

Career Contentment and Retention of Midlevel Student Affairs Professionals
Sample Survey Items

Survey of Professionals in Student Affairs (Wilson, Liddell, Hirschy, Pasquesi, & Boyle, 2013)

Values Congruence

Those with high scores on this subscale have personal values aligned with the espoused values of the student affairs profession and understand its ethical principles and standards. They are intellectually curious about the profession and committed to staying current on issues and advancing their skills.

I have mentored someone into the field.

As a member of the profession, it is important to me to engage in ethical work.

I take pride in improving my specialized skills (e.g., advising specific student populations).

I am interested in the problems of the profession.

Community Connection

Those with high scores on this subscale have a strong commitment to their current institution and/or geographic area, their locus of connection is more locally-based, and are they likely to remain in the area.

My desire to live close to family affects my career decisions.

I feel a stronger connection to my institution than I feel to my profession.

For the foreseeable future, I intend to remain working within a 2-hour radius of where I work now.

Career Contentment

Those with high scores on this subscale are content with the progression of their careers and intend to stay in the profession.

I am satisfied with the way my career is going.

I see myself working in higher education until retirement .

I think about leaving student affairs work to pursue something different. (REVERSE)

I take pride in being a member of this profession.

Career Commitment Scale (Carson & Bedian, 1994)

Career Planning

A thoughtful and planful approach to advancing one's career.

I have created a plan for my development at work.

I do not often think about my personal development in my work. (REVERSE)

I do not identify specific goals for my development in my work. (REVERSE)

Career Identity

The importance of one's work to a sense of self. Feelings of pride, belonging, and internalized connection to one's work.

My work is an important part of who I am.

I strongly identify with my work.

I frequently tell people how great my work in higher education/student affairs is.

My work has a great deal of personal meaning to me.

Career Resilience

The flexibility and hardiness one has in the face of career set-backs.

Given the problems I encounter in my work, I sometimes wonder if I get enough out of it. (REVERSE)

The discomforts associated with my work sometimes seem too great. (REVERSE)

The costs associated with my work sometimes seem too great. (REVERSE)

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Career Entrenchment Scale (Carson, Carson, Bedian, 1995)

Limited Career Alternatives

The perception of having few choices for a new career.

If I left higher education/student affairs, I would feel like I had no reasonable options.

I would have many options if I decided to change my career field. (REVERSE)

Given experience and background, there are attractive alternatives available to me in other lines of work/career fields. (REVERSE)

Emotional Costs

The perception of having career attachments that come with significant emotional costs, such as status, friendships, social capital.

A career field change would require an emotional cost that I am not willing to make.

It would be emotionally difficult to change my career field.

There would be a great emotional price involved in changing my career field.

Career Investment

“Accumulated investments in one’s career success that would be lost or deemed worthless if one were to pursue a new career” (p. 301)

It would be very costly for me to switch my career field.

I have too much money invested in higher education/student affairs to change my career field at this time.

References

Carson, K. D., & Bedeian, A. G. (1994). Career commitment: Construction of a measure and examination of its psychometric properties. *Journal of Vocational Behavior, 44*, 237-262.

Carson, K. D., & Carson, P. P., & Bedeian, A. G. (1995). Development and construction validation of a career entrenchment measure. *Journal of Occupational and Organizational Psychology, 68*, 301-320.

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