	0.652	-0.056	0.124	-0.299	0.188
	EVNA			-0.414	95.511	0.680	-0.056	0.135	-0.324	0.212
Q4_9	EVA	0.208	0.648	-0.672	246	0.502	-0.099	0.147	-0.387	0.190
	EVNA			-0.674	110.479	0.502	-0.099	0.146	-0.388	0.191
Q3_8	EVA	0.011	0.916	0.418	244	0.677	0.069	0.164	-0.255	0.392
	EVNA			0.415	109.094	0.679	0.069	0.165	-0.259	0.396
Q10_2	EVA	0.185	0.667	-0.501	244	0.617	-0.075	0.149	-0.369	0.219
	EVNA			-0.494	107.373	0.623	-0.075	0.152	-0.376	0.226
Q13_9	EVA	0.002	0.968	-0.024	244	0.981	-0.004	0.178	-0.355	0.346

	EVNA			-0.023	102.044	0.981	-0.004	0.181	-0.363	0.355
Q14_3	EVA	0.041	0.841	-0.194	245	0.847	-0.029	0.149	-0.323	0.265
	EVNA			-0.192	108.251	0.848	-0.029	0.151	-0.328	0.270
Q14_7	EVA	1.693	0.194	-1.669	245	0.096	-0.305	0.183	-0.666	0.055
	EVNA			-1.696	113.479	0.093	-0.305	0.180	-0.662	0.051
Q3_2	EVA	2.715	0.101	1.028	243	0.305	0.136	0.132	-0.124	0.395
	EVNA			1.070	119.271	0.287	0.136	0.127	-0.115	0.387
Q3_6	EVA	2.490	0.116	-1.285	245	0.200	-0.170	0.133	-0.431	0.091
	EVNA			-1.227	101.654	0.223	-0.170	0.139	-0.446	0.105
Q4_1	EVA	0.160	0.690	-0.030	246	0.976	-0.004	0.136	-0.272	0.264
	EVNA			-0.030	110.966	0.976	-0.004	0.135	-0.272	0.264
Q4_2	EVA	2.978	0.086	-0.997	246	0.320	-0.113	0.113	-0.336	0.110
	EVNA			-0.889	91.608	0.377	-0.113	0.127	-0.365	0.139
Q4_3	EVA	1.128	0.289	-0.681	244	0.497	-0.101	0.148	-0.393	0.191
	EVNA			-0.661	102.306	0.510	-0.101	0.153	-0.404	0.202
Q4_6	EVA	0.308	0.579	0.151	246	0.880	0.025	0.166	-0.302	0.353
	EVNA			0.149	107.111	0.882	0.025	0.169	-0.309	0.359
Q4_10	EVA	0.028	0.867	-0.891	246	0.374	-0.133	0.149	-0.427	0.161
	EVNA			-0.862	103.761	0.391	-0.133	0.154	-0.439	0.173
Q4_11	EVA	0.539	0.464	0.024	244	0.981	0.004	0.163	-0.317	0.325
	EVNA			0.023	103.229	0.981	0.004	0.169	-0.332	0.340
Q11_6	EVA	1.386	0.240	-1.089	244	0.277	-0.159	0.146	-0.447	0.129
	EVNA			-1.018	96.446	0.311	-0.159	0.156	-0.470	0.151
Q9_2N	EVA	2.043	0.154	-0.553	245	0.581	-0.11016	0.19926	-0.50265	0.28232
	EVNA			-0.529	99.688	0.598	-0.11016	0.20837	-0.52358	0.30325
Q9_1N	EVA	0.579	0.447	-0.301	246	0.764	-0.05910	0.19663	-0.44640	0.32819
	EVNA			-0.294	105.542	0.770	-0.05910	0.20120	-0.45802	0.33981
Q10_1	EVA	1.720	0.191	-0.544	243	0.587	-0.091	0.167	-0.420	0.238
	EVNA			-0.512	97.651	0.610	-0.091	0.178	-0.443	0.261

Q12_2	EVA	0.048	0.826	-1.394	246	0.164	-0.219	0.157	-0.529	0.091
	EVNA			-1.375	107.148	0.172	-0.219	0.160	-0.536	0.097
Q13_4	EVA	0.046	0.830	-0.315	246	0.753	-0.043	0.138	-0.315	0.228
	EVNA			-0.321	113.317	0.749	-0.043	0.136	-0.312	0.225
Q2_1	EVA	1.261	0.262	-0.125	245	0.900	-0.013	0.105	-0.220	0.194
	EVNA			-0.128	115.467	0.898	-0.013	0.102	-0.216	0.190
Q2_2	EVA	2.724	0.100	1.255	243	0.211	0.156	0.124	-0.089	0.400
	EVNA			1.281	114.876	0.203	0.156	0.122	-0.085	0.396
Q14_1	EVA	0.015	0.903	-0.912	245	0.362	-0.087	0.096	-0.276	0.101
	EVNA			-0.884	101.843	0.379	-0.087	0.099	-0.283	0.109
Q14_2	EVA	0.291	0.590	-0.537	245	0.592	-0.052	0.097	-0.242	0.138
	EVNA			-0.509	98.312	0.612	-0.052	0.102	-0.254	0.150
Q20_1	EVA	0.528	0.468	-0.377	246	0.707	-0.047	0.124	-0.292	0.198
	EVNA			-0.377	109.814	0.707	-0.047	0.124	-0.294	0.200
Q12_1	EVA	0.549	0.459	-1.153	245	0.250	-0.159	0.138	-0.432	0.113
	EVNA			-1.132	106.594	0.260	-0.159	0.141	-0.439	0.120
Q12_7	EVA	0.462	0.497	-0.897	243	0.371	-0.126	0.140	-0.402	0.150
	EVNA			-0.840	96.781	0.403	-0.126	0.150	-0.423	0.171
Q2_3	EVA	0.013	0.910	0.300	242	0.764	0.041	0.136	-0.227	0.309
	EVNA			0.301	108.922	0.764	0.041	0.136	-0.228	0.310
Q3_3	EVA	0.180	0.671	0.343	245	0.732	0.044	0.130	-0.211	0.300
	EVNA			0.351	114.568	0.727	0.044	0.127	-0.207	0.296
Q13_1	EVA	0.117	0.733	-1.143	243	0.254	-0.199	0.174	-0.542	0.144
	EVNA			-1.171	112.744	0.244	-0.199	0.170	-0.536	0.138
Q13_3	EVA	1.108	0.293	-1.178	244	0.240	-0.151	0.128	-0.404	0.102
	EVNA			-1.141	104.444	0.256	-0.151	0.132	-0.414	0.111
Q3_1	EVA	1.449	0.230	1.094	244	0.275	0.127	0.116	-0.101	0.354
	EVNA			1.147	120.803	0.254	0.127	0.110	-0.092	0.345
Q4_4	EVA	0.450	0.503	-0.012	246	0.990	-0.002	0.163	-0.324	0.320

	EVNA			-0.013	112.540	0.990	-0.002	0.161	-0.321	0.317
Q4_7	EVA	0.298	0.585	-0.277	246	0.782	-0.045	0.162	-0.364	0.274
	EVNA			-0.269	104.531	0.788	-0.045	0.167	-0.375	0.285
Q4_8	EVA	0.161	0.688	-1.277	246	0.203	-0.185	0.145	-0.472	0.101
	EVNA			-1.228	102.738	0.222	-0.185	0.151	-0.485	0.114
Q10_4	EVA	0.851	0.357	0.176	246	0.860	0.025	0.143	-0.256	0.306
	EVNA			0.166	99.915	0.868	0.025	0.151	-0.275	0.325
Q4_5	EVA	0.069	0.793	-0.147	246	0.883	-0.025	0.171	-0.361	0.311
	EVNA			-0.148	111.386	0.882	-0.025	0.169	-0.361	0.310
Q12_5	EVA	0.183	0.669	-0.147	246	0.884	-0.024	0.162	-0.343	0.296
	EVNA			-0.142	104.421	0.887	-0.024	0.167	-0.355	0.307
Q12_6	EVA	1.359	0.245	-1.456	244	0.147	-0.234	0.160	-0.550	0.082
	EVNA			-1.403	101.067	0.164	-0.234	0.167	-0.564	0.097
Q13_2	EVA	1.166	0.281	-1.516	244	0.131	-0.233	0.154	-0.536	0.070
	EVNA			-1.461	103.474	0.147	-0.233	0.159	-0.549	0.083
Q13_6	EVA	2.896	0.090	-2.521	246	0.012	-0.335	0.133	-0.597	-0.073
	EVNA			-2.371	99.091	0.020	-0.335	0.141	-0.615	-0.055
Q13_8	EVA	0.186	0.666	-0.490	245	0.624	-0.071	0.144	-0.354	0.213
	EVNA			-0.501	114.726	0.617	-0.071	0.141	-0.350	0.208
Q11_2	EVA	0.143	0.706	-1.173	246	0.242	-0.192	0.164	-0.515	0.131
	EVNA			-1.184	111.711	0.239	-0.192	0.162	-0.514	0.130
Q10_3	EVA	0.105	0.746	-0.596	244	0.552	-0.099	0.165	-0.424	0.227
	EVNA			-0.599	108.534	0.550	-0.099	0.165	-0.425	0.228
Q11_5	EVA	0.304	0.582	-0.829	245	0.408	-0.133	0.160	-0.449	0.183
	EVNA			-0.812	106.118	0.418	-0.133	0.164	-0.458	0.192
Q13_7	EVA	2.824	0.094	-0.603	245	0.547	-0.080	0.132	-0.340	0.180
	EVNA			-0.660	131.821	0.510	-0.080	0.121	-0.318	0.159
Q14_6	EVA	2.139	0.145	-1.195	246	0.233	-0.180	0.151	-0.477	0.117
	EVNA			-1.164	104.926	0.247	-0.180	0.155	-0.487	0.127

Q14_5	EVA	1.361	0.245	-2.402	246	0.017	-0.334	0.139	-0.608	-0.060
	EVNA			-2.234	97.427	0.028	-0.334	0.150	-0.631	-0.037
Q29_1	EVA	4.893	0.028	0.688	244	0.492	0.083	0.121	-0.155	0.321
	EVNA			0.780	139.090	0.436	0.083	0.106	-0.127	0.293
Q26	EVA	0.017	0.896	0.945	247	0.346	0.113	0.120	-0.123	0.349
	EVNA			1.012	125.179	0.313	0.113	0.112	-0.108	0.334

Appendix M. Logistic Regression of Salary Range

Table M.1. Omnibus Tests of Model Coefficients of Salary Range

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
	Step	6.238	1	.013
Step 1	Block	6.238	1	.013
	Model	6.238	1	.013

Table M.2. Model Summary of Salary Range

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	277.584 ^a	.025	.036

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Table M.3. Hosmer and Lemeshow Test of Salary Range

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	11.424	4	.022

Table M.4. Contingency Table for Hosmer and Lemeshow Test of Salary Range

Contingency Table for Hosmer and Lemeshow Test

	Retention = No		Retention = Yes		Total
	Observed	Expected	Observed	Expected	
1	14	17.952	36	32.048	50
2	22	14.517	26	33.483	48
3	12	12.563	38	37.437	50
4	8	13.401	57	51.599	65
5	6	3.682	16	18.318	22
6	2	1.885	12	12.115	14

Table M.5. Classification Table of Salary Range

Classification Table^a

	Observed	Predicted		
		Retention		Percentage Correct
		No	Yes	
Step 1	Retention No	0	64	.0
	Retention Yes	0	185	100.0
Overall Percentage				74.3

a. The cut value is .500

Table M.6. Variables in the Equation of Salary Range

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Salary Range	.256	.105	5.966	1	.015	1.292
	Constant	.580	.235	6.068	1	.014	1.785

a. Variable(s) entered on step 1: Salary Range.

Appendix N. Logistic Regression Level of Education

Table N.1. Omnibus Tests Model Coefficients Level of Education

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
	Step	12.191	1	.000
Step 1	Block	12.191	1	.000
	Model	12.191	1	.000

Table N.2. Model Summary Level of Education

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	214.323 ^a	.059	.087

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Table N.3. Hosmer and Lemeshow Test Level of Education

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	10.642	3	.014

Table N.4. Contingency Table for Hosmer and Lemeshow Test Level of Education

Contingency Table for Hosmer and Lemeshow Test

	Retention = No		Retention = Yes		Total
	Observed	Expected	Observed	Expected	
1	18	18.166	23	22.834	41
2	8	5.957	10	12.043	18
Step 1 3	15	15.758	52	51.242	67
4	6	9.951	56	52.049	62
5	4	1.169	7	9.831	11

Table N.5. Classification Table Level of Education

Classification Table^a

	Observed	Predicted		
		Retention		Percentage Correct
		No	Yes	
Step 1	Retention No	0	51	.0
	Retention Yes	0	148	100.0
Overall Percentage				74.4

a. The cut value is .500

Table N.6. Variables in Equation Level of Education

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a Highest Education Level	.475	.139	11.666	1	.001	1.608
Constant	.229	.280	.667	1	.414	1.257

a. Variable(s) entered on step 1: Highest Education Level.

Appendix O. Logistic Regression Stress at Work

Table O.1. Omnibus Tests Model Coefficients Stress at Work

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
	Step	.497	1	.481
Step 1	Block	.497	1	.481
	Model	.497	1	.481

Table O.2. Model Summary Stress at Work

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	278.826 ^a	.002	.003

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Table O.3. Hosmer and Lemeshow Stress at Work

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	9.839	1	.002

Table O.4. Contingency Table for Hosmer and Lemeshow Test Stress at Work

Contingency Table for Hosmer and Lemeshow Test

		Retention = No		Retention = Yes		Total
		Observed	Expected	Observed	Expected	
Step 1	1	25	20.175	46	50.825	71
	2	27	36.649	119	109.351	146
	3	11	6.175	17	21.825	28

Table O.5. Classification Table Stress at Work

Classification Table^a

Observed		Predicted		
		Retention		Percentage Correct
		No	Yes	
Step 1	Retention No	0	63	.0
	Retention Yes	0	182	100.0
Overall Percentage				74.3

a. The cut value is .500

Table O.6. Variables in Equation Stress at Work

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Stress-My job at Ohio State	.169	.241	.495	1	.482	1.184
	Constant	.924	.241	14.743	1	.000	2.519

a. Variable(s) entered on step 1: Stress-My job at Ohio State.

Appendix P. Logistic Regression Fun

Table P.1. Omnibus Tests Model Coefficients Fun

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
	Step	6.518	1	.011
Step 1	Block	6.518	1	.011
	Model	6.518	1	.011

Table P.2. Model Summary Fun

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	273.399 ^a	.026	.038

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Table P.3. Hosmer and Lemeshow Test Fun

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	2.693	2	.260

Table P.4. Contingency Table for Hosmer and Lemeshow Test Fun

Contingency Table for Hosmer and Lemeshow Test

	Retention = No		Retention = Yes		Total	
	Observed	Expected	Observed	Expected		
Step 1	1	14	12.043	15	16.957	29
	2	10	14.308	37	32.692	47
	3	27	24.687	77	79.313	104
	4	12	11.962	54	54.038	66

Table P.5. Classification Table Fun

Classification Table^a

	Observed	Predicted		
		Retention		Percentage Correct
		No	Yes	
Step 1	Retention No	0	63	.0
	Retention Yes	0	183	100.0
Overall Percentage				74.4

a. The cut value is .500

Table P.6. Variables in the Equation Fun

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a When I am at work, people have fun they enjoy themselves.	.341	.133	6.529	1	.011	1.406
Constant	.145	.380	.145	1	.704	1.156

a. Variable(s) entered on step 1: When I am at work, people have fun they enjoy themselves..

Appendix Q. Logistic Regression Respect

Table Q.1. Omnibus Test of Model Coefficients Respect

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
	Step	5.972	1	.015
Step 1	Block	5.972	1	.015
	Model	5.972	1	.015

Table Q.2. Model Summary Respect

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	277.255 ^a	.024	.035

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Table Q.3. Hosmer and Lemeshow Test Respect

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	1.467	2	.480

Table Q.4. Contingency Table for Hosmer and Lemeshow Respect

Contingency Table for Hosmer and Lemeshow Test

		Retention = No		Retention = Yes		Total
		Observed	Expected	Observed	Expected	
Step 1	1	9	9.600	13	12.400	22
	2	8	9.110	20	18.890	28
	3	37	32.962	95	99.038	132
	4	10	12.328	56	53.672	66

Table Q.5. Classification Table Respect

Classification Table^a

		Observed	Predicted		Percentage Correct
			Retention		
			No	Yes	
Step 1	Retention	No	3	61	4.7
		Yes	3	181	98.4
Overall Percentage					74.2

a. The cut value is .500

Table Q.6. Variables in the Equation Respect

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	My coworkers generally treat each other with respect.	.371	.151	6.004	1	.014	1.449
	Constant	-.012	.451	.001	1	.978	.988

a. Variable(s) entered on step 1: My coworkers generally treat each other with respect..

Appendix R. Logistic Regression Flexible

Table R.1. Omnibus Test of Model Coefficients Flexible

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
	Step	5.382	1	.020
Step 1	Block	5.382	1	.020
	Model	5.382	1	.020

Table R.2. Model Summary Flexible

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	277.845 ^a	.021	.032

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Table R.3. Hosmer and Lemeshow Test Flexible

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	3.330	2	.189

Table R.4. Contingency Table for Hosmer and Lemeshow Flexible

Contingency Table for Hosmer and Lemeshow Test

		Retention = No		Retention = Yes		Total
		Observed	Expected	Observed	Expected	
Step 1	1	7	8.347	12	10.653	19
	2	11	7.379	11	14.621	22
	3	23	25.229	72	69.771	95
	4	23	23.046	89	88.954	112

Table R.5. Classification Table Flexible

Classification Table^a

	Observed	Predicted		
		Retention		Percentage Correct
		No	Yes	
Step 1	Retention No	0	64	.0
	Retention Yes	0	184	100.0
Overall Percentage				74.2

a. The cut value is .500

Table R.6. Variables in the Equation Flexible

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a My job schedule can be adjusted to meet personal or family responsibilities when needed.	.333	.143	5.464	1	.019	1.396
Constant	.017	.460	.001	1	.970	1.017

a. Variable(s) entered on step 1: My job schedule can be adjusted to meet personal or family responsibilities when needed..

Appendix S. Selection Survey - Focus Group

Pre-Selection Survey: Focus Group

Welcome and thank you for taking your time to fill out this survey. My name is Tracey Walterbusch and I am a doctoral student in Higher Education and Student Affairs at Ohio State. The goal of this study is to understand what factors are important to the retention of midlevel student affairs professionals and why these factors are important. Why do student affairs professionals choose to retain? The goal of the focus group is to elicit participants' feelings, attitudes, and perceptions about factors which impact student affairs staff retention (Vaughn et al., 1996). You were invited because the human resources department identified you as a midlevel student affairs professional who has worked at the university for at least three years. Based on your answers to the questions below, I may reach out to you asking for your involvement in the focus group. Thank you.

1. What is your gender?
Male Female Transgender
2. What is your sexual orientation?
Heterosexual Bisexual Gay/Lesbian Questioning
3. What is your race/ethnicity?
White/Caucasian African American/Black Asian American
Latinx/Hispanic Other Race/Ethnicity Multiple Races/Ethnicities
4. What is your highest level of education?
5. What is year were you born?
6. I intend to retire from this university.
Strongly Agree Agree Disagree Strongly Disagree
7. Have you been consistently employed at this institution since you started?
 - a. If no, please jump to question 8.
 - b. If yes, please share what year you first started working at the institution?
And, what year did you leave the institution?
8. Have you worked at other institutions of higher education ? If so how many?
9. Have you worked outside of higher education?
 - c. How many years did you work outside of higher education?
10. What year did you most recently start working at your current university?

11. I believe that Student Life staff retention is a problem at this university.
Strongly Agree Agree Disagree Strongly Disagree
12. I believe that Student Life staff retention is a problem nationally.
Strongly Agree Agree Disagree Strongly Disagree
13. I intend to leave the university in the next three years.
Strongly Agree Agree Disagree Strongly Disagree

Appendix T. Informed Consent

Informed Consent Form for Midlevel Student Affairs Professionals

I am inviting midlevel university staff to participate in research titled “*A Mixed Method Embedded Look at Factors Impacting Midlevel Student Affairs Retention.*”

Researcher: Tracey Walterbusch

Institution: Ohio State University

Title: *A Mixed Method Embedded Look at Factors Impacting Midlevel Student Affairs Retention*

This Informed Consent Form has two parts:

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

Part I: Information Sheet

Introduction

My name is Tracey Walterbusch, a student within the Higher Education and Student Affairs Ph.D. Program at the Ohio State University. I am doing research on retention of midlevel university staff. I am going to give you information about the project. If you do not feel comfortable being a part of this research, you do not need to decide today whether or not you will participate. This consent may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later you can ask me at any time throughout the process.

Purpose of the research

With a growing focus on higher educational efficiency, there has been an increasing amount of stress on university employees (Morris & Madsen, 2007). Combined with the mounting expectations of students and their family members, development of governmental regulations has also led to increased demands on university staff (Marcus, 2014). As a result, universities are struggling to retain their professional staff (Selesho & Naile, 2014). The project is an embedded explanatory sequential methods study (Creswell & Plano Clark, 2007) starting with an analysis of an existing structural equation model and ending with a focus group. One study focused on the retention of midlevel university staff mapping quantitative data to a retention model (Rosser & Javinar, 2003). The goal of this study is to understand what factors are important to the retention of midlevel Student Affairs professionals and why these factors are important. This is the second part of a two part study. First, the study will use a structural equation model developed by Rosser and Javinar (2003) to answer the question: What factors lead to the retention of midlevel Student Affairs professionals? This part of the project is a focus group. This focus group will be conducted to validate the results of the quantitative assessment and to answer the question: Why do Student Affairs professionals choose to retain? The goal of the focus group is to elicit participants’ feelings, attitudes, and perceptions about factors which impact Student Affairs staff retention (Vaughn et al., 1996).

Type of Research Intervention

This research will involve your participation in a focus group that will take about ninety minutes.

Participant Selection

You are being invited to take part in this research because the human resources department indicated that you are midlevel staff member who has worked at the university for at least three years. In this study I am interested in your experience and perceptions of midlevel Student Affairs professionals decisions to retain at the university.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not.

This information will not be shared with your supervisor or with human resources. The choice that you make will have no bearing on your job or on any work-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

Procedures

A. I am asking you to help me learn more about retention in student life at Ohio State. In advance of the following steps, I will be calling you to make certain you understand the procedures, expectations, and confidentiality of the focus group. In this conversation, I will also ask you to choose a pseudonym for the focus group.

B. First, I will ask you to fill out a hard copy survey. This survey is generally just to understand your demographic information. If you do not wish to answer any of the questions on the hard copy survey, you may skip them and move to the next step.

C. Second, I will ask each participant to introduce themselves and share information about their work.

D. During the focus group, there will be between six and ten participants. The group will meet in a comfortable, private place. If you do not wish to answer any of the questions during the interview, you are not required to respond. No one else but the focus group and myself as the interviewer will be present. The information recorded is confidential, and no one else except myself, Tracey Walterbusch, will access to the information documented during your interview. The entire interview will be tape-recorded, but no-one will be identified by name on the tape. The information recorded is confidential, and no one else except me will have access to the recording.

Duration

The research will include a one and a half hour focus group, as well as, a follow-up e-mail requesting you to share your feedback on the themes from the interview.

Risks

We are asking you to share with us some very personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the discussion/interview/survey if you don't wish to do so, and that is also fine. You do not have to give us any reason for not responding to any question, or for refusing to take part in the interview.

Benefits

There will be no direct benefit to you, but your participation is likely to help me find out more about how to increase retention for professionals working in Student Affairs.

Confidentiality

I will not be sharing personal information about you to anyone. The information that we collect from this research project will be kept private. Any information about you will have a pseudonym on it instead of your name. Only the focus group and I will know your pseudonym. It will not be shared with or given to anyone.

Sharing the Results

Nothing that you tell me today will be attributed to you by name. The knowledge that I get from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results. Following this summary, I will present and write a formal report on the results so that other interested people may learn from the research.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview/discussion to review the general themes, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

Who to Contact

My advisor, Dr. Tatiana Suspitsyna, is the lead contact for our research. If you have any questions, you can ask her now or later. If you wish to ask questions later, you may contact her: Dr. Tatiana Suspitsyna at suspitsyna.1@osu.edu

Part II: Certificate of Consent

I have been invited to participate in research about retention as a midlevel staff member at Ohio State. I understand that this researcher is confidential and my information will not be shared. I understand that this interview will be recorded. I understand that after the interview, the researcher will write a report with notes about my responses and I will be given an opportunity to review this report. I understand that the final product of this researcher is a class project including a presentation and research paper.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant _____

Signature of Participant _____

Date _____
Day/month/year

Appendix U. Sample Focus Group Protocol

Focus Group Protocol: Retention of Midlevel Student Affairs Professionals

Welcome and thank you for contributing to research by dedicating your time today. My name is Tracey Walterbusch and I am a doctoral student in the Educational Studies Program at Ohio State. The goal of this study is to understand what factors are important to the retention of midlevel student affairs professionals and why these factors are important. This is the second step of the project, a follow-up to the university culture survey, sent out in 2008 and 2014. The goal of the focus group is to elicit participants' feelings, attitudes, and perceptions about factors which impact student affairs staff retention (Vaughn et al., 1996). You were invited because you were identified as a midlevel student affairs professional, specifically based on your title.

As the researcher, I will be the only individual who will have access to the audio recording, transcriptions, and all identifiable data. There is a small risk of a breach of confidentiality, but all efforts will be made to keep everything that is said in the focus group in the strictest confidentiality. I will not link your name to anything you say in the text of my dissertation or any other publications. It will be necessary to break confidentiality in the unlikely case that a participant shares their desire to hurt themselves and others.

For each question, you may talk about your own experiences, but you are not required or expected to do so. At any time, you can opt out of participation of the study. These questions may lead you to share information about your colleagues. If you do mention a coworker, please do not share any identifying information. Please respect the privacy of people who are not consenting within this research project and may be known or easily identifiable to other participants in the focus group.

As you share information, keep in mind confidentiality. The nature of a focus group is such that confidentiality cannot be guaranteed. Your identity may be known to other focus group participants and I cannot guarantee that others in the group will respect the confidentiality of the group. At this time, I would like to ask each of you to keep all comments made during the focus group confidential and not discuss what happened during this focus group outside of this meeting today. Do you agree?

PAUSE-----

The results will be compiled, and the themes will be sent to each of you for you to provide feedback in about one week. I will be recording this interview and will be taking notes as each of you provide feedback and answers.

TO REVIEW THE OVERALL GUIDELINES

- There are no right or wrong answers, only differing opinions.
- The focus group will be completed no later than 1:20 PM. Please turn off your phones unless you need it on for emergency or a family member.
- My role as a moderator will be to guide the discussion and illicit feedback.
- One last reminder, we will be talking about reasons to continue working at Ohio State overall. Please consider each question within the context of this goal.

INTRODUCTIONS

Let's get started. I am going to start the audio recording. To make sure we have everyone's name on record, let's start with introductions. **PLEASE SHARE YOUR NAME, TITLE, DEPARTMENT AND HOW LONG YOU HAVE BEEN AT OHIO STATE.**

Now let's move to GENERAL QUESTIONS.

My goal is to understand why individuals choose to stay in SL at Ohio State. For each question, I am looking for examples or stories around why individuals choose to stay so I may ask follow-up questions or clarifying questions based on your response. For the audio recording, each time before you speak, please share your name.

1. You were chosen randomly from each department based on your current employment status. The range of years each of you have worked here is broad. However, no matter how long you have been working at the university, what keeps you at Ohio State? **WHAT REASONS DO YOU CONTINUE TO WORK AT OHIO STATE?**
 - a. Has there ever been a time you have thought about leaving?
 - i. If YES, what made you choose to stay?
 - ii. If NO, what about Ohio State has kept you from seeking employment outside the university?
 - b. What do you like best about working in Ohio State?
2. TRAINING: I'm going to ask you to take a moment to think back to when you started at Ohio State. Specifically think about the on-boarding or training process you completed when you started...PAUSE... **WHAT ELEMENTS OF YOUR ONBOARDING PROCESS HAVE INFORMED YOUR DECISION (TO STAY)?**
 - a. Did you feel prepared for your role?
 - i. IF SO, what was it about your on-boarding that helped you feel prepared?
 - ii. IF NOT, what type of training or experience would have helped you feel more prepared?
 - b. What are the things that have stuck with you after training?
 - i. How have they impacted you your decision?

3. **PROFESSIONAL DEVELOPMENT:** In addition to training, think about professional development opportunities supported by the university or your department... PAUSE.... **HAS YOUR ACCESS OR EXPERIENCES DURING PROFESSIONAL DEVELOPMENT OPPORTUNITIES IMPACTED YOU?**
 - a. IF YES...How does the universities investment in your professional development impact your desire to stay?
 - b. IF NO... How could your department or the university better support your professional development?
 - c. Thinking about your training versus your professional development, which of these have had a larger impact on your decision?
 - i. Please share specific examples.
4. **HEALTH:** Now let's talk about HEALTH: **DESCRIBE YOUR PERCEPTION OF OHIO STATES' SUPPORT OR LACK OF SUPPORT FOR YOUR EMOTIONAL AND PHYSICAL HEALTH.**
 - a. Do these supports impact your decision?
 - i. IF YES, what types of support impact your decision?
 - ii. If NO, What additional services would be useful?
 - b. Could you talk more specifically about how Ohio State, Student Life, your supervisor or unit has impacted your physical health?
 - c. Could you talk more specifically about how Ohio State, Student Life, your supervisor or unit has impacted your emotional health?
 - d. Being careful not to share identifying information, what other examples of support or lack of support of employee health have you seen?
5. **DIVERSITY:** As I mentioned earlier, this focus group is a follow-up to the results of a quantitative survey. In the survey, one of the items that was a significant predictor of current employment status was: I feel that Ohio State values individual differences. **WHAT DOES THIS STATEMENT MEAN TO YOU?**
 - a. Do you feel Ohio State values individual differences?
 - i. IF YES, how have you seen Ohio State place value on individual differences?
 - ii. If NO, what else could Ohio State do to show that they value differences?
 - b. Does Ohio States' value or lack of value on individual differences impact your decision to stay?
 - i. IF YES, how does it impact your decision?
 - ii. If NO, what could Ohio State do to better support you?
6. **HAVING FUN:** Another item in the survey that was significantly related to current employment was, "I have fun at work." **DO YOU RESONATE WITH THIS STATEMENT?**
 - a. If YES, what makes it fun? What keeps it fun?
 - b. If NO, are there ways the university or your department could make the environment more fun?

- c. Does your ability to have fun or not have fun at work impact your decision to stay?
 - i. IF YES, how does your enjoyment or lack of enjoyment impact your decision?
 - ii. IF NO, what else is more important to your decision process?
- 7. **COMPENSATION PACKAGE: DOES YOUR SALARY, BENEFITS, OR COMPENSATION PACKAGE IMPACT YOUR DECISION?**
 - a. IF YES, what part of your compensation package impacts your decision to stay?
 - b. IF NO, what else could Ohio State provide to increase your desire to stay?

20 MINUTES LEFT

- 8. **REWARDS/RECOGNITION: COULD YOU TALK ABOUT THE REWARDS OR RECOGNITION THAT ARE PROVIDED IN YOUR DEPARTMENT OR AT OHIO STATE?**
 - a. Do these have an impact on your desire to stay?
 - b. What other rewards or recognition could help you choose to stay?
- 9. **SOCIAL SUPPORT: Contrary to some of the existing literature, the survey respondents indicated that coworkers and supervisor support was not related to one's decision to stay. DO YOU FEEL THIS RESONATES WITH YOU?**
 - a. IF YES, why do you think social support doesn't contribute to your decision process?
 - b. IF NO, how does social support impact your decision to stay?

FINAL FEEDBACK

- 10. **PICK ONE THING THAT CONTRIBUTES TO YOUR RETENTION AT THE UNIVERSITY.**
 - a. Please share specifics.
 - b. Please expand using a story.
 - c. Could you clarify what you mean by that?
- 11. **WHAT FINAL THOUGHTS DO YOU HAVE ABOUT YOUR DECISION TO STAY AT OHIO STATE?**