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NATIONAL-LOUIS UNIVERSITY

CHIEF STUDENT AFFAIRS OFFICER'S COMPETENCIES: PERSPECTIVES FROM
COMMUNITY COLLEGE PRESIDENTS IN ILLINOIS

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE

DOCTOR OF EDUCATION

IN

COMMUNITY COLLEGE LEADERSHIP

BY

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CHICAGO, ILLINOIS

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Community College Leadership Doctorial Program

Dissertation Notification of Completion

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Title of Dissertation: Chief Student Affair Officer's Competencies: Perspectives from Community College Presidents in Illinois

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Final Approval Meeting: December 28th, 2015

We certify this dissertation, submitted by the above named candidate, is fully adequate in scope and quality to satisfactorily meet the dissertation requirement for attaining the Doctor of Education degree in the Community College Leadership Doctorial Program.

Signature

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December 28, 2015

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12/28/15

Zalika Landrum

December 28, 2015

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Isaac Daniel Zuniga

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DEDICATION

For Mom, Nana and Tata—I miss you every day! I will see you again in Paradise!

For Rebekah—My love, thank you for giving me the courage to accomplish this dream...for listening to my fears and doubts and offering encouragement and compassion...for being a Super-Mom and letting me bury myself in my work early mornings and weekends. Now we both have completed marathons, never forget my life without you is unimaginable.

For Noah, Mateo, and Luke—Boys, may all your dreams come true! Daddy loves you! I hope to be an inspiration to you and others through my commitment to academic and personal excellence.

For All My Relations—I offer my most sincere thanks to all the people in my life that supported me throughout this endeavor.

For Chicago—I thank you for the life-changing professional and personal relationships that I discovered in your magnificent city.

ABSTRACT

Chief Student Affairs Officers (CSAO's) within single campus community colleges are responsible for providing senior leadership and overall planning for all administrative areas as assigned by the college president. They work collectively to provide leadership for various functional areas to facilitate the development and maintenance of college campus environments and student success. While within single campus community colleges the CSAO are recognized by various administrative titles, but they serve in an executive capacity reporting directly to the college president and are responsible for the overall planning and leadership that supports the college's mission.

The purpose of this study was to identify the essential competencies that Single Campus Community College Presidents in Illinois consider to be important when hiring new Chief Student Affairs Officers. The primary data was collected by semi-structured interviews from four setting community college presidents in Illinois. The participants shared their perspectives on what essential competencies, functions, skills, and abilities, challenges, and leadership potential are needed by aspiring Chief Student Affairs Officers.

Findings indicate the study participants believe that along with a fundamental understanding of student development theory and student engagement it is necessary that candidates convey trustworthiness, problem solving skills, and a good understanding of assessment. Furthermore, the study found that identifying a new CSAO must be intentional. It is not enough to update the current CSAO job descriptions to identify new skills and responsibilities; this process must be direct, time sensitive, and robust.

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CHAPTER 1: INTRODUCTION

On July 24, 2010, two of the largest student affairs professional associations in the United States, Student Affairs Administrators in Higher Education (NASPA) and American College Professional Association (ACPA), established a joint set of professional competencies for the field of student affairs. This document, developed by student affairs leaders, was intended to provide other practicing student affairs practitioners in the United States with insights to become more strategic and intentional in their professional development. However, it did not fully include perspectives of community college presidents.

This study focused on Single Campus Community College Presidents in Illinois to identify the competencies that they believe are most important for future Chief Student Affairs Officers. For the purpose of this study, Chief Student Affairs Officer was defined as the highest student affairs leadership position within a particular community college.

Significance of the Study

Globalization in the areas of economics, culture, information, and politics are challenging community college presidents' new hiring decisions. According to the United States Bureau of Labor Statistics, "Employment of education administrators is expected to grow by 19% between 2010 and 2020" (U.S. Bureau of Labor Statistics, 2012). This growth is attributed to the increase of student enrollments and the retirements of current college administrators. Many hiring managers want to ensure that these positions are filled by individuals who possess the essential skills and abilities and the proper academic training (Fulton-Calkins & Milling, 2005) to help lead an institution. This puts community college presidents in a unique position to replace a

significant portion of their leadership team with candidates who possess the competencies that they believe are necessary to further the mission of their colleges.

Sullivan (2001) predicted that future community college presidents would function in an environment characterized by a variety of challenges. Some of these challenges were associated with scarcity of economic resources and the changing of student and staff demographics.

Leubsdorf (2006) echoed several of Sullivan's (2001) predictions that community college presidents would find themselves navigating through organizations shifts, economic difficulties, and leadership crisis as many administrators approached retirement age. In Illinois, the home to the first established community college in the country and the current third largest community college system in the nation (Illinois Community College Board website), the search for the retirees' replacements is important.

In 2008, the world experienced an economic downturn. As of November 2015, according to the United States Department of Labor Statistics, the unemployment rate in the United States was at (5%) only slightly better than in 2008. The world's global recession of 2008 resulted in many layoffs, and as a result many displaced workers flocked to local community colleges in an effort to retool their personal skills and technical abilities to better meet the challenging needs of the new economic landscape. According to the White House press release of July 14, 2009, as a result of this economic downturn President Barack Obama's administration during his first term drafted the "American Graduation Initiative" to help the economy recover. This initiative directly focused on the importance of community colleges and their leaders to help educate and train today's individuals for work tomorrow.

Now is the time to build a firmer, stronger foundation for growth that will not only withstand future economic storms, but one that helps us thrive and compete in a global

economy. It's time to reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future. -President Barack Obama (The White House, Office of the Press Secretary, 2009)

Although a majority of this reform was currently focused on performance outcomes and degree completion, little attention has been directed toward the community college leadership that ensures that these outcomes are successful. To date, there have been numerous studies that have focused primary on community college presidents. For example authors, Pierce and Pedersen (1997), reported that between 1989 and 1995, more than 150 books, monographs, articles, and reports focusing on community college presidents were published. These informative studies provided insight into presidents' life experiences, career paths, priorities, relationships, and leadership styles. Yet few studies have been done specifically on the competencies that community college presidents seek when hiring new Chief Student Affairs Officers to join their leadership cabinets.

Purpose of the Study

Research constantly suggests that student support services, though considered by many as a non-curricular function, positively impacts student success. This research study is designed to add to the body of knowledge about the individuals who lead Single Campus Community Colleges in Illinois. This qualitative study is designed to provide an understanding of the vital competencies that Single Campus Community College Presidents in Illinois seek when hiring new Chief Student Affairs Officers. The following guiding questions were designed to add to the body of knowledge about this unknown area.

Guiding Questions

The driving questions arising from the study purpose are the following:

1. What essential competencies are vital for future Chief Student Affairs Officers?
2. What is the function of your campus Chief Student Affairs Officers?
3. What are the greatest challenges facing future Community College Chief Student Affairs Officers?
4. How does your Chief Student Affairs Officer's responsibility change when the college president is absent?

These four questions were addressed by mapping the interview questions (Appendix C), to ensure the guiding questions were, in fact answered.

Methodology

The research design used a qualitative research design and case study methodology situated in interpretive. This study used Merriam's data management system and Yin's data analysis to assist with the data analysis. Merriam (1998) defines, "a qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (p. 21). Yin (2003) defines a case study as, "an all-encompassing method covering the logic of design, data collection techniques, and specific approaches to data analysis" (p.14). Yin outlines the five components for research design required for the case study method as the following (a) a study's questions, (b) its propositions, (c) its unit(s) of analysis, (d) the logic linking data to propositions, and (e) the criteria for interpreting the findings. Yin (2003) noted a "case study is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena." (p. 1). Case study are set apart from other types of

qualitative studies in that they are rich in descriptions and our “bounded systems” (Johnson & Christensen, 2008).

This study was best situated with case study method because it was bounded by geographic location, institution size, and hiring practice. Three methods of data collection were used in the study (a) demographic questionnaire which was completed by each participant prior to the interview and handed to the researcher at the interview, (b) semi structured interview questions, and (c) field notes. The focus of the study did not include statistical procedures or any other means of quantification.

Site Selection

Purposeful sampling was used in this study and participants to guide the selection process to identify the individual participants deemed appropriate for the study. Researchers Johnson and Christensen (2008) identify purposeful sampling as the researcher specifying the characteristics of the required population and then locating individuals who identify with those characteristics. The researcher sought to incorporate colleges in the study that were (a) close to an urban area, (b) close to multi-campus community college districts, and (c) the geographic backdrop for this research study focused on traditional single campus community colleges within the Midwest. To help identify research participants the Illinois Community Colleges Board Contact list was used to identify potential candidates. The Illinois Community Colleges Board Contact listed all the 48 community colleges presidents and their contact information in the state of Illinois.

Participant Selection

Purposeful sampling for this study was used to guide the selection process to identify the willing single campus community college presidents from the ICCB Contact List. All eligible participants had to be single campus community college presidents within the ICCB peer

grouping. The sampling procedure did not control for (a) length of time working on education, (b) length in time in presidency. All eligible single campus community college within the region were sent an invitation email for the study. The first four who responded were sent a demographic questioner (Appendix A) and an informed consent request to participate in the study (Appendix B). The demographic survey and questionnaire captured demographic data and survey data. The demographic survey method was designed to help collect information regarding a specific population. In a survey, direct or indirect contact is made by using methods of measurement. Johnson and Christensen (2008) describe survey research as non-experimental research method in which questioners or interviews are used to gather information, and the goal is to understand the characteristics of a population.” (p. 222). The questionnaire attempted to gain a college level of agreement of hiring practices regarding Levin’s four domains of organizational behavior change theory.

Once the demographic survey and consent form documents were completed the participants were then asked to set up an in person interviews. Interview review questions were mapped from the four driving questions of the study (See Appendix C). Pilot testing of the surveys and the interview questions were conducted via a pilot of a recent retired community colleges president within the area. The purpose of the pilot testing was to identify essential improvements to the interview questions to maximize data gathering.

Conceptual Framework

The conceptual framework for the study served as a lens in which to situate the research and findings. To facilitate conceptual grounding of the study an exploration of various theories were considered to situate the research and findings. While numerous theories and concepts exist, John S. Levin’s (2001) Domains of Influencing Globalization of Community Colleges and

Gwang-Chol Chang's (2008) Strategic Planning in Education Management Cycle were determined appropriate to explain and be able to understand hiring decision, processes and recommendations made by single campus community colleges in Illinois. Both theories created a platform for leaders to voice their opinions and experiences in identifying competencies for Chief Student Affairs Officers.

Assumptions

This study included two primary assumptions. The first was that the participants selected for this study were honest and open when sharing their perceptions about the competencies that they believe were needed by future Community College Chief Student Affairs Officers (CSAO). The second assumption was that all the responses received from the interview questions would be representative of the Single Campus Community Colleges in Illinois.

Limitations

There are several limitations that might have affected either the reliability or the validity of the findings and conclusions of this study. Because of time and convenience, the scope of this study was limited to the personal perspectives of four Single Campus Community College Presidents in Illinois and their official Chief Student Affairs Officers job descriptions. The semi-structured interview protocol results reflected each president's individual bias and opinions of what he or she believes was important and is not generalizable to a different population or location. This study relied on the willing participation of four active presidents to explore their perceptions regarding the personal attributes, functions, and challenges that they believe Chief Student Affairs Officers must possess to be competitive when seeking hire status at their institutions.

Delimitations

Delimitations, as defined by Creswell, (2007) further narrow the study. Therefore, because this study involved only four Single Campus Community College Presidents of the 38 possible single campus community participants, the delimitations of this study included location, description of methodology, and presentation of findings and summary of conclusions.

Definitions of Terms

Chief Student Affairs Officer – defined as the highest student affairs leadership position within a particular community college.

Community College – a community college is a public, not-for-profit two-year institution from which the most common degree earned is an associate degree arts or science.

Community College President – a community college president is the chief executive officer who reports to the Board of Trustees.

Competency – a cluster of knowledge, skills, and attributes that affect performance of one's job and correlates with performance on the job that can be measured by well-accepted standards.

Acronyms

AACC – American Association of Community Colleges

ACPA – American College Personnel Association

CEO – Chief Executive Officer, also known as the college president

CSAO – Chief Student Affairs Officer, interchangeable with SSAO

ICCB – Illinois Community College Board

NASPA – National Association of Student Personnel Administrators

SCCCP – Single Campus Community College President

SSAO – Senior Student Affairs Officer, interchangeable with CSAO

Dissertation Organization

This dissertation is organized into five chapters. Chapter 1 begins with an introduction of the research study and the background and context of the issue. Chapter 2 includes a literature review that ruefully explores the history of community colleges both nationally and locally in the state of Illinois along with the historical perspective of student affairs and the roles of campus Chief Student Affairs Vice Presidents and Deans. Chapter 3 describes the study's methodology and emphasizes the research process, the research design, site selection, participant selection, data collection, and data analysis. Chapter 4 highlights the participant responses to the interview questions and the researcher's interpretation of those responses. Finally, Chapter 5 concludes the dissertation with a comprehensive discussion of the study's conclusions, implications and recommendations based on the findings of this research.

Chapter Summary

This chapter provided an introduction of the purpose of this qualitative research study and its significance. This chapter also provided a brief explanation of the methodology used in the study. The methodology was qualitative research situated in an interpretive paradigm. Additionally, this chapter provides an overview of the site selection and participants. The conceptual framework used for this study consisted of John S. Levin's (2001) Domains of Influencing Globalization of Community Colleges and Gwang-Chol Chang's (2008) Strategic Planning in Education Management Cycle. Finally this chapter included (a) assumptions, (b) limitations, (c) delimitations, (d) definition of terms and acronyms. Many of the acronyms are unique to the study and are defined in the definition of terms.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

Given the challenging decisions community college presidents must confront in response to increasing enrollments, decreasing revenues, and heightened expectations, it is imperative to understand how and why presidents hire Chief Student Affairs Officers to be part of their administrative team. In the past, community college presidents often have been the focal point of researchers interested in the community college experience. Within the existing literature regarding college presidents, a variety of themes have been developed and explored. For example, Amey, VanDerLinden, & Brown (2002) and Birnbaum & Umbach, (2001) focused on access to the college presidency position. Anderson, Davies (2000), and Fisher (1994) explored duties associated with the college presidency. Additionally, Sullivan (2001) researched the role and characteristics of the individuals who attained college presidency positions. As a result, each of these authors expanded the body of literature about community college presidency.

Developing an understanding of today's community college presidents hiring decisions are important; however, there appears to be a lack of literature related to the competencies that college presidents seek when hiring their next Chief Student Affairs Officers. The remaining sections of this chapter provides a review of the literature relevant to this study. It begins with a discussion of the historical context of community colleges nationally and then focuses on the state of Illinois. The chapter also labels the organizational culture of Single Campus Community Colleges, outlines the conceptual framework for this study, explores the historical background of Chief Student Affairs Officers, and concludes with a chapter summary.

Brief Overview of Community Colleges in the United States

In the 1900s two-year post-secondary institutions, commonly known today as community colleges, began to appear as alternatives to public or private universities. Cohen and Brawer (2003) described these early community colleges as ones that "thrived on the new responsibilities because they had no tradition to defend and no alumni to question their role" (p. 3). Authors, Nevarez and Luke (2010) designated community college development and expansion into seven periods. The first of this development and expansion period is labeled the origin period, 1901–1920. This period is best described as “modest and slow paced” (p. 33). Within this period began the first official public two-year college in existence, Joliet Junior College, which was established in 1901. The second developmental period as described by Nevarez and Luke (2010) was categorized as the maturation period, which lasted between the 1920’s and 1940. During this historical area, events like the depression of the 1930s influenced junior college stakeholders to begin offering job-training programs as a way of easing widespread unemployment to help the economy improve.

The next three development and expansion eras lasted from 1940–1980. Within this era, important legislation was adopted to hold referenda to set separate tax rates for both education and building funds in order to support junior college operations. In 1944 the G.I. Bill financially gave millions of Americans, especially World War II veterans, an opportunity to attend college (American Association of Community Colleges, 2011). Later, federal legislation was sponsored by President Harry S Truman’s administration and is known today as the Truman Commission, which emphasized civic responsibilities and advocated that colleges be built in areas to accommodate the expansion of the communities in which they reside. This is significant to the

history because during this era new community colleges were being built in greater numbers in geographical areas that did not previously have colleges.

In the middle of the 1960s, during the height of the Civil Rights Movement, the community college experienced what many believe to be its most significant growth of new enrollments. This spike of enrollment was directly related to the passing of the Higher Education Act of 1965. This federal legislation made it possible for minorities and women to apply for federal assistance to attend college. Later in the decade, federal legislation to support funding was passed that directly impacted the children of World War II veterans, commonly known as the "baby boomers." It was around this time that a common universal mission was outlined by the government for junior colleges. As a result, community colleges' missions were centered on three major themes: (a) affordability (b) accessibility and (c) access from the surrounding communities in which the students reside. During this period, community colleges became more dependent on public funding and began to use the terms "Junior-College" and "Community College" interchangeably (Cohen & Brawer, 2003).

In today's society, many community colleges, similarly to the early 20th century, are proactively attempting to adjust to the impact of economic competition and the need to develop greater skilled workers to combat the global economic crisis. The severity of this crisis has continued to influence President Barack Obama's administration to challenge community colleges to be the catalyst to help strengthen the United States' economy. It is the Obama administration's belief that community colleges are one of a select few industries that can immediately train a new workforce to help strengthen the current economy. As they did back in the early 20th century, individuals are utilizing the accessibility, affordability, and proximity of community colleges in which they reside to gain career and technical credentials, engage in

personal development courses, complete transfer courses, and/or satisfy two-year degree requirements. Community colleges have opened its doors more than one hundred years ago, with the inception of the first community college, Joliet Junior College, located in Joliet, Illinois.

Community Colleges in Illinois

Historically, Illinois is prominently identified with the early history of the junior college and community college movement in the United States. Joliet Junior College, established in 1901, was the first public junior college in the nation. Yet the first Junior College Act came over thirty years later on July 1, 1937, which provided for the development of the Junior College system as part of the public school system. It made no provision for the charging of tuition, nor did it stipulate that educational opportunities available to the junior colleges would be provided without charge to the students. In 1961, the Commission of Higher Education of Illinois drafted legislation better known as the Illinois Board of Higher Education. According to this legislation, the Illinois Board of Higher Education had the responsibility of conducting comprehensive studies on higher education needs, developing information systems, approving new units of instruction, research, or public service for all public colleges and universities. (ICCB website)

In July 1964, the Junior College Act of 1965 was approved which provided legislation that solely focused on community colleges in Illinois. This legislation allowed the governor to appoint board members to provide assistance in organizing Illinois' community colleges. This board is known today as the Illinois Community College Board (ICCB) and has 11 members appointed by the governor and one nonvoting member selected by the student advisory committee of the board. Board members are appointed and at large for six-year terms, and the board shares appointed by the governor and the vice chairs alleged by board members. The mission of ICCB is to provide state oversight and direction along with serving as a coordinating

agent between state legislation and the various community college stakeholders across the state, so they can serve their communities, promote collaboration within the system, and accommodate state initiatives that are appropriate for future community college growth and development.

Organizational Structure of Single Campus Community Colleges

Community colleges are a vital part of the post-secondary education delivery system for the United States, providing open access to higher education. Without community colleges, millions of students and adult learners would not have access to higher education. According to the American Association of Community Colleges' 2012 fact sheet, there are 1,132 community colleges in which 986 are public, 115 private, and thirty-one tribal. According to noted community college historians Cohen and Brawer (2003), the philosophy of a community college is that everyone can benefit from higher education. Community colleges provide students with the first two years of collegiate academic study. Community colleges offer liberal arts and general studies degrees as well as vocational and technical skill certificates. The typical Associate of Arts (AA) degree is between sixty to sixty-six hours of academic work and is designed to prepare students to enter the workforce or transfer to four-year institutions.

At single campus community colleges, presidents and their executive teams are tasked with the responsibility to ensure that those attending are provided with quality instruction and the necessary support services to be successful. Most community colleges are governed by governing boards whose members are elected. The typical single campus organizational structure of the community college usually has a governing board of trustees who establish policy for the college. These board members are also responsible for having the final approval on top executive new hires, whom are tasked with executing institutional policy and ensuring student success. "Most public colleges in the nation are situated within single districts" (Cohen & Brawer, 2003

p. 107). The typical organizational structure of a single campus community college consists of the college president reporting to the Board of Trustees, with the Vice President of Academic Affairs, Business Affairs, and Student Affairs. At most of these single community college campuses Cohen and Brawer (2003) conclude that successful colleges have leaders “who know how to guide their colleagues, stimulating them to put forth maximum effort toward attaining the proper goals” (p. 135). Figure 1 represents the traditional hierarchical community college organizational model. It is hierarchical in a structure with the college board of trustees and college president at the top level, a number of vice presidents at the level below, with associate vice presidents, followed by several layers of management, and finally, the major employees at the bottom level of the organizational structure. The number and structure of management layers depends largely on the size of the institution.

Figure 1. Traditional organization chart of a large community college

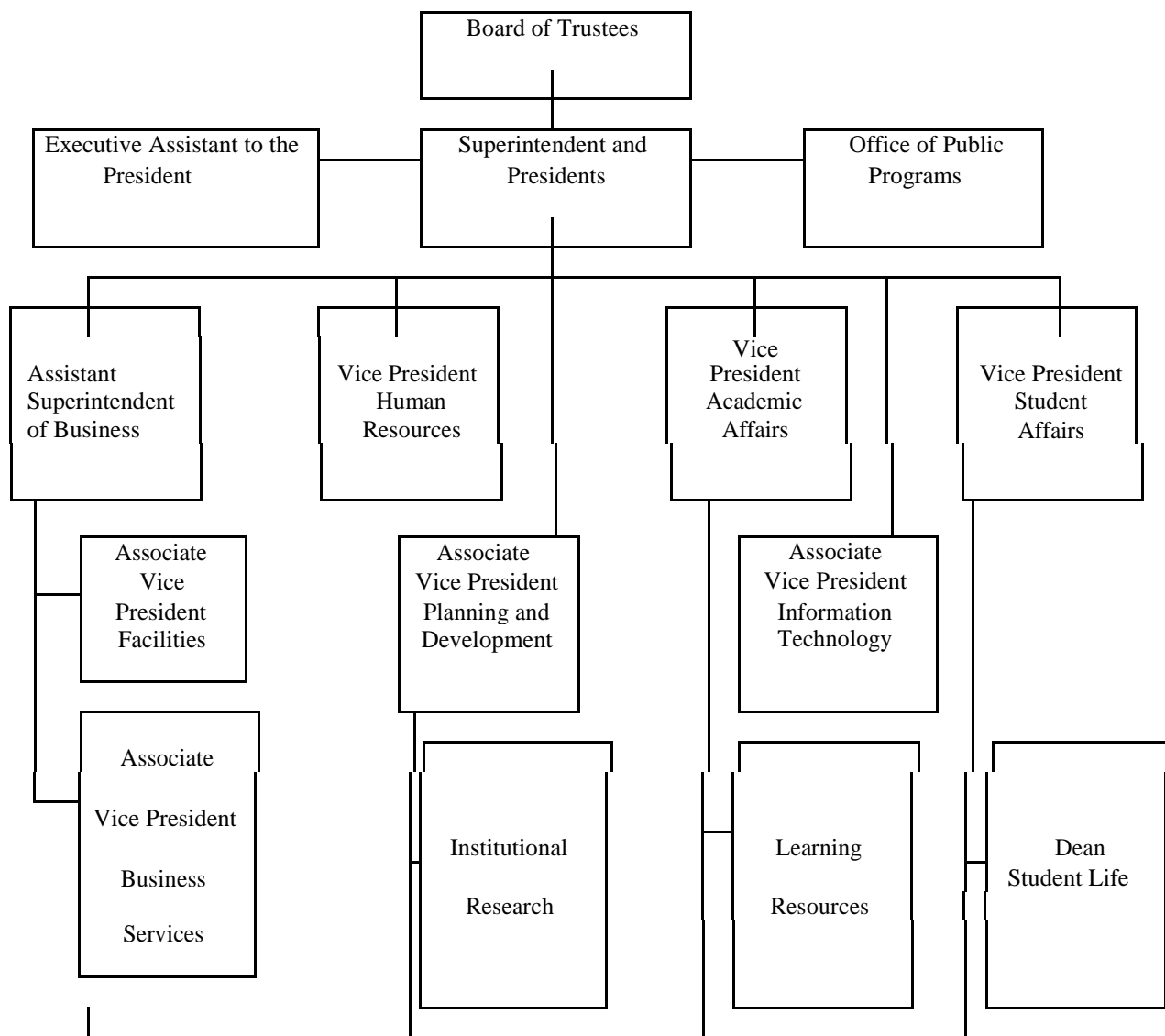


Figure 1. Cohen, A. M., & Brawer, F. B. (2003). *The American community college* (4th ed.). San Francisco, CA: Jossey-Bass. p. 118.

College Presidents

Community colleges, like other institutions of higher education, are facing growing challenges and preparing for the succession of leadership of their institution. Eddy and VanDerLinden, (2006) and Levine (2004) predicted that community colleges and their presidents would function in an environment characterized by a variety of challenges. These challenges are best described by Hockaday and Puyear (2000) as “relevance in a global economy, new competition, the move towards privatization, distance education, competency-based programs, and mission boundaries blurred” (p. 6–7). In addition to these challenges, more and more of today's community college presidents are responsible for enhancing the morale of employees, increasing the success and retention of students, rising personnel costs, and accountability on behalf of accrediting bodies in the public.

According to Nasworthy (2002), a successful president needs diverse qualities that encompass a vast understanding of education, administration, and teaching. Today, across the country, community college presidents who serve as the chief executive officers (CEO) of their colleges need to be skilled in making hiring recommendations. As the Chief Executive Officer of the community college, presidents are responsible for the day-to-day operations of the campus and provide direct supervision for all management staff. The community college presidency is a complex and multi-faceted position, which contributes to the success or failure of achieving the mission of a particular community college. Vaughn (1986) identified three methods by which presidents rose to their position in community colleges. He categorized these three methods as the serendipitous route, the planner's method, and the opportunistic path. Each of these three categories identified scenario-based opportunities to help propel an individual to a presidency position.

The serendipitous route was described as being in the right place at the right time. There was no pre-planning on the part of the individual. The planner's method was to systematically seek out positions by completing the advanced educational credentials necessary to compete for the presidency position. The opportunistic path to a presidency position is the one utilized by individuals who acquired presidential opportunities without necessarily seeking them out, thus taking full advantage of the opportunity. Regardless of which method, individuals gained the presidency position, and their expectations and responsibility to oversee the overall administration of the college and implement policy in accordance with the college's mission and core values, were all the same.

Vice Presidents

The Vice Presidents at local community colleges are part of an administrative team that provide assistance and support to the college presidents. As mentioned earlier, typical single campus community colleges have several Vice Presidents who report to the college president. Typically, these vice presidents oversee and provide leadership to the academic, finance, and student support services division of a college. Vice Presidents of Academic Affairs at single campus community colleges are often the chief academic officers of the college. They report directly to the college president and work collaboratively with other vice presidents to provide leadership, vision, and administrative management for instructional programs and services. Vice Presidents of Finance at single campus community colleges typically serve as the chief accounting officer of the college. They are accountable for all matters related to the oversight of the school's financial business affairs. Their responsibilities usually include the development and implementation of fiscal policies, financial planning, and external contracts.

Typical Vice Presidents of Student Affairs are responsible for providing senior leadership and overall planning for all administrative areas as assigned by the President, including but not limited to student development. A major goal of Vice Presidents of Student Affairs is to work collectively to provide leadership for various functional areas and to facilitate the development and maintenance of college campus environments and student success outside the classroom. They are responsible for providing senior leadership in overall planning for the administrative support areas as assigned by the president. Moreover, the VP of student affairs is responsible for working collectively and collaboratively to facilitate the development and maintenance of college campus environments and student success outside the classroom. Each of these vice president positions are designed to help maintain the quality of the various divisions of the college functions while providing and fostering leadership that supports the college's mission.

Deans

The Deans at local community colleges are considered mid-level administrative team members that provide assistance and support to vice presidents of student affairs and college presidents. Most single campus community colleges who do not have Vice President of Student Affairs as their CSAO tend to have student services Deans acting in the same capacity. Their role is similar to that of the Vice President of Student Affairs as they are responsible for overseeing and providing leadership to student the division of student affairs at their respective campuses.

Deans of Student Affairs at single campus community colleges who serve as the campus CSAO report directly to the college president and work collaboratively with other Deans to provide leadership, vision, and administrative management for instructional programs and services. Deans are also typically accountable for all matters related to student conduct and enrollment similar to that of Vice President of Student Affairs. A major goal of the Dean of

Student Affairs is to work collectively to provide leadership for various functional areas including student complaints.

Brief Overview of History of Student Affairs

The concept of student affairs is abstract. It is difficult to find a true definition of what the field of student affairs even consists of because of its complexity. Author Chad Ahren (2008), argued that “student affairs professionals have a less storied culture than faculty, which can be attributed to the relative roles of the field” (p. 84). Additional authors like McClellan, G. and Stringer, J. and Associates (2009), express that “student affairs is largely an American higher education invention that started in beginning of the nineteenth century, but for the most part is a twentieth century phenomena” (p. 4). Additionally, historian James Rhatigan (2009), concluded that “student affairs are largely an American higher education invention” (p. 4). This American invention began to develop its affirming core values with the 1937 publication of the student personnel point of view, by the American Council on Education Studies (National Association of Student Personnel Administrators, 1987). During this period, student affairs was identified as a support service to the academic mission and purpose of higher education.

Twelve years later, the American Council on Education Studies (1949) published a revised version of the student personnel point of view. In this version, “the concept of education was broadened to include attention to the student’s well-rounded development—physical, social, emotional and spiritual as well as intellectual” (p. 17). The table 1 below provides a comparative overview of today’s current value leadership practice from NASPA and that of the student personnel point of view of 1937.

Table 1

Guiding Leadership Practices for Student Affairs

Principles of good practice (NASPA, 1996)	Student personnel point of view (ACE, 1937)
Engages students in active learning	Assisting the student in clarifying his occupational aims and his educational plans in relation to them.
Helps students develop coherent values and ethical standards	Supervising, evaluating, and developing the Religious life and interest of students.
Sets and communicates high expectations for student learning	Assisting the student to reach his maximum effectiveness through clarification of his purpose, improvement of study methods, speech habits, personal appearance, manners, etc.
Uses systematic inquiry to improve institutional performances	Carrying out studies designed to evaluate and improve these functions and services
Uses resources effectively to achieve institutional missions and goals	Interpreting institutional objectives and opportunities to prospective students and their parents and to workers in secondary education
Forges educational partnerships that advance student learning	Articulating college and vocational experience
Builds supportive and inclusive communities	Maintaining student group morale by evaluating, understanding, and developing students more...Supervising, evaluating
Source: NASPA (1996); ACE (1937).	

The development of student affairs was complex and ambiguous in regards to its purpose. According to Barr and Desler (2000), the earlier deans of student services did not have a budget, worked without defined roles and resources, and had little or no communication with other

departments across the campus. Beginning in the 1960's and changing with each decade, student affairs practitioners initially referred to themselves as student-centered, client-centered, customer-centered, and most recently, learning-centered. The Student Personnel Point of View originally created by the American Council on Education in 1937, revised in 1949, was designed to help provide structure and guidance for professionals working within student affairs and later, insight and guidance for the student affairs administrator. The objectives were to ensure that institutions of higher learning provided services that aided in the overall development of the student: physically, socially, emotionally, spiritually, and intellectually.

Today The National Association for Student Personnel Administrators (NASPA) is a prominent national body for student affairs administrators and officials for all colleges and universities. All student affairs leaders should be affiliated with this organization due to the advocacy for holistic education. Membership gives student affairs administrators access to practical training examples, research, and guidance for tailoring programs and services conducive to promoting the cognitive and affective development of students. NASPA has established Principles of Good Practice for student affairs practitioners, which guide the profession.

While much has been written about student affairs professionals' mid-career level traits and their career decisions to either leave the field or continue to advance within it, Rosser and Javinar (2003) conducted limited research on the competencies that community college presidents search for when hiring chief Student Affairs professionals. Like the field of student affairs, the role of Chief Student Affairs Officers has evolved over the last 30 years and has been given various titles at various institutions. Regardless of their title, Senior Student Affairs Officers fulfill numerous roles and are responsible for an array of functions within their institutions.

Chief Student Affairs Officers

The essential duty of the chief student affairs officer (CSAO) is to provide leadership to help the institution achieve educational excellence in academics, academic support and academic services. Within typical community colleges, student affairs leaders find themselves operating within an educational environment that places high demands on student success. Effective leadership from the CSAO is essential for the success of the various campus initiatives. However, what contributes to the effectiveness of the CSAO is still relatively unknown. In 2000, researchers Lovell and Kosten reviewed thirty years of research relating to successful student affairs administration and concluded that no study was found that identified the skills, knowledge basis or personal traits specific to the success of chief student affairs officers in a community college setting. While there have been few experimental studies that have examined the community college presidents' perspective on the competencies of senior student affairs officers, it is important to gain a better understanding of the role and the competencies that chief student affairs officers should aim to possess.

The student affairs division at most community colleges consists of multiple units designed to assist students outside of the classroom. Community college success is achieved by having effective leaders who are able to face challenges and make appropriate decisions. The role of chief student affairs officers has evolved over the last thirty years and has been given various titles at various institutions. Paul and Hoover (1980) conducted a comparative study of the demographics of and the changing roles of 115 senior student affairs officers within a ten-year span. The study revealed that the title most commonly used title by senior student officers was that of the "Vice President of Student Affairs." According to Fortunato (1981), within the realm of student affairs, the chief student affairs officer is responsible for (a) ensuring the

strategic goals and objectives of the institution are being met, (b) the supervision of subordinates, (c) the oversight of budgets, and (d) the management of programs. Today, student affairs leaders across the country are being asked to provide campus leadership to ensure a cadre of non-curricular support services are available to students.

Currently, at nearly all single-campus community colleges the CSAO is defined as the highest student affairs leadership position at the school. According to the United States Labor of Statistics Occupation Outlook handbook (2010), chief student affairs positions typically require a master's degree, but a doctoral degree with experience is preferred. In addition, these positions require that candidates demonstrate evidence of success working with a diverse student population and have working knowledge of student development theories and best practices. Besides overseeing student affairs, chief student affairs officers also play a pivotal role at the executive level of higher education administration, particularly in providing guidance to the college presidents.

Today's CSAOs are expected to be creative leaders who can articulate student-centered philosophies while ensuring that student affairs policies are followed. Most importantly, they are accountable for coordinating and implementing student retention initiatives that sustain and support an environment where students thrive, achieve academic excellence, and complete educational goals. Today, student affair leaders assume responsibilities for all non-classroom related needs. At a majority of the community colleges across the country, they oversee college policies, extracurricular involvement, social and emotional development, behavior problems, financial needs, and more. Due to this, their field is being examined more critically.

The essential duty of the Chief Student Affairs Officer is to provide leadership to achieve educational excellence in academics, academic supports and academic services. Within typical community colleges student affairs leaders find themselves operating within educational environments that have been recently bombarded with a myriad of challenges. Effective leadership from the chief student affairs officers is essential for the success of the various initiatives and responsibilities of student affairs. However, what contributes to the effectiveness of the chief student affairs officers is still relatively unknown. In 2000, researchers Lovell and Kosten, synthesized 30 years of research relating to successful student affairs administration and concluded that no study was found that looked at the skills, knowledge bases or personal traits specifically for success chief student affairs officers in a community college setting. While there have been few experiential studies that have examined the community colleges presidents' perspective on the competencies of senior student affairs officers, it is important to gain a better understanding of role of the top student affairs position at the college.

The student affairs division at most community colleges consists of multiple units designed to assist student success outside of the classroom. Community college success is achieved by having effective leaders who are able to face challenges and make appropriate decisions. According to Fortunato (1981) within the realm of student affairs the chief student affairs officer is responsible for (a) ensuring the strategic goals and objectives of the institution are being met, (b) supervision of subordinates, (c) oversight of budgets, and (d) management of programs. Today student affairs leaders across the country are not only being asked to provide access to the masses, serve as a means of social mobility for individuals, and manage college staff but they like their superiors are attempting to do so in a climate of increasing enrollments, decreasing resources, and increased accountability.

A Priori Themes/Conceptual Framework

While numerous leadership theories exist, several were determined suitable to explain and understand the hiring decisions made by community college presidents in Illinois when identifying the necessary competencies that Chief Student Affairs Officers should possess. Numerous studies have found positive correlations between successful leadership and various personal characteristics, personality traits, and leadership styles. For example, Chemers, Watson, and May, (2000) researched self-efficacy, Butler, (1991) focused on trust, and Bass, (1990) focused on transformative leadership. While each of these studies have added to the body of literature regarding educational leadership they were not selected for this study because the study is centered on the organizational hiring behaviors based on competencies that community college presidents believe are important when recommending a new Chief Student Affairs Officer.

The conceptual theory used to connect the study was centered on the competencies and organizational hiring recommendations that community college presidents consider when hiring a new chief student affairs team member. Two conceptual framework building blocks were used in the study. The first were Chang's Strategic Management Cycle concepts and methods for institutions of higher education as well as John S. Levin's (2001) research regarding community colleges organizational behaviors. Since the necessary competencies and student affairs have already been established, the goal of this study was to ensure what is recommended applies to the new to CSAO's in Illinois. Student Affairs Administrators in Higher Education (NASPA) and American College Professional Association (ACPA) have established a joint set of professional competencies for the field of student affairs that outlying the competencies recommended for student affairs professionals. The table 2 below outlines these competencies.

Table 2. *Student Affairs Competencies*

Advising and Helping	Advising and helping competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support
Assessment, Evaluation, and Research	Assessment, evaluation, and research competency area focuses on the ability to use, design, content, and critique qualitative analysis
Equity, Diversity, and Inclusion	The equity, diversity and inclusion competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people.
Ethical Professional Practice	The competency area pertains to them knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work.
History, Philosophy, and Values	The history, philosophy and values competency area involves knowledge, skills, and attitudes that connect the history, philosophy, and values of the profession to one's current professional practice.
Human and Organizational Resources	The human and organizational resources competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation and formal evaluation of staff
Law, Policy, and Governance	The law, policy and governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, application of legal constructs an understanding of governance structures
Leadership	The leadership competency area addresses the knowledge, skills, and attitudes required of a leader
Personal Foundations	Personal foundations competency area involves the knowledge, skills, and attitudes of maintaining emotional, physical, social, environmental relational
Student Learning and Development	The student-learning and development competency area addresses the concepts and principles of student development and learning theory

Note: Modified from the National Association for Student Personnel Administrators and ACPA-College Student Educators International. (2010). *Professional competency areas for student affairs practitioners*. Washington, D.C.: ACPA, NASPA.

Chang's Strategic Management Cycle

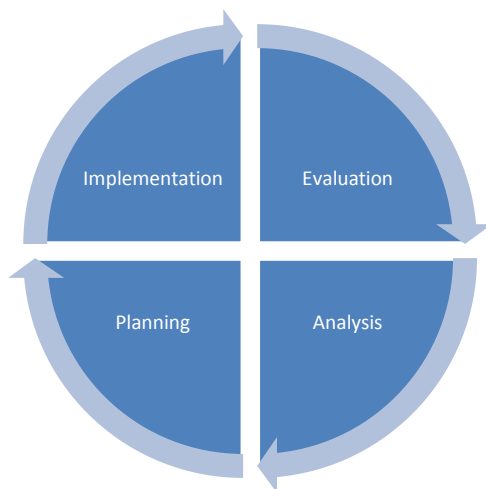
Higher education institutions including community colleges are complex organizational systems that need to plan for change. One method to assist in the planning for the future is to participate in strategic planning. Strategic planning sets the direction and provides a roadmap to move the organization forward and a definitive path to address the challenges and accomplish its goals. Strategic planning allows a community college to identify potential risk and determine a future course of action. Since the hiring key leadership team members is often a campus priority and requires forecasting then strategic planning is essential to improving overall organizational performance. While there appears to be abundance of research and strategic planning in higher education in general, the literature on strategic planning specifically to single campus community colleges is limited. Howell (2000) contended that when community college administrators would be using strategic planning" as a way to guide their institutions into the future and soften the surprises that come with economic, technological, demographic, and political change"(P.1)

Strategic planning and strategic decision-making can be served to be functional in identifying and organization strengths and weakness. In this context, the strengths and weakness of the organization represents the process to initiate and complete work, and culture incorporates the cumulative values, behaviors and views of all the individuals who comprise the group. Simply put, strategic planning is the process of anticipating trends in determining the best course of action to achieve organizational goals and objectives, in short strategic planning process addresses the needs of different stakeholders and institution goal to improve institutional and academic change.

Strategic planning originated in a business context and made its way into higher education over time. Strategic planning appears to have emerged sometime between the mid-1950s and the 1970s. In its simple this form, a strategic plan speaks of the core elements that

guide in institutions mission and vision. Some community college leaders believe that strategic planning process to be the best plan to bridge the impending leadership vacuum and faculty shortage that may be created by the projected retirements. The strategic planning process of establish goals by collecting data, forecasting and making assumptions, and developing plans from specific objectives, involves all the committee college stakeholders. Author, Chang (2008) describes strategic planning in higher education, “as process whereby a direction is mapped and then the ways and means for following that direction are specified.” He goes on to identify a higher education strategic management cycle that has four basic stages: (a) analysis, (b) planning, (c) implementation, and (d) evaluation. Figure 2 below is an interpretation of Chang’s strategic management cycle.

Figure 2. Chang’s Strategic Management Cycle



Since the hiring of senior administrators at single campus community colleges requires institutional planning, evaluation, analysis, and implementation in terms of a strategic planning, Chang’s Strategic Management Cycle serves as one of the building blocks used in the conceptual framework of this study.

Analysis

Given the challenging decisions community college presidents must confront in response to enrollments swings, decreasing revenues, and heightened expectations, it is imperative to understand how and why presidents hire new CSAO's to be part of their administrative team. Developing an understanding of today's community college presidents hiring decisions is significant. The adoption of an analysis as a foundation for identifying what is required and expected of new CSAO's in terms of achieving organizational goals and objectives is of great importance. Chang (2008) argued that organizational change was impacted, "by globalization, the marketization of some educational service, IT development, competitions, and shifts of traditional values and paradigms. In terms of identifying the most competent CSAO an internal and external thorough analysis of both the aspects relating to there educational experience, qualifications, and overall fit along with the institutions hiring practice merits a careful analysis by the education system seeking to hire a new CSAO.

Planning

Many organizations of higher education utilize strategic plans to identify campus goals and priorities as well as strategies to achieve them. A strategic plan is a living document that includes policy direction, implementation strategies, actions and benchmarks for implementation, monitoring and evaluation, as well as the expenditure framework which allows adjustments in areas for developments during implementation (Chang, 2008). If the goal of single campus community colleges is to identify and consequently higher a new chief student affairs officer they first must execute a local and national plan to identify posting and advertising strategies along with personnel development strategies to attract and identify a talented rich pool of candidates interested in applying for the position.

Implementation

The implementation of a comprehensive process that identifies potential candidates and moves them forward from applicant to finalists is critical component to the process of identifying and hiring new chief student affairs officers. Hiring managers including single campus community college presidents can and implementing review their hiring process to identify strengths, leases, lessons and opportunities regarding education development to identify strong candidates. This process to examine the relevance, efficiency and effectiveness of current inputs and out of the hiring process can help identify issues, challenges and construct remedial actions and policy provisions. One of the methods to do this is to support a plan of implementation.

Evaluation

Undoubtedly, effective strategic hiring planning can be of great use to community colleges in addressing current enrollment, graduation, and completion challenges. Moreover, investigating the linear hiring processes to identify general hiring practice related to posting, screening, interviewing, and selecting a finalists is important when seeking the best qualified candidate. This review or evaluation process can usually be carried out by both insiders or those belonging to the institution or outsiders does not belong to the institution in order to help decision-makers and stakeholders to learn lessons and apply them to future sustainability. Gathering data from both internal and external evaluations about the hiring practice and of the candidates overall experience may serve as a critical piece of contention that can help institutions improve processes, policies and procedures, and planning for future vacant positions.

Levin's Four Domains of Globalization

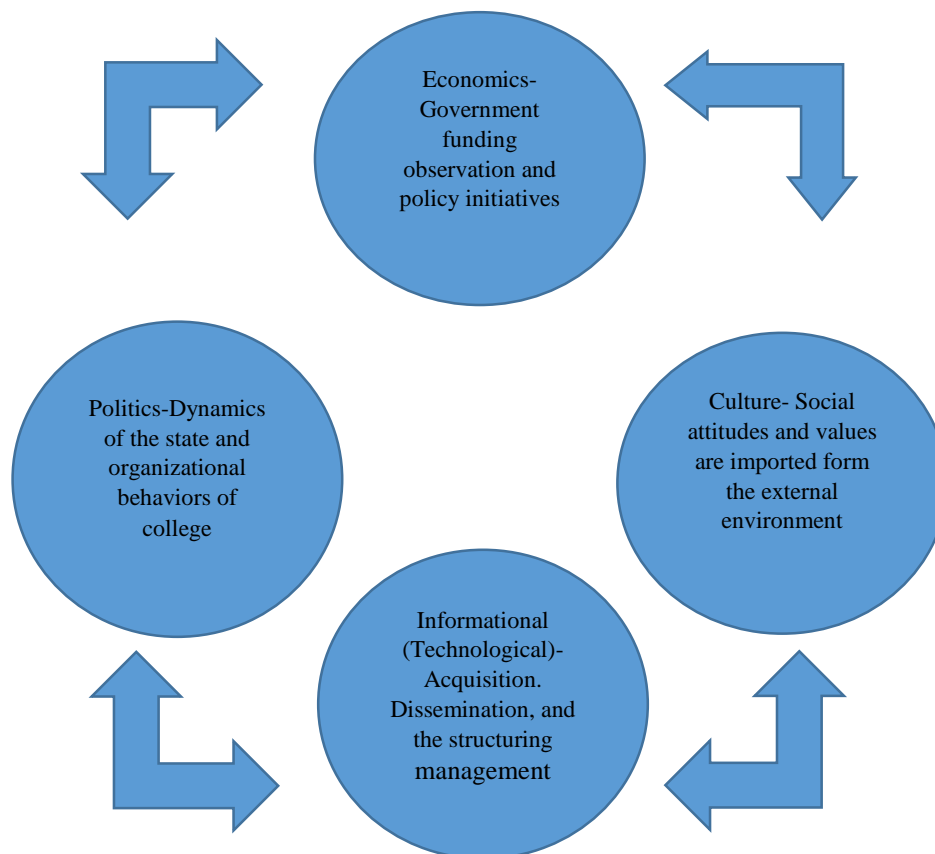
The primary conceptual framework building block that was utilize for this study was John S. Levin's (2001) research regarding community colleges organizational behaviors. During

the early 1990s, Levin conducted a seven case comparative study of community colleges located in the United States and Canada and developed an analytical framework grounded in the theories of globalization and organizational change. His aim was to determine the extent to which globalization forces affect and influence community colleges.

Levin titled his models four components of influence as The Domains of Globalization: economic, cultural, information (technology) and political. These four domains help foster an understanding of the influence of globalization on aspects of the community college. Since filling high-level administrative positions at community colleges typically entails influence by various factors related to institutional politics, economic constraints, culture demographics, and technological demands the need to identify a conceptual framework that would investigate these variables was sought. Therefore, Levin's (2001) organizational behaviors for community colleges leadership theory appear to be best applicable to this study.

"The community college is both responsive to external demands and adaptable in meeting these demands." (Levin, 2001, p. xviii). Because of the ever-looming retirement of several community college leaders, including senior student service affairs officers, that community college presidents are being put in a unique situations to hire new team leaders that can help them adapt to the economic, cultural, informational/technological, political, and challenges that they encounter. Figure 3 outlines Levin's four domains and their influence on the activities at community colleges.

Figure 3. Levin's Four Domains Influencing Globalization of Community Colleges



Economics

Economics is often measured by the financial health of an organization, community, and nation as well as indirect indicator changes that impact employment patterns. Levin's economic domain directly impacts the internal and external fiscal environment that community college executive leaders must consider when contemplating decisions. These economic decisions impact new higher compensation packages, funding for student support services, and other campus budgetary decisions. As community college executive leaders attempt to maximize their financial resources available to them, the challenge is continuing to support student needs with less.

Culture

The community college campus culture is a powerful source of socialization. Levin's cultural domain consists of influences that reflects the beliefs, ideas, social norms and behaviors of an institutions socialization environment. Many community colleges have their own distinctive campus climate and cultural influences. These influences are at times influenced by both student demographics surrounding geographic area and executive leadership philosophies and leadership styles. At many community college campuses adjusting and understanding the campus climate is never a simple task. Many institutions of higher education are very intentional when cultivating a genuine student experience for their students but often negate developing an intentional cultivating experience for new executive team members.

Information

The use of technology to enhance and streamline executive team members daily responsibilities in the form of communication methods, facilitating campus enrollment management systems, collaborating with colleagues and utilizing educational technological support systems like blackboard, and other academic educational platforms require a level of comfort in doing with technology. The information domain incorporates the academic and administrative usage of information and technology and its impact on efficiency and decision-making. More specifically, the acquisition and dissemination of technology and its use to deliver effective arguments to support data-driven decision-making processes are critical for chief student affairs officers.

Politics

Externally, local, state and federal government policy can guide or influence how and in which ways community college operates and focuses its resources. The domain of politics within

single campus community college campuses include both internal and external relationships and influences. When making executive decisions that may influence the on boarding of a new administrative team member it is critical that both internal and external political influences are acknowledged and invited to participate in the process. Presidents are experienced with navigating through their internal and external political climate but if they truly want to have greater success with less resistance a clean understanding and appreciation of current impasse external and internal political constituents should be investigated.

Chapter Summary

This chapter presented a brief historical overview of community colleges nationally and locally in Illinois and a general overview of responsibilities of CSAO's. The literature also discussed the impact of student affairs in higher education and its impact on student success. Executive leaders including single campus college presidents have the responsibility to develop peak performing winning teams. Often selecting a recommending the right person for the right job in single campus community college organizational environments along with the responsibility of developing people and improving performance is part of the responsibility of a college president. This chapter not only explored some of the responsibilities of single campus community college presidents but also included an overview of (a) the organizational structure of single campus community colleges, (b) provided examples of the responsibilities and the roles of the college president, vice presidents and deans (c) highlighted historical background about the field of student affairs, (d) examined the changing role of senior student affairs officers, and (e) discussed the conceptual framework building block for this study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Introduction

Hiring the right administrative team member is in part dependent upon the community college president's hiring approach to identify competencies. Today in higher education, globalization, in the form of economics, culture, information, and politics, impacts community college president's hiring decisions. According to the United States Bureau of Labor Statistics, "employment of education administrators is expected to grow nineteen percent between 2010 and 2020." Identifying new leaders to join community college executive leadership cabinets is crucial to help lead an institution forward. Fulton-Calkins and Milling (2005) asserted that many hiring managers are concerned that these positions be filled with individuals who possess the requisite skills and abilities and the proper academic training they, along with Campbell, (2002) argued one of the reasons why new leaders stumbled was attributed to either their incompetence or personality clashes with other members within an institution. In the state of Illinois several single campus community college presidents have already begun to respond to administrative turnover challenges and will be soon needing to identify their new chief student affairs officers.

Purpose

The purpose of this study was to identify the essential competencies that are preferred by Single Campus Community College President in Illinois when hiring new Chief Student Affairs Officers. As community colleges continue to contend with administrative retirements, budgetary shortfalls, and other hiring variables, the findings of this research could potentially assist community college presidents' hiring recommendations when attempting to hire or replace Chief Student Affairs Officers. For the purpose of the study, Chief Student Affairs Officers were defined as individuals who manage the campus student affairs divisions on single community

college campuses in Illinois. The rest of the methodology section will include (a) guiding questions for this study (b) the research design of the study (c) the research procedures of this study (d) the data analysis process of this study and (e) personal discourse (f) ethical considerations of this study, and finally (g) a summary of the chapter.

Guiding Questions

Single campus Illinois community college presidents who participated in this study were asked to identify and define the essential competencies preferred when hiring new chief student affairs officers. The following four guiding questions were used to drive this study.

1. What essential competencies are vital for future Chief Student Affairs Officers?
2. What is the function of your campus Chief Student Affairs Officer?
3. What are the factors related to the hiring of a new Chief Student Affairs Officer?
4. What are the greatest challenges facing future Community College Chief Student Affairs Officers?

Several researchers have validated the importance of guiding questions and its relations to gather meaningful data; for example, Traver (1998) reinforced this by reporting that a “guiding question is the fundamental query that directs the search for understanding.” The purposes of these guiding questions were to (a) assist the researcher in developing meaningful recommendations and conclusions and to (b) help the researcher discover the deeper meaning of the study.

Research Design

Most research decisions are guided by two possible factors: (a) explanation, indicating a quantitative design and (b) exploration, indicating a qualitative design (Creswell, 2008). These factors have been categorized as deductive (quantitative), and inductive (qualitative) (Johnson &

Christiansen, 2004). Lee, Mitchell and Sablynski (1999) suggest that “qualitative research is well suited for the purpose of description, interpretation, and explanation.” Merriam (2009) emphasized qualitative studies as containing common fundamentals; a focus on phenomena occurring in their natural setting, and attempting to study the phenomena in all its complexity. Merriam also suggested that the key to understanding qualitative research lies with the idea that meaning is socially constructed by individuals in their interaction with their world. Lincoln and Guba (1985) stated that transferability is often contextually based on the information meaning given by the individual. The information gained from the individuals of the study will hopefully contribute to the field of chief student affairs competencies and uncover unexpected emerging themes. Since community college presidents within Illinois have recently been or will soon be seeking to replace chief student affairs officers, because of possible retirements, it is a role the researcher to provide findings that are transferable and usable.

Leedey and Ormrod (2010) describe qualitative research as typically serving one or more of the following purposes: (a) to reveal the nature of certain situations, (b) to enable a researcher to gain new insights about a phenomenon, (c) to allow the researcher to test the validity of claims or theories, and (d) to provide a means to evaluate the effectiveness of policies or practices. Since this study is centered on Illinois single campus community college president’s perspectives regarding the competencies, function, responsibility, and challenges that they believe are relevant for senior chief student affairs officers to possess, it seeks to describe a phenomenon (hiring decisions) as it occurs in its natural setting (single campus community college campuses), while providing a means to evaluate the effectiveness of hiring policies and procedures in single campus community colleges in Illinois.

Case study research occurs in a natural setting and explores a topic that is socially constructed. It is contextually based on the lenses of the persons being interviewed and the setting in which they experience the phenomena (Johnson & Christensen, 2004). Case studies are set apart from other types of qualitative studies in that they are rich in descriptions and provide detailed analyses of one or more cases within “bounded systems” (Johnson & Christensen, 2004). Merriam (1998) states, “A qualitative case study is an initiative, holistic description and analysis of a single instance, phenomena, or social unit” (p. 21). Yin (2003) describes a case study as “an all-encompassing method covering the logic of design, data collection techniques, and specific approaches to data analysis” (p. 14). Yin outlined five components for research design required for the case study method as the following: (a) a study’s questions, (b) its propositions, (c) its unit(s) of analysis, (d) the logic linking data to propositions and (e) the criteria for interpreting the findings. Yin continued to describe when and why a case approach should be used by stating a “case study is used in many institutions to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena.” (p. 1). Case studies are set apart from other types of qualitative studies in that they are rich in descriptions and our “bounded systems” (Johnson & Christensen, 2008). This study was best situated in a case study paradigm because it was bounded by geographical locations, institution size, and hiring practice.

Data Collection

Since this research was solely focused on the presidents of single campus community colleges in Illinois, the Illinois Community Colleges Board Contact list was used to identify possible research participants. The Illinois Community Colleges Board Contact list gave all the 48 community colleges presidents and their contact information in the state of Illinois.

Purposeful sampling for this study was used to guide the selection process to identify the willing single campus community college presidents from the ICCB Contact List. Researchers Johnson and Christiansen (2004) define purposeful sampling as specifying the characteristics of the require population, and then locating individuals who identify with those characteristics. The geographical context of this research is designed to be situated in the Midwest region of the United States specifically within the state of Illinois. Originally the participants were going to be identified utilizing one of two database systems (a) the Integrated Postsecondary Education Data Systems (IPEDS) or (b) the Carnegie Foundation for the Advancement of Teaching database. These approaches were not selected because geographical location, institutions size, and institution population was not a site/participant variable. The research procedure for this study were the following:

- a) The interview questions were used as a pilot test with a former Illinois College President to ensure they were clear and understandable
- b) Electronic invitations along with consent forms (Appendix A) were sent out to all eligible participants and collected during campus interviews
- c) Notification and screening of the first four respondents who agreed to participate in this study was documented
- d) Demographic questionnaire for study (Appendix B) were sent to the first four participants that responded via the ICCB Community College Contact List
- e) Semi-structured interview questions were developed from the four guiding questions of the research study (Appendix C)
- f) Interviews were digitally recorded and transcribed by the researcher, with copies of the transcripts sent electronically to each participant to verify accuracy

- g) Along with field note data copies of the official CSAO job description were collected and analyzed

Merriam (2009) discusses the various qualities of a semi-structured interview as: (a) a mix of more and less structured interview questions, (b) questions allowing for flexibility and (c) specific data required from all participants. A semi structured interview process was to be used in this study to help guide the interview and allow other themes to emerge. Johnson and Christensen (2008) describe qualitative interviewing process as, “in-depth information about a participant’s thoughts, beliefs knowledge, reasoning, motivations, and feeling about a topic (p. 207). Semi-unscripted, follow-up, and clarification questions were also used to gather more in depth descriptions from participants at answer any remaining questions that emerged from the interview process.

Pilot Test

Johnson & Christensen (2004) have insisted in their research that the interview process be pilot tested. This process was designed to ensure that the process intended was rendered. A pilot test with a former Illinois community college president was conducted to further strengthen and increase trustworthiness of the study. The name of the pilot participant for this study remains confidential and will not be disclosed within the study. Additionally, the purpose of the pilot test was to acquaint the researcher with interview practices and to ensure that the identified interview questions were clear, understandable, and could be answered in a reasonable amount of time before the in-person interviews were conducted.

Invitation to Participate

Once potential participants had been identified via the ICCB community college contact list, they were each sent an electronic email invitation to participate in this study. The first four

respondents who agreed to participate in this study were screened to ensure a cross section of enrollment size and to verify the geographic location they represented would enhance the richness and quality of this study. The selected respondents were then contacted via telephone to confirm the time and date of an in-person interview with the researcher. Next, selected respondents were sent the demographic/questionnaire survey electronically and the electronic consent form that would be collected on the day of the interview.

Interviews

In this multiple-case study, the principal data-gathering strategy consisted of the personal interviews. Each interview conducted explored the competencies that the presidents considered to be the most crucial in selecting a chief student affairs officer. The participants who agreed to take part in the study were contacted to finalize the date and time of an on campus interview. The interviews lasted between 40 and 60 minutes and concluded with gaining access to the official hard copy of each college's official chief student affairs job description. Each interview consisted of open-ended questions that were recorded electronically, transcribed, and then sent electronically to each participant to ensure accurate interpretation. Each participant was asked to make any changes to the transcribed interview electronically within two weeks; because I did not receive a response to make changes, the assumption was that there were no changes. All data, including field notes, recordings, official job descriptions, and transcriptions will be maintained by the researcher in a secured locked cabinet for minimum of seven years.

The secondary means of data gathering consisted of the data collected consisted of the demographic survey and questionnaire (Appendix B), which captured demographic data and survey data. The demographic survey method was designed to help collect information regarding each participant. In the survey direct or indirect contact was made using methods of

measurement. Johnson and Christensen (2008) describe survey research as “non-experimental research method in which questioners or interviews are used to gather information, and the goal is to understand the characteristics of a population” (p. 222). The questionnaire was designed to assess how globalization impacts the economic, cultural, informational, and political dimensions of hiring decisions based on Levin’s four domains of organizational behavior.

Field Notes

Field notes were completed during and immediately after the interview process. According to Merriam (1998) field notes can present added triangulation of perceptions, attitudes, and other non-verbal communication in interview settings. The two types of field notes that were used for the study were observational and reflective. Observational field notes were used to identify respondent mannerism and characteristics of both the respondents’ professional décor/attire of the participant and interview location. The reflective field notes were used to capture the participant’s feelings, reactions, and interpretations while conducting the face-to-face interviews.

Transcription-Member Checks

Once the interviews were completed, the researcher immediately transcribed them. The researcher first listened to each digital recording in its entirety before transcribing it sentence-by-sentence. This process assisted the researcher become re-familiarized with the data. The participants were e-mailed a transcribed copy of his or her interview and had two weeks to validate the accuracy of the information. This process is known as member checking and is designed to help with efficacy by providing participants with an opportunity to provide any feedback to help with accuracy. Since no formal response was provided, identifying errors the assumption was made that the transcribed data were correct.

Data Analysis

In this multiple-case study approach, the principal data-collecting strategy consisted of the personal interviews. Interviews were conducted to explore which personal competencies that single campus community college presidents (SCCCP) believe are essential competencies when hiring new chief student affairs officers. After the interview, field notes were completed during and immediately after the interview process. According to Merriam (2009) field notes can present added triangulation of perceptions, attitudes, and nonverbal communication in interview settings. Two types of field notes—observational and reflective—were used for this study. (See Institutional and Participant Profiles). Observational field notes were highly descriptive, while reflective field notes were used to capture the participant's feelings, reactions, and interpretations while conducting the face-to-face interviews. In addition to the face-to-face interviews and field notes a copy of the official chief of student affairs job description was collected and analyzed to identify commonalities and differences between job descriptions at each different site. All data collected was then coded and reviewed for applicability, trustworthiness, and credibility.

Data analysis was conducted by first coding the data and then using cross tabulation and frequency tables to (a) analyze the demographic information, and (b) group the participants' answers to the interview questions. The participant responses to the interview questions were then analyzed by establishing categories related to each question. The data was analyzed and divided into segments and labeled. Utilizing this hand analysis procedure, the researcher identified key terms, which were then grouped into codes and included identification and interpretation of patterns. Through the connection of threads and patterns within the codes, various themes and conclusions were identified. The primary conceptual framework of this study consisted of John Levin's (2001) Four Domains Influencing Globalization of Community

Colleges within the construct of globalization (political, cultural, economic and informational/technology).

The four domains identified by Levin (2001) provided a lens through which campus decisions are viewed and served as the backdrop to collect, analyze, and code, data. The coding and themes method identified by Guba and Lincoln (1994) was also employed. Guba and Lincoln suggest that "[d]evising categories involves both convergent and divergent thinking" (p. 134). Since this study by design was exploratory, as a result the data analysis focused on the four driving questions and identified emergent themes. To analyze the responses from the interviews, once transcribed, the researcher coded the data to identify and categorize any responses related to Levin's Four Domains Influencing Globalization of Community Colleges.

Participant Selection

Originally, the Carnegie Foundation for the Advancement of Teaching was considered to identify site participants, but because the study was focused on Single Campus Community Colleges within the geographical area of state of Illinois, the Illinois Community College Board (ICCB) community college contact list best fit the study. The Carnegie Foundation for the Advancement of Teaching designation was used to describe the participant institution. The Illinois Community College Board ICCB groups all of the 48 community colleges in the state of Illinois into a master directory that has leader name, institution location, and contact data.

Purposeful sampling was used to guide the selection process to identify willing individual participants for the study. Researchers Johnson and Christiansen (2004) identify purposeful sampling as specifying the characteristics of the require population, and then locating individuals who identify with those characteristics. The context of this research was designed to be situated in the Midwest region of the United States, specifically within the state of Illinois. The

geographical backdrop for this research focused on traditional Single Campus Community Colleges within the State Illinois. All single campus community college presidents (SCCCP) on the ICCB community college contact list were sent an invitation to participate in this study. The first four who responded were then sent a request to complete a questionnaire/demographic survey via survey monkey. Once a confirmation of participation with this study was completed, an informed consent document was sent for the participants to print out and return to the researcher once the interview was conducted.

Triangulation

Data triangulation is the process of “corroborating evidence from different individuals, types of data, or methods of data collection” (Creswell, 2008 p. 266). By conducting informal interviews and collecting the official job descriptions of each of the participant’s Chief Student Affairs Officer position, field notes data were collected. As a result the researcher was able to triangulate the data and confirm the participants’ accounts. Using a portable filing system, a well-documented audit trail was established, that including data collected from the demographic/questionnaire, e-mail correspondence with participants, interview transcriptions, the campus official job description and field notes.

Trustworthiness and Credibility

Since single campus community college presidents within Illinois like others around the country have or will soon be seeking to replace their Chief Student Affairs Officers because of projected retirements, it is the role of the researcher to provide findings that are transferable and usable. The information gathered from the individuals of this study will hopefully contribute to the field of Chief Student Affairs competencies and uncover unexpected emerging themes. In qualitative research, reliability is defined as the trustworthiness of the procedures. To ensure this

is done during the data analysis process, the researcher employed Merriam's Strategies for Trustworthiness. Table 3 outlines Merriam's Strategies for Trustworthiness used in this study.

Table 3

Merriam's Strategies for Trustworthiness as Related to the Study

Strategy	Definition	Application of Study	Study Phase
Triangulation	What's up with sources of data that confirms findings	Semi-structured interviews, reflective fields, documents	Data collection
Member checks	Providing data and initial interpretations to participants to determine plausibility	Participants were asked to review transcripts for accuracy	Data collection
Sufficient engagement and data collection	Sufficient time spent collecting data allowing the defense to become saturated	Semi structured interviews with participants, field notes, documents	Data collection
Researchers self-reflection	Critical self-reflection by the researcher which includes relationship to the study that may impact the investigation	Inclusion of researcher as fishermen and continued self reflection throughout the study	Research design
Peer review and examination	Discussion with colleagues regarding the research process, congruency of findings	Monthly meetings with research chair and review processes	Data collection/data analysis
Audit Trail	Detailed description of the research methods used to allow replication	Transparent, detailed and understandable methodology	Research design
Rich, thick descriptions	Adequate description that allows readers to	Verbatim transcription of participants and	Data collection, data analysis

	claiming he took the applicability	abuse, detailed field notes	
Maximum variation	Variation in sample selection that increases the range of application for users of the study	Participants selected from community colleges varying in size and location	Data collection

Note. Adapted from Merriam, S. B. (2009). Strategies for promoting validity and reliability. In, *Qualitative research: a guide to design and implementation*. San Francisco: Jossey-Bass.

Personal Disclosure

The researcher currently serves at a multi-campus community system as a mid-level administrator in the state of Illinois, and this exploratory research is important for community college administrators, specifically for community college presidents in need of hiring a new Chief Student Affairs Officer. In higher education CSAO's are expected to provide leadership in many ways on their campuses, and they are vital to the success of the executive leadership team and the students that they serve. It is the role of the researcher to provide opportunity for the findings to be transferable by offering a thorough account of the research, literature, and central research questions regarding the inquiry. The following section will highlight the researcher's personal disclosure, ethical consideration and summary of this chapter.

Ethical Considerations: Protection of Human Subjects

Participation in this study was voluntary and permitted the four participants to withdraw from the interview as stated in the consent form. In order to maintain confidentiality, each of the four selected participants and their institutions, were given pseudonyms. Each participant was represented by the following designation Single Campus Community College President (SCCCP) and was given a number identifier based on the order of the interview conducted. The researcher took precautions to ensure that the identity of participants and their respective

institutions remained confidential throughout the study. The IRRB also included a confidentiality agreement for all participants in order maintain the identity of the participants and their institutions.

Chapter Summary

Chapter three addressed the methodology used in this study. A qualitative multi-site case-study approach within the interpretative paradigm was selected for this research. The four interviews served as the primary data gathering instrumentation. Secondly, data collection took place in a sequential, multi-method design, which included demographic surveys and questionnaires; documents reviewed of the official Chief Student Affairs Officer job description, and field notes. All data was then analyzed, coded, and themed to determine emergent themes and competencies that Single Campus Community College Presidents within Illinois consider to be important when hiring new Chief Student Affairs Officers. The remainder of this chapter discusses the research procedures, the guiding questions, the scope of the project, research design, research procedures, the data collection method, and finally, the role of the researcher in terms of ensuring the trustworthiness and the credibility of this study.

CHAPTER 4: RESEARCH FINDINGS AND ANALYSIS

Introduction

The purpose of this study was to identify and define the essential competencies that Single Campus Community College Presidents in Illinois prefer when hiring new Chief Student Affairs Officers. This chapter will present profiles of each Single Campus Community College Presidents' (SCCCP) institution, including institutional student demographics, educational professional background, personal qualities and reflective field notes and an analysis of responses to the guiding question relative to both Chang's Strategic Management and John Levin's (2001) Four Domains Influencing Globalization of Community Colleges. The official Chief Student Affairs Officers' job descriptions of each of the four sites was also examined and interpreted to identify emerging themes related to each guiding question.

Purpose of the Study

Research constantly suggests that student support services, though considered by many as a non-curricular function positively impacts student success. This research study is designed to add to the body of knowledge about the individuals who lead them at Single Campus Community Colleges in Illinois. This qualitative study is designed to provide an understanding of the vital competencies single campus community college presidents in Illinois seek when hiring new Chief Student Affairs Officers. The following guiding questions were designed to add to the body of knowledge about this unknown area.

Guiding Questions

The purpose of this study was to identify and define the essential competencies that Single Campus Community College presidents in Illinois prefer when hiring new Chief Student Affairs Officers. The four driving questions derived from the study's purpose focused on the

following four areas: (a) essential competencies, (b) functions, skills and abilities, (c) challenges, and (d) leadership potential. The four guiding questions were as follows:

1. What essential competencies are vital for future Chief Student Affairs Officers?
2. What is the function of your campus Chief Student Affairs Officer?
3. What are the greatest challenges facing future Community College Chief Student Affairs Officer?
4. How does your Chief Student Affairs Officer's responsibility change when the college president is absent?

To address these questions semi-structured interviews were conducted with the first four Single Campus Community College Presidents in Illinois who responded to the study request who (a) were willing to participate in this study and (b) who had time between March and June of 2012 to participate in a one hour face-to-face interview. This chapter includes both participant profiles of each of the four individuals and the findings via the guiding questions.

Background and Significance of the Study

Historically, Illinois has had a long-standing tradition with the creation and development of community colleges. As community colleges across the country especially in the state of Illinois continue to contend with administrative retirements, budgetary shortfalls and other accountability issues it is critical to have the best administrative team to assist with student affairs issues. Hiring the best student affairs administrative team member is in part dependent upon the community college president and campus hiring approach to identify essential competencies. To assist with addressing this challenge, this multisite case study approach was designed to be focused on traditional Single Campus Community Colleges within the state of Illinois. Since Illinois has a historical association with community college history and is home to

the third largest community college state system in the country, its findings could potentially impact the hire recommendations for new presidents and hiring committees when selecting a new Chief Student Affairs Officers to join the college's executive leadership team.

Participant and Institutional Profiles

This study relied on the willing participation of Single Campus Community College active presidents to explore their perceptions regarding the personal attributes, functions, and challenges that they believe new Chief Student Affairs Officers need to possess to be competitive when seeking hire status and their current institutions. During the interviews the four participants were forthcoming with their responses and were eager to participate as each had recently hired or were in the process of posting for a new Chief Student Affairs Officer to join their executive cabinet teams. Each of the participants who responded and agreed to participate in this study received an a demographic survey (Appendix A) and completed an informed consent document (Appendix B) before the initial face to face personal interview was conducted. Once confirmation of participation was completed and face-to-face interviews were scheduled between March and June of 2012 at each participant's campus. Interview review questions were then mapped from the four driving questions of the study (Appendix C). All four participants were given pseudonyms for this study and are referred to as single campus community college presidents 1–4 or simply SCCCCP1, SCCCCP2, SCCCCP3, and SCCCCP4. Pseudonyms were used for all Illinois Single Campus Community College President's participants and their institution locations were not disclosed in this study. Pseudonyms of all respondents including gender, age range, race/ethnicity and number of years of presidency are listed sequentially in Table 4. Additionally, Table 5 outlines the participant's institutional designation, participant designation, Carnegie Size and Institution FTE for Fall 2012.

Table 4

Designation of Study Participants Biographical Data including Pseudonyms, Gender, Age Range, Race/Ethnicity, and Years as College President at Current Institution

Pseudonym	Gender	Age Range	Race/Ethnicity	# Years in Current Position
SCCCP1	Male	55–60	White	6–10
SCCCP2	Female	40–45	Hispanic	1–5
SCCCP3	Male	60–65	African American	6–10
SCCCP4	Male	55–60	White	1–5

Table 5

Designation of Study Participants Institutional Designation, Participant Designation, Carnegie Size and Institution FTE for Fall 2012

Institution Designation	Participant Designation	Carnegie Size	Institution FTE
SCCC1	SCCCP1	Large	2000–3000
SCCC2	SCCCP2	Medium	1000–2000
SCCC3	SCCCP3	Large	2000–3000
SCCC4	SCCCP4	Medium	1000–2000

Single Campus Community College and President One (SCCCP1)

SCCCP1 oversaw a large comprehensive suburban serving two-year single campus community college located in Illinois. According to state collected data via the Illinois Community College Board fall 2012 enrollment survey, its headcount enrollment was 13,200 students. The community college was listed as a large-size population according to Carnegie Foundation for the Advancement of Teaching (2012). The Carnegie Foundation reported fall enrollment range of full-time equivalent (FTE) range of 2,000 to 3,000 students. The gender makeup of the institution was 55% female and 45% male. In terms of student diversity demographics, the college reported to the state of Illinois in 2012 a student body breakdown that consist of the following: 57% Caucasian, 20% Hispanic, 10% Asian, 5% African American, and 8% other. The college offers 124 various career and transfer associate degree and certificate programs, according to the college website. In terms of student graduation rates the SCCC1 institution in 2012 graduated 15.6% Caucasian, 11.9% African American, 11.4% Hispanic, 10.1% Asian, and 16.7% Other.

SCCCP1 had a Bachelor's Degree in Business Management a Master's Degree in Education and a Doctor of Philosophy degree. SCCC1 had more than 10 years' experience as a community college president. Previously, SCCC1 held a variety of positions in higher education, including Vice President for Academic Affairs at a different Community College, also served as an Interim District Dean at another community college, was once an Associate Vice President a State University, a Director of Student Activities at a different University and finally started his career path as a Director of Student Advising at University on the east coast. SCCC1 served on the Board of Directors of the American Association of Community Colleges. The interview took place in the office of the President at SCCC1 campus. SCCC1 was enthusiastic

about participating in this research, as leadership is a topic of interest to him as he started his professional career in the field of student services.

SCCCP1 was dressed business professional, wearing a suit and tie on a Friday afternoon. He had a very pleasant demeanor, with a warm, welcoming smile. SCCC1 was prepared for the interview with a copy of the interview questions and handwritten notes in the margins in front of him on his desk. SCCC1 proved to be a student success orientated president and had plenty of student affairs literature on the bookshelves surrounding his office.

Single Campus Community College and President Two (SCCCP2)

SCCCP2 oversaw a medium-size suburban serving two-year single campus community college located in Illinois. According to state collected data via the Illinois Community College Board fall 2012 enrollment survey its headcount enrollment was 5,625 students. The community college was listed as a medium-size population according to Carnegie Foundation for the Advancement of Teaching (2012). The Carnegie Foundation reported fall enrollment range of full-time equivalent (FTE) range of 1,000 to 2,000 students.

The gender makeup of the institution was 60% female and 40% male. In terms of student diversity demographics, the college reported to the state of Illinois in 2012 a student body breakdown that consist of the following: 82% Hispanic, 10% Caucasian, 5% African American 1% Asian, and 2% other. The college offers 39 career certificates, 14 associate in applied science degrees and 4 transfer degrees, according to the college website. In terms of student graduation rates SCCC2 institution in 2012 graduated 37% Caucasian, 21% African American, 19% Hispanic, 1% Asian, and 1% Native American. In terms of student graduation rates the SCCC2

institution in 2012 graduated 15.6% Caucasian, 11.9% African American, 11.4% Hispanic, 10.1% Asian, and 16.7% Other.

SCCCP2 earned a Bachelor's Degree in Journalism, a Master of Library and Information Science and a Doctor of Philosophy Degree Educational Administration specializing in sociology. Previously, SCCC2 held a variety of positions in higher education, including Executive Vice President Administrative and Academic Affairs, Chief Financial Aid Officer, VP of Administration and Chief Financial Aid Officer. She started her career in higher education as a tenured Associate Professor in library science at a University in Texas. She then moved into the role of Vice President of Administration and Student Services. My first observation was with SCCC2 was direct, punctual, and organized. The interview took place in conference room adjacent to her office

SCCC2 was dressed in business attire, wearing a dark gray and jacket. SCCC2 offered a firm handshake and a friendly smile. The office atmosphere was relaxing and had dim lighting. There were architectural drawings of future building projects displayed throughout the conference room and comfortable seating. SCCC2 was most excited when teaching and learning were the topic of conversation and is clearly an instruction focused oriented president. It was apparent that SCCC2 came from an instruction background and enjoyed her teaching experiences.

Single Campus Community College and President Three (SCCC3)

SCCC3 oversaw a large comprehensive suburban serving two-year single campus community college located in Illinois. According to state collected data via the Illinois Community College Board from the fall 2012 enrollment survey its headcount enrollment was

17,230 students. The community college was listed as a large-size population according to Carnegie Foundation for the Advancement of Teaching (2012). The Carnegie Foundation reported fall enrollment range of full-time equivalent (FTE) range of 2,000 to 3,000 students. The gender makeup of the institution was 56% female and 44% male. In terms of student diversity demographics, the college reported to the state of Illinois in 2012 a student body breakdown that consisted of the following: 46% Caucasian, 36% Hispanic, 8% Asian, 6% African American, 4% Asian and 0% other. The college offers 102 various career and transfer associate degrees and certificate programs, according to the college website. In terms of student graduation rates the SCCC3 institution in 2012 graduated 27.3% Asian, 27.2% Caucasian, 25.0% Native American, 19.5% Hispanic, and 15.4% African American.

SCCCP3 earned a Bachelor of Arts Degrees in Economics, Political Science and History, an MBA in Finance and a PhD in International Economic and Political Relations, and a Juris Doctorate Degree. Previously, SCCC3 held a variety of positions in higher education, including a previous College Presidency in Texas, and also served as Vice President for Faculty and Instruction, Vice President for Academic Affairs and was a Dean of Natural and Social Sciences.

When the researched arrived on the campus, the sprawling landscape of flowing river cascading through campus was at the center of the campus. SCCC3 had served in this role for the last six years and recently was granted a new contract extension from the board. SCCC3 was dressed casually, wearing a polo shirt, slacks and a black blazer. He had a very pleasant demeanor, was very welcoming, and even asked if I already had eaten lunch. The interview lasted 45 minutes and then SCCC3 gave me a tour of the newly designed student support services center.

Single Campus Community College and President Four (SCCCP4)

SCCCP4 oversees a medium-size rural serving two-year single campus community college located in Illinois. According to state collected data via the Illinois Community College Board fall 2012 enrollment survey its headcount enrollment was 7,588 students. The community college was listed as a medium-size population according to Carnegie Foundation for the Advancement of Teaching (2012). The Carnegie Foundation reported fall enrollment range of full-time equivalent (FTE) range of 1,000 to 2,000 students. In terms of student diversity demographics, the college reported to the state of Illinois in 2012 a student body breakdown that consist of the following: 64% Caucasian, 18% African American, 12% Hispanic, 3% Asian and 3% Native American. The college offers 69 various career and transfer associate degrees and certificate programs, according to the college website. In terms of student graduation rates the SCCCCP4 institution in 2012 graduated 37% Caucasian, 21% African American, 19.2% Hispanic, 1% Asian, and 1 %Native American. Table 6 illustrates a compilation of all participant profiles including size, headcount, gender breakdown and ethnicity for fall 2012.

Table 6

A Compilation of Institutional Profiles Exhibited by the Single Campus Community Colleges (SCCC) and Single Campus Community College President (SCCCP) Participants Including: Fall 2012 Student Headcount, Gender Breakdown at their College in Fall 2012, Student Racial/Ethnic Breakdown, and Number of Academic Programs and Certificates at Each Institution

SCCC	SCCCP1	SCCCP2	SCCCP3	SCCCP4
Fall 2012 Headcount	13,200	5,625	17,230	7,588
Gender breakdown (%)				

Male	45%	40%	44%	45%
Female	55%	60%	56%	55%
Student Racial/Ethnic Profile (%)				
Caucasian	57%	10%	46%	64%
Hispanic	20%	82%	36%	12%
African American	5%	5%	8%	18%
Asian	10%	1%	6%	3%
Native American	0%	2%	4%	0%
Other	8%	0%	0%	3%
Number of Various Programs Offered	124	39	102	69

SCCCP4 earned a Bachelor's Degree in Education from the University of Michigan-Ann Arbor, a Master of Degree in Educational Leadership and Doctorate of Educational Administration from Northern Illinois University. Previously, SCCC4 held a variety of positions in higher education, including Vice President of Instruction, Interim District Dean, Vice President of Academic Affairs, and Associate Vice President of Academic Affairs. The

interview took place in the office of the President at SCCC4 campus. SCCC4 was enthusiastic about participating in this research, as leadership is a topic of interest to him as helped others with conducting research.

The researcher first noticed the construction of the enormous multiple story enclosed building, which upon investigating was discovered to be the new academic support center. SCCC4, was dressed in a business suit and tie and was preparing for a board meeting later that night. His demeanor was also invited accommodated.

Table 7

A Compilation of Professional Experiences Exhibited by Each SCCC4 Participants Including: Current Position, Former Positions Held, and Earned Academic Credentials

Participant	Higher Education Career Path	Educational Attainment	Years as President
SCCCP1	<u>Other Positions Held:</u> College President ,Vice President of Academic Affairs, Dean of Student Affairs, Associate Vice President for Administrative Services, Director of Student Activities	<u>PhD</u> Doctor of Philosophy Urban Services Leadership <u>M.Ed</u> Masters of Education <u>BA</u> Bachelor of Arts in Business Administration	7 years
SCCCP2	<u>Other Positions Held:</u> Previous College Presidency, Executive Vice President of	<u>PhD</u> Doctor of Philosophy Educational Administration	5 years

	Administrative Services, Academic Affairs/Chief Financial Officer, Vice President of Administration Services.	<u>MLIS</u> Master of Library and Information Science <u>BA</u> Bachelor of Arts in Journalism	
SCCCP3	<u>Other Positions Held:</u> Previous College Presidency, Vice President for Faculty and Instruction, Vice President for Academic Affairs and Dean of Natural and Social Sciences.	<u>PhD</u> Doctor of Philosophy International Economic and Political Relations <u>JD</u> Juris Doctorate <u>MBA</u> Master in Business Administration and Finance <u>BA</u> Bachelor of Arts Economics, Political Science and History	6 years
SCCCP4	<u>Other Positions Held:</u> Vice President of Instruction, Vice President of Academic Affairs Assistant Vice President of Academic Affairs	<u>Ed.D</u> Doctor of Education Educational Administration and Leadership <u>M.Ed</u> Masters of Education <u>BA</u> Bachelor of Arts	5 years

Document Review

According to Creswell (2007), documents such as research journals, personal journals, pictures, or public documents can be creative ways to gain insight into a particular issue (p. 129). This study used public documents from each institution to collect data regarding the roles and responsibilities of campus Vice President of Chief Student Affairs. The researcher ascertained the chief student affairs officer job descriptions at each of the single campus community college president (SCCCP) sites to identify the essential and non-essential task that were assigned to each of the student affairs officer position. Each of the job descriptions identified the official job title at each site, required qualifications, duties and reporting structure. Moreover, the job description clarified to potential candidates what they are responsible for and what is expected of them.

Two of the four Chief Student Affairs Officer job descriptions titles were Vice President of Student Affairs. At the sites that did not have a Vice President Student Affairs as a Chief Student Affairs Officers these sites identified the Dean of Student Services and Dean of Student Development and Ombuds services as the Chief Student Affairs Officers. The two sites that had Vice President of Student Affairs as the Chief Student Affairs Officers required an earned doctorate degree from a regionally accredited institution as the minimum educational requirement as in comparison to the other two sites that had the Dean of Student Services as a Chief Student Affairs Officer educational requirement was a Master's degree. Each of the four Chief Student Affairs Officers job description outlined the oversight and leadership responsibility related to traditional student areas, these areas include but were not limited to student advisement, student enrollment management, records and registration, recruitment and admissions, student orientation, student life, student judicial systems, co-curricular learning, and

retention services. Three of the four positions reported directly to the college president with one reporting to the Vice President of Teaching, Learning, and Student Development. Table 8 below illustrates a summative overview of these job descriptions, including job title, job qualifications, and job duties and reporting structure.

Table 8. *Designation of Study Participants Official CSAO Job Description, Job Title, Job Qualification, Job Duties and Job Reporting Structure*

<u>Job Description</u>	SCCCP1	SCCCP2	SCCCP3	SCCCP4
<u>Job Title</u>	VP Student Affairs	Dean of Student Development and Ombuds Services	VP of Student Affairs and Assistant to the President	Dean of Student Services and Development
<u>Qualifications</u>	Earned Doctorate Degree from Regionally Accredited Institution	Master's Degree or Equivalent, Two Years of College Admission Experience, Three Year's Experience in Student Services	Earned Doctorate Degree from Regionally Accredited Institution	Master's Degree or Equivalent, Two Years of College Admission Experience

<p><u>Duties</u></p>	<p>The Vice President will provide strategic planning, coordination, budgetary management, and leadership for the Student Affairs division.</p> <p>Priorities include working closely with students, faculty, and staff in a culturally diverse and fast paced environment.</p> <p>The Vice President for Student Affairs will provide leadership and direction for the student affairs</p>	<p>Serve as the Chief Student Services Officer for the College</p> <p>Provides administrative leadership for the student services division</p> <p>Oversee the areas of student advisement, counseling, enrollment management, records and registration, recruitment and admissions, student orientation, student life,</p>	<p>Oversee the development direction of student affairs and crew student development, advising, propriety, new student services/orientation, assessment, retention and intervention systems.</p> <p>Responsible for providing program to service it has to success, maintain open access, support education mission in which the campus life experience.</p>	<p>Serve as the Chief Student Services Officer for the College</p> <p>Oversee the areas of student advisement, counseling, enrollment management, records and registration, recruitment and admissions, student orientation, student life</p>
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	division by developing, nurturing, and maintaining positive relationships with senior level administrators	student judicial systems, co-curricular learning, retention services, Trio programs, athletic and wellness center.		
<u>Reports To</u>	College President	VP of Teaching, Learning, and Student Development	College President	College President

Research Analysis

This qualitative study sought to examine the competencies that single campus community college presidents identify when selecting and hiring their next Chief Student Affairs Officer. This study consisted of interviews from four single campus community college presidents to gain their perspective on the competencies that impact CSAO hires. In-depth interviews served as a primary resource for the study, in addition to written materials obtained to document collection, observational field notes, and journal entries performed by the researcher resulted in data used for this study.

Pseudonyms were assigned to protect each contributor's identity. Though the research data focus on single campus community college presidents in Illinois, transferability of the

findings and implications could be extended beyond single campus community college presidents to all community college presidents. Each participant was asked to rank in order, the top 3 competencies that you believe are most important for chief student affairs officers to possess Table 9 shows the aggregate of what they believed to be top three most important competencies when making an informed decision to hire a chief student affairs officer.

Table 9. *Top-Three competencies identified by all four SCCCP's*

Rank	Competency
1.	Trust
2.	Problem Solving
3.	Assessment

All four presidents interviewed for the study seemed to embrace Levin's Four Domains of Influencing Globalization of Community Colleges. Each president shared their viewpoints about economic, political, cultural and informational factors by answering the interview questions that were clustered and then mapped from the four guiding questions below.

Mapping Interview Questions to Guiding Questions

Guiding Questions	Interview Questions
1. What essential competencies are vital for future Chief Student Affairs Officers?	<p>What internal and external factors contribute to the hiring of new chief student affairs officer?</p> <p>What political factors contribute to the hiring of a chief student affairs officer?</p> <p>What economic factors contribute to the hiring of a chief student affairs officer?</p>

	<p>What cultural factors contribute to the hiring of a chief student affairs officer?</p> <p>What technological factors contribute to the hiring of a chief student affairs officer?</p>
<p>2. What is the function of your campus chief student affairs officer?</p>	<p>What are some of the strengths and/or weaknesses of this process?</p> <p>What are the leadership expectations of your chief student affairs officer?</p> <p>What related experiences are considered when identifying a chief student affairs officer?</p>
<p>3. What are the greatest challenges facing future community college chief student affairs officers?</p>	<p>What is the process to hire a new chief student affairs officer?</p> <p>What professional experiences are vital for future chief student affairs officer to possess?</p> <p>In your opinion how is the hiring of a chief student affairs officer linked to student success?</p>
<p>4. How does your chief student affairs officer responsibility change in your absence?</p>	<p>How often do you involve your chief student affairs officer when making decisions for the college?</p>

Findings Related to Guiding Question

In this section, the data was thoroughly analyzed through the lens of the conceptual framework and data generated from the interview questions. The conceptual framework utilize Chang's four stages of Strategic Management and John Levin's (2001) Four Domains Influencing Globalization of Community Colleges. The following section addresses each response to the four guiding questions into interview questions associated with each guiding question (See Appendix C). Each Single Campus Community College President (SCCCP) was asked a series of questions to help identify the necessary competencies that they believe are

important when hiring and selecting a new Chief Student Affairs Officer to join their administrative team.

In-depth interviews served as a primary resource for the study, in addition to official job descriptions obtained as document collection, and observational field notes, performed by the researcher. The data gathered in the research was summarized in a series of tables that indicated themes that emerge from the data upon analysis. Surveys, interviews, and observational field notes were the primary methods of data collecting. The strategies used to analyze data rest upon the methods used for data collection, descriptive statistics were used to analyze the surveys, whereas a priori themes and open coding or the strategies used to analyze answers. The findings of the study, which were gathered by interviews.

The study found that identifying a campus' Next Chief Student Affairs Officer must be intentional; it must be used to guide the organization in a purposeful manner. It is not enough to update the current job description to identify new skills and responsibilities; this process must be direct, time sensitive, and robust. Having the right hiring process and committee facilitating the hiring process is critical. This process should include widespread representation from the campus and the collaborative in nature to promote institutional commitment and accountability. When a process like this is outlined facilitated and executed it is great benefit to the institution.

Moreover, the study found that the implementation of a strategic plan to help identify critical important executive staff acquisition including CSAO was important. All four single campus community college presidents believed that along with institutional insight possessing a clear understanding of the obstacles that hinder student success was valuable. The respondents also highlighted the need to provide advancement leadership for the institution, in addition to letting the college strategic plan drive new executive leadership hires. Moreover, the respondents

also believed that providing future Chief Student Affairs Officers with specific advice on the importance of being able to convey strong trust components, problem solving skills, and a good understanding of campus assessment are also critical competencies that they identified as important.

Guiding Question 1: What Essential Competencies are Vital for Future Chief Student Affairs Officers?

Guiding Questions	Interview Questions
1. What essential competencies are vital for future Chief Student Affairs Officers?	<p>What internal and external factors contribute to the hiring of new chief student affairs officer?</p> <p>What political factors contribute to the hiring of a chief student affairs officer?</p> <p>What economic factors contribute to the hiring of a chief student affairs officer?</p> <p>What cultural factors contribute to the hiring of a chief student affairs officer?</p> <p>What technological factors contribute to the hiring of a chief student affairs officer?</p>

There was variation in how the Single Campus Community College president expressed which personal competencies are critical for future Chief Student Affairs Officers. Gregg (2004) concluded that personal attributes and character-based characteristics are qualities that terminate from the interim person that make up a person's value system and dictate the weighted individual interests to the outside world (p. 342). The themes from the interviews regarding personal attributes included attributes of honesty and trustworthiness. Additionally, the participants felt it was important for future chief student affairs officers to possess a strong administrative

background and a basic understanding of management, planning, budgeting, organizing, and staffing.

In response to guiding question one (What essential competencies are vital for future student affairs officers?), SCCCP1 stated, "the most important attribute critical for chief student affairs officers in my opinion, is that they have a real affinity for students and respect and understand how student engagement impacts student success ." SCCCP1 further stated, "a background in student services, and at least a Master's Degree, along with student personnel services or experience in one of the certain areas of responsibility is critical."

SCCCP2 believed that a well-rounded candidate with both academic and student affairs knowledge was the perfect candidate at their campus." They went on to say, they believed, "what a perfect candidate also needs is a good understanding of curriculum design, assessment, and course outcome and faculty development."

SCCCP3 similar to SCCCP2 stated, "that a perfect student affairs officer is also be the perfect academic affairs officer and that two positions should be integrated so that the person who is held accountable for the academic outcomes of the college is also being held accountable for the student outcomes of the college because they are the same." SCCCP3 highlighted:

Student Affairs over the last couple of decades has tried to associate itself with learning. It has been so successful in doing that in many places that if it is about learning, then what makes you separate or different because you can just be bundled in along with academic affairs. I think that is it kind of an overlay that exists across the board right now and is a very big issue in the Student Affairs profession and in some ways is impacting what presidents are looking for in chief student affairs officers. I think they are looking

for someone to understand institutional sight. That is to say being a chief student affairs officer in a four-year institution and a two-year institution, are really very different jobs. They want someone who understands if you will the broad mission of the kind of institution that they are coming toward them. Secondly, I think they want someone who understands students. The notion of student success and the obstacles to student success and the strategies that lead to improving student success.

SCCCP4 defined the most critical competencies of future chief student affairs officers is centered around the ability to understand and value student success at its core, " student affairs officers have to have a track record of supporting and promoting student success." All four participants believed that integrity; honesty and a high standard of morals and ethics are important competencies for would-be vice presidents of student affairs. Moreover, the participants identified that successful VP of Student Affairs are often student centered, encompass a collaborative philosophy to build relationships on campus and are good listeners.

Guiding Question 2: What is the function of your campus Chief Student Affairs Officer?

Guiding Questions	Interview Questions
2. What is the function of your campus chief student affairs officer?	<p>What are some of the strengths and/or weaknesses of this process?</p> <p>What are the leadership expectations of your chief student affairs officer?</p> <p>What related experiences are considered when identifying a chief student affairs officer?</p>

This guiding question about the function of chief student affairs officers prompted an assortment of different responses from the single campus community college president. The

emergent themes included functional areas that range from both student services and academic instruction areas. Student affairs professionals must be aware of their leadership practices in order to effectively respond to the educational needs of diverse student populations and to help further the overall mission and goals of their respective colleges and universities Clayborne (2006). SCCCP1, stated, "that their CSAO should have a keen appreciation for the tradition of the academy." The Vice President of Student Affairs at SCCCP1 institution provides strategic planning, coordination, budgetary management, and leadership for the Student Affairs division by developing, nurturing, and maintaining positive relationships with senior level administrators across functional areas.

SCCCP2 described the function of the chief student affairs officer at their institution as comprehensive, "because student affairs responsibilities are so robust our current SA job descriptions is very comprehensive." At SCCCP1 institution the VP of Student Affairs oversees the areas of student advisement, counseling, enrollment management, records and registration, recruitment and admissions, student orientation, student life, student judicial systems, co-curricular learning, retention services, Trio programs, athletic and wellness center. SCCCP3 and SCCCP4 described the Vice President of Student Affairs as the second highest officer on the campus next to the president. At both institutions the chief student affairs officer oversees the areas of student advisement, counseling, enrollment management, records and registration, recruitment and admissions, student orientation, student life. All four participants identified functional areas of student services the each of their chief student affairs officer was responsible for; these areas functional areas included student enrollment, student records, student registration, and student recruitment and student life.

Guiding Question 3: What are the factors related to the hiring of a new Chief Student Affairs Officer?

Guiding Questions	Interview Questions
3. What are the greatest challenges facing future community college chief student affairs officers?	<p>What is the process to hire a new chief student affairs officer?</p> <p>What professional experiences are vital for future chief student affairs officer to possess?</p> <p>In your opinion how is the hiring of a chief student affairs officer linked to student success?</p>

Each single campus community college president was interviewed for the study to examine what he or she believe are the greatest challenges facing future community college chief student affairs officers. This guiding question identified the decrease in budget funding as one of the greatest challenges facing future community college chief student affairs officers. Each participant cited the declining state funding. "At a time when nationally, community colleges are being asked to provide more workforce training and access for students to enter higher education and move into the middle class, it's concerning," said SCCCP1. This was confirmed by SCCCP2 and SCCCP3 as they too stated that the number one factor that poses the greatest challenge facing future community college student affairs officers is related to budget constraints. SCCCP2 illustrates this challenge when she said, "it doesn't matter, student services may have a lot of great ideas to support student success and know exactly how and what we need to do, but if no financial budgetary support is allocated metrics will never be met." SCCCP4 mentions that, "the one thing that could stop an institution or halt an institution would be funding." He continued to state that, "this economic factor is one that we've struggled with, but I think everyone is on the same page."

Senior-level administrators lead mid- and entry-level administrators, handle operational budgets, create a vision for their departments, and establish departmental goals. These responsibilities help shape leadership experiences by allowing leaders to interact with team members and to reach common goals (Hassan, 2008). Funding is critical for the development of new student support programs, within the realm of student services and when this funding is decreased it both directly and indirectly impacts student support services, thus ultimately impacting student success and completion.

Guiding Question 4: What are the greatest challenges facing future Community College Chief Student Affairs Officers?

Guiding Questions	Interview Questions
4. How does your chief student affairs officer responsibility change in your absence?	How often do you involve your chief student affairs officer when making decisions for the college?

Four SCCCPC single campus community college presidents were interviewed for the study to examine how their chief student affairs officer responsibility changes in their absence. They all share stories and challenges/crises when in their absence that the student affairs officer had to make college wide decisions to protect the safety of all its stakeholders. SCCCPC1 stated

When I am gone and we have a meeting in my cabinet, the Vice President of Student Affairs or the chief student affairs officer (CSAO) along with the Chief Academic Officer (CAO) co-lead and chair the executive meeting. My CSAO and CAO are my second highest officers on the campus next to the president. They run the operations.

SCCCP1 went on to share of a past campus crisis years ago in which somebody drove a car in the pond, while he was down in Virginia in which that occupant drowned. His campus executive council crisis team met in the conference room, and it was both his CSAO and CAO who chaired this important meeting. Both SCCC2 and SCCC3 elaborated on similar stories in which in their absence their CSAO took on the role as the president and making critical decisions from the campus in relationship to campus closures related to inclement weather. In either scenario in the absence of the college president the chief student affairs officer did take a critical leadership role in making critical decisions related to the community college campus and its stakeholders.

The four driving questions derived from the study's purpose focused on the following four areas (a) essential competencies, (b) functions, skills and abilities, (c) challenges, and (d) leadership potential. The four guiding question were as follow:

Table 10

Summary of Findings Related to Guiding Questions

Guiding Questions	Findings
1. Essential Competencies	All four participants believed that integrity; truthful and honest, and having a high standard of morals and ethics were important attributes for would-be CSAO's.

2. Functions, Skills and Abilities,	The participants discussed that principles related to student development theory and success were also very important.
3. Challenges	Participants felt the budget factors and the hiring process often deters qualified candidates.
4. Leadership Potential	The participants responses found that CSAO's who are student centered and are skilled in dealing with students, and understand campus politics do well when they are away from campus

Conceptual Framework

While numerous leadership theories exist, several were determined suitable to explain and understand the hiring decisions made by community college presidents in Illinois when identifying the necessary competencies that senior student affairs officers should possess. Many researchers have sought to determine what variables add to effective leadership. Numerous studies have found positive correlations with various personal characteristics, personality traits and leadership styles. For example, (Chemers, Watson, & May, 2000) researched self-efficacy, (Butler, 1991) focused on trust, while others like (Bass, 1990) focused on transformative leadership. While each of these studies have added to the body of literature regarding educational leadership within education environments they were not selected for this study because the study is centered on the organizational hiring behaviors based on competencies that community college presidents believe are important when recommending a new chief student affairs officer.

In addition to various leadership theories considered for this study, the researcher explored various decision-making theories as the primary conceptual framework. At many community colleges presidential hiring recommendations are embedded in the ability of the college presidents to successfully evaluate new executive members experience, credentials, and qualifications. However, various other factors can influence the college presidents hiring recommendation before final submissions is sent to the governing board for hire approval. While typically a final step of new community college executive team members is an interview with their immediate supervisor (college president) this process could potentially confirm or deny employment. Since the purpose of this study is to examine the competencies that college presidents in Illinois seek when selecting new CSAO decision making theory was eliminated as the primary conceptual framework because it potentially could not fully account for hidden competencies that community college presidents consider when hiring new executive team members.

Chang's Strategic Management Cycle

Higher education institutions including community colleges are complex organizational systems that need to plan for change. One method to assist the planning for the future is to participate in strategic planning. Strategic planning sets the direction and provides a roadmap to move the organization forward and a definitive path to address the challenges and accomplish its goals. Strategic planning allows a community college to identify potential risk and determine a future course of action. Since the hiring of key leadership team members is often a campus priority then strategic planning is essential to improving overall organizational performance. While there appears to be abundance of research and strategic planning in higher education in

general, the literature on strategic planning specifically to single campus community colleges hiring practice to identified chief student affairs officers is limited.

Strategic planning and strategic decision-making can be differentiated as concept of organizational developing that includes organization strengths and weakness and culture. In this context, the strengths and weakness of the organization represents the process to initiate and complete work, and culture incorporates the cumulative values, behaviors and views of all the individuals who comprise the group. Simply put, strategic planning is the process of anticipating trends in determining the best course of action to achieve organizational goals and objectives, in short strategic planning process addresses the needs of different stakeholders and institution goal to improve institutional and academic progress. Some community college leaders believe that strategic planning process to be the best plan to bridge the impending leadership vacuum and faculty shortage that may be created by projected retirements.

The strategic planning process to establish goals through collecting data, forecasting and making assumptions and developing plans from specific objectives involves all the community college stakeholders. Author, Chang (2008) describes strategic planning in higher education, “as process in whereby a direction is mapped and then the ways and means for following that direction are specified.” He goes on to identify a strategic management cycle that has four basic stages: (a) analysis, (b) planning, (c) implementation and (d) evaluation. Since the hiring of senior administrators at single campus community colleges requires institutional planning, evaluation, analysis and implementation in terms of talent acquisition, Chang’s Strategic Management Cycle serves as a predominant secondary building block to the conceptual framework for the study.

Analysis

Given the challenging decisions community college presidents must confront in response to enrollments swings, decreasing revenues, and heightened expectations, it is imperative to understand how and why presidents hire Chief Student Affairs Officers to be part of their administrative team. Developing an understanding of today's community college presidents hiring decisions is significant. The adoption of an analysis as a foundation for identifying what is required and expected of new student affairs officers in terms of achieving organizational goals and objectives is of great importance. Chang (2008) argues that organizational change is impacted, "by globalization, the marketization of some educational service, IT development, competitions, and shifts of traditional values and paradigms. In terms of identifying the most confident chief student affairs officer a thorough analysis of the aspects relating to and surrounding the educational purpose of the position must be carefully examined by both internal and external aspects of the institution. For example, it is important for each single campus community college to determine the various driving forces behind the role and responsibilities of each of these critical positions. SCCCCP4 illustrates this phenomenon when he said, "We need to reaffirm that this is the processes, the procedures, the programming that we do...that the services that we offer are still the services that our community need and perform in the way we need them performed."

SCCCCP3 felt that potential new CSAO, "need to be trustworthy, hiring someone that I feel confident enough in, that I can give them that authority to do that in the absence of other people is important." This critical analysis could potentially impact participation, relevance, internal and external effectiveness and overall fit within the institution. SCCCCP1 identified and analysis process when talking about the posting of the new student chief student affairs officers

position at his campus by the following, "I will have the position reviewed to see if there were functions or areas that were formal or informally added and knowing the job description at those function. But mainly to ensure that the position is up to date." SCCCP2 in terms of analysis said "that the administration has to allow the student services officer to be able to be innovative." Innovation in her opinion is a driving factor that helps shape and strengthens the collaborative bridge between student affairs and academic affairs. All four of the respondents believed the adoption of an internal review of the their process in identifying what is required and expected of New Student Affairs Officers is important in order to achieve organizational goals. The participants revealed that the institution thorough review of its hiring practices, marketing strategies and the on boarding of a new executive team member should be investigated and analyzed, *thus Chang's organizational change model appears to have a relationship to the findings of this study.*

Planning

Many organizations of higher education utilize strategic plans to identify campus goals and priorities as well as strategies to achieve them. A strategic plan is a living document that includes policy direction, implementation strategies, actions and benchmarks for implementation, monitoring and evaluation, as well as the expenditure framework, which allows adjustments in areas for developments during implementation (Chang, 2008). If the goal of single campus community colleges is to identify and consequently higher a new chief student affairs officer they first must execute a local and national plan to identify posting and advertising strategies along with personnel development strategies to attract and identify a talented rich pool of candidates interested in applying for the position. At each of the four single campus community

colleges they advertise both locally and nationally using educational outsourcing vendors to promote open positions at the campus.

In addition, at each site the first stage of identifying qualified candidates is to screen applicants to determine minimum qualifications and educational standards are satisfied via a screening process. This screening process is typically chaired by a current chief student affairs officer and has representation from various campus stakeholders including human resources, academic instruction, union representation, student services representatives, and someone from the current student body. SCCCP3 describes this process as one that. "Helps us to identify what kind of person you would like to see." Additionally, SCCCP1 shared that this process for them, "allows for the committee to identify strengths and weaknesses of each candidates." It appears based on the respondent's answers that a formal process to plan and review the current process is important. Several of the participants described feedback that they gathered from applicants that cited in exit interviews and evaluations that the interview process was lengthy. *Thus Chang's model appears to have a strong relationship to the finding of this study.*

Implementation

The implementation of a comprehensive process that identifies potential candidates and moves them forward from applicant to finalists is critical component to the process of identifying and hiring new chief student affairs officers. Each of the four participants identified the hiring process as lengthy. SCCCP1 described this process from posting to hire as a "semester long endeavor." SCCCP2 found that there process length in the past has deterred several top candidates because while waiting for a follow-up interviews or offers qualified candidates accepted similar positions at other peer institutions. SCCCP3 describes this process as "a very extended period" and went on to say, "that the process takes a while and so you may lose some

very good candidates." Changing the institutional hiring practice can present its own challenges. A majority of the respondents described the hiring process as a shared governance model that includes various campus representation. It is imperative that within this representation are qualified student affairs practitioners who have knowledge and understanding of student development theories and strategies, without this presence essential job functions may be overlooked, thus the implementation *campus level as described by Chang has a strong relation to the findings of this study.*

Evaluation

The recent economic downturn along with the new looming baby-boom retirement forecast for the next 5 to 10 years will impact educational institutions of higher education higher including community colleges. These institutions are in dire need of identifying and evaluating strategic hiring plans to replace campus leadership. Undoubtedly, effective strategic hiring planning can be of great use to community colleges in addressing these challenges. Moreover, during these uncertain times single campus community college president have an opportunity to be intentional; their obligation over anything else is to help guide their organization achieve maximum efficiency while supporting support all campus stakeholders. A majority of the single campus community college participants had a well-documented, linear hiring processes that contain the basic components of posting, screening, interviewing, and selecting a finalists. However, both SCCCP1 and SCCCP3 had an extensive committee involvement approach that permitted candidates with the opportunity to also evaluate the institution before they made a full hiring commitment. *There appears to be somewhat of relationship between Chang's evaluation theory of strategic planning and the perceptions that the four respondents shared via the interviews.* Two of the four single campus community college presidents identify the importance

of evaluation and feedback when identifying and interviewing potential candidates to join their executive cabinet.

Levin's Four Domains of Globalization

The primary conceptual framework that was utilized for this study is based on John S. Levin's (2001) research regarding community colleges organizational behaviors. During the early 1990s, Levin conducted a seven case comparative study of community colleges located in the United States and Canada and developed an analytical framework grounded in the theories of globalization and organizational change. His objective was to determine the extent to which globalization forces affect and influence community colleges. Levin titled his models four components of influence as The Domains of Globalization: economic, cultural, information (technology), and political. These four domains help foster an understanding of the influence of globalization on aspects of the community college. Since filling high-level administrative positions at community colleges can typically be influenced by various factors related to institutional politics, economic constraints, cultural demographics and technological demands the need to identify a conceptual framework to investigate these variables was sought. Therefore, Levin's (2001) organizational behaviors for community colleges leadership theory appear to be best applicable to this study.

“The community college is both responsive to external demands and adaptable in meeting these demands.” (Levin, 2001, p. xviii). Because of the ever-looming retirement of several community college leaders, including senior student service affairs officers, community college presidents are being put in a unique situations to hire new team leaders that can help them adapt to the economic, cultural, political, and informational/technological challenges that they encounter. Levin's four Domains of Influencing Globalization of Community Colleges have

been categorized in Table 11 below in evaluating how and what ways these factors influence single campus community college presidents in Illinois decision-making process to identify key competencies that future student affairs officers should possess. Triangulation of the data from interviews, surveys and documents served to present a holistic understanding of this decision-making process,

Table 11

Levin's Four Domains of Influencing Globalization of Community Colleges and their Influence on the Activities at Community Colleges

The Dynamics of Globalization	
Economics	Any global economy affects state revenues that in turn, affect colleges through government funding alterations and policy initiatives.
Culture	Social attitudes and values are imported from the external environment and in which local populations reflect international events such as war and political realignments.
Information	Acquisition, dissemination, and the structuring management of both acquisition and dissemination.

Politics	Signals the role of dynamics of the state in organizational behaviors of college
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Economics

For all four single campus community college president participants the economic domain of today's climate via both local, national and global economics does impact the climate of the community college that they serve. Levin's economic domain directly impacts the internal and external fiscal environment that community college executive leaders must consider when contemplating decisions. These economic decisions impact new higher compensation packages, funding for student support services, and other campus budgetary decisions. As community college executive leaders attempt to maximize their financial resources available to them, the challenge is continuing to support student needs with less. The reality this environment is that both local state and federal financial support has dwindled tremendously. SCCCP1 best articulates this reality with his response, "student enrollment is the number one economic factor that we've struggled with. But I think everyone is on the same page."

SCCCP2 responded to this economic domain by stating that "the one thing that could stop an institution or halt an institution would be funding. And unfortunately in these strong economic times in states like Illinois funding has been on the decline for the last five years." In evaluating the financial landscape for funding support community college new hires could also be impacted. SCCCP3 shared his concern that, "because you want to hire the best....you want to be able offer the amount of money that allows you to retain the most talented candidate." There appears to be a strong relationship based upon the findings of Levin's economic factors related to essential job competencies. Each responded vividly described the importance and impact a

budgetary constraints and enrollment revenue that are impacting college initiatives. These initiatives range from college enrollment, strengthening or creating new college program offerings and have impacted employee attrition. Several of the Chief Student Affairs Officers who serve these institutions because of economic challenges related to retirement are opting to leave institution. This critical reality requires that intentional evaluation economic factors related to the hiring of new chief student affairs officers be examined and thoroughly explored.

Culture

Levin's cultural domain of Globalization of Community Colleges consists of influences that reflect the beliefs, ideas, social norms and behaviors of an institution. Many community colleges have their own distinctive campus climate and cultural influences. These influences were at times influenced by both student demographics surrounding geographic area and executive leadership philosophies. All four participants acknowledged the importance of being able to relate, adjust and assimilate into the perspective campus cultures of their institution. SCCCP1 said, "We're looking for someone who will do a great job and that it's a good fit for our institution." Additionally, SCCCP4 shared that when selecting a finalists to be moved forward for final consideration they are, "looking for people that have our type of characteristics, since we are in rural serving community college institution."

The community college campus culture is a powerful source of socialization. At many community college campuses adjusting and understanding the campus climate is never a simple task. Many institutions of higher education are very intentional when cultivating a genuine student experience for students. This same intentionality should also be afforded to new employees joining a new institution. SCCCP2 illustrated this reality by saying, "I would not hire major leadership position without having the candidate visit the campus, talk to our students, and

meeting the various employee representatives groups of our campus.” For SCCCP3 this relevance was outlined when illustrating the final candidate process at his campus. "we will probably find several people that could do the job. The question is which will be the best fit internally for our culture and for an institution our size, and values what we value.” Each participant clearly outlined the relevance and importance of having a keen understanding and appreciation for its individual campus culture and those within it. *Unanimously, all four recipients identify the importance and relatability to the campus culture that they represent, thus Levin’s cultural domain of Influencing Globalization of Community Colleges has a strong relationship to the findings of this study.*

Information

The information domain incorporates the academic and administrative usage of information and technology and its impact on efficiency and decision-making. More specifically, the acquisition and dissemination of technology and its use to deliver effective arguments to support data-driven decision-making processes are critical for chief student affairs officers. When asked how technology impacts the role of the chief student affairs officers at each of their perspective campus SCCCP1 responded:

I want someone who sees it from both the technical and non-technical, they need to understand scheduling and demand load on courses and what the rules are with the respect of the number of hours that you could put time on task, but I also want that person to be thinking about the twenty-first century lifestyle of the community college student and how to communicate efficiently with them.'

The use of technology to enhance and streamline daily responsibilities in the form of communication methods by leveraging campus enrollment management systems, employee e-mails, educational technological support systems like blackboard, and other electronic are skill sets that are highly recommended to possess when applying for executive leadership positions. As SCCCP3 stated, "the understanding of technology is certainly a positive requisite to have in the field of student services." SCCCP4 mirrored this same sentiment by saying, "as executive leaders we interface with technology and a daily basis, learning to leverage and maximize its potential is often time-consuming but a necessity." It appears that utilizing technology in regards to communication, delivering presentations, sending correspondence and interacting with students and staff are important competencies for CSAO's, *thus Levin's information domain of Influencing Globalization of Community Colleges has a moderate relationship to the findings of this study.*

Politics

The domain of politics within single campus community college campuses includes both internal and external relationships and influences. Externally, local, state and federal government policy can guide or influence how and in which ways community college operates and focuses its resources. SCCCP1 shared a story in how he was successful in navigating the institutional politics to eliminate the Dean of Student Services position and combine its responsibilities into a VP of Student Affairs position, in an attempt to save operational budget resources. This dramatic elimination was very political in the sense that the woman who served in the position had over 15 years of service and had cultivated key relationships with several union representatives and had also ostracized different union representatives. Through strategic political conversations this

decision was carried forward because SCCCCP1 brought together both the student affair services leaders and various union representatives to discuss, evaluate and ultimately support this executive decision.

Throughout the four interviews the predominance of political influence in working with the various campus personnel unions of the campus was revealed. SCCCCP2 shared one experience of the impact of leveraging employee unions to assist in determining the reallocation of learning center space. “In order to achieve success on campus executive leaders must have a keen appreciation for the tradition of the academy and respect for the various employee unions.” Gain the support of the various employee unions has had a tremendous impact on staff morale organizational culture of her institution. SCCCCP4 expressed his need to have political support from the academic side of the campus when promoting their recent chief student affairs vacancy posting:

It doesn't matter, student services may have a lot of great ideas and know exactly what we need to do but if instruction isn't on board with it, if the faculty aren't doing the things in the classroom that they need to be doing as well student services cannot fix the retention problem by themselves. We all have to work together. Instruction has to be an integral part or it won't work. What goes on in the classroom is critical. And fortunately we get a lot of people that get that are interested in that. Faculty and administrative administrators have to want to work together to try to pull some things together.

When making executive decisions that may influence the on boarding of a new administrative team member it is critical that both internal and external political influences are acknowledged and invited to participate in the process. Presidents are very good about

navigating through their internal and external political climate but if they truly want to have greater success with less resistance representation of these internal political constituents should be included. The importance of political capital at the campus level is centered on campus level collaborative strategies to engage and facilitate campus directives and initiative to support student success. *All four respondents outlined this factor as it related to collaboration and moving the college's mission forward, thus Levin's political domain of Influencing Globalization of Community Colleges had a strong relationship to the findings of this study.*

Emerging Themes

Emergent themes are those themes that are not expected based on a review of the data discovered of this study. While no specific list of responsibilities and obligations outside the traditional Chief Student Affairs Officer job functions and duties manifested themselves as a result of the four interviews conducted with the single campus committee college presidents. All respondents agreed that personal knowledge and experiences in the area student services is critical to the Chief Student Affairs Officers position. In terms of this study, no emergent themes were clearly identified as all respondents shared similar responses regarding qualifications, skill sets of potential Chief Student Affairs Officers.

Chapter Summary

“The community college is both responsive to external demands and adaptable in meeting these demands.” (Levin, 2001, p. xviii). Because of the ever looming retirement of several community college leaders including senior student affairs officers the community colleges president are being put in unique situations to hire new team leaders that can help them adapt the economic, cultural, political, and informational/technological challenges that they encounter. The conceptual framework that has been most considered for this study is based on John S. Levin's

(2001) research regarding community colleges organizational behaviors. His theory focuses on four domains that are related to economic, cultural, political, and informational/technological paradigms of a college. Since filling high-level administrative team member's positions at community colleges can typically be influenced by various factors related to an institutional politics, economic constraints, cultural demographics, and technological the need to identify a conceptual framework to investigate these variables was sought. Therefore Levin's (2001) four domains of globalization for community colleges was applicable to this study

Student's affairs professionals in higher education are expected to provide leadership in many ways on their campuses. A major goal of student affairs professionals has been to work collectively to provide leadership for various functional areas to facilitate the development and maintenance of college campus environments that promote holistic learning and development of students (Barr & Desler, 2000). Many challenges and difficulties have arisen as these professionals work together to meet the needs of students and the goals of their individual departments. The purpose of this study was to explore essential personal attributes and abilities needed by future Chief Student Affairs Officers as perceived by for single campus community college president in Illinois. This chapter provides provided the background and context of the study, the guiding questions, the information regarding the participants, and the findings related to each guiding question.

Additionally, as part of the case descriptions, substantial narrative of participant provides the setting context, as well as a detailed portrait of the individual participants. Pseudonyms, which are fictitious names given study patients, were assigned to protect each contributor's identity. Participants were assigned a pseudonym in indicated by single campus community colleges president one (SCCCP1), single campus community colleges president two (SCCCP2),

single campus community colleges president three (SCCCP3), and single campus community colleges president four (SCCCP4). The same pseudonyms were maintain throughout the study, including the biographical narrative.

The findings of this study, which were gathered by interviews, observations, and via a document review, were presented in Chapter 4. The four single campus community college presidents (SCCCP) shared their perspectives on what essential competencies, functions, skills, and abilities, challenges, and leadership potential are needed by aspiring Chief Student Affairs Officers. All four participants recognized the importance of creating a quick efficient transparent process that would not lose potential candidates; they also agreed that the job description should reflect the true impact of the position on campus. The study found that trust, problem-solving, understanding of assessment and campus culture were all competencies that the study participants agreed were important in new Chief Student Affairs hires. They all revealed examples of Levin's four Domains of global influences presented by Levin (2001) established a credible professional lens that could potentially influence the president's decision process for identifying the next CSAO at their campus.

CHAPTER 5: DISCUSSION, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

The role of the Chief Student Affairs Officer (CSAO) is considered one that positively enhances the quality of life and encourages the personal growth and development of students. Developing an understanding of today's community college presidents hiring decisions when seeking to identify his or her next Chief Student Affairs Officer (CSAO) is important because they provide leadership to help the institution achieve educational excellence. Effective leadership from the Chief Student Affairs Officer is essential for the success of campus initiatives.

This qualitative study explores the competencies that single campus community college presidents in Illinois seek when hiring their next Chief Student Affairs Officer. In reviewing the literature, the literature highlights trends involving competencies being sought by administrators when selecting a new administrative team members but did not focus on chief student affairs officers. For this study, interviews were convened and the four guiding questions of this study were cluster into interview questions and then directed at four single campus community college presidents in Illinois. The purpose of the interview questions was to gain a better understanding of what each of them perceives to be valuable in the decision-making practices to identify and then hire their next Chief Student Affairs Officer. This concluding chapter provides the initial discussion, conclusions and implications and proposal recommendations for future research. It also introduces the Zuniga Selection Model, as a valuable framework that deconstructs the decision process by providing action steps to assist with this selection process for campus

stakeholders. The Zuniga Selection Model is a strategy accompanied by sample questions for both potential candidates and institutions to ensure that all facets of the hiring process are covered.

Discussion

Chief Student Affairs Officers are responsible for providing senior leadership and overall planning for all administrative areas as assigned by the college president. They work collectively to provide leadership for various functional areas to facilitate the development and maintenance of college campus environments and student success. While much has been written about student affairs professionals' mid-career level traits, limited research has been conducted on the competencies that single campus community college presidents in Illinois are in search for when hiring a Chief Student Affairs Professional. Developing an understanding of today's community college presidents hiring decisions process is important. Community colleges, like other institutions of higher education, are facing growing challenges and preparing for the succession of leadership of their institution. Eddy and VanDerLinden, (2006) and Levine (2004) predicted that community colleges and their presidents would function in an environment characterized by a variety of challenges.

This qualitative study seeks to examine the competencies that single campus community college presidents identify when selecting and hiring their next Chief Student Affairs Officer. This study consists of interviews from four single campus community college presidents to gain their perspective on the competencies that impact CSAO hires. In-depth interviews served as a primary resource for the study, in addition to written materials obtained to document collection, observational field notes, and journal entries performed by the researcher. As part of the case descriptions, substantial narrative provides the setting context, as well as a detailed portrait of the

individual participants. Pseudonyms, were assigned to protect each contributor's identity. Though the research data focus on single campus community college presidents in Illinois, transferability of the findings and implications could be extended beyond single campus community college presidents to all community college presidents.

The literature review provides the framework that was used to organize and analyze the data of this study. A brief history of the American Community College system was document and included a summary of the organizational structure of single campus community colleges, the role the community college president, and the role of the chief student affairs officers. This research was grounded and focused on the perspectives of the four participants and their belief of the necessary competencies to be of significant value when identifying the hiring of a Chief Student Affairs Officer. The literature review also briefly explores the history of student affairs and documents previous research on the competencies that are important for student affairs practitioners. Finally, the chapter describes the primary conceptual frameworks of John Levin's 2001 four domains of influence with the construction of globalization political, cultural, economical and technology factors that is used to analyze the date of this research.

This study was a qualitative case study situated in the imperative paradigm. The conceptual theory used to connect the study was centered on the competencies and organizational hiring recommendations that community college presidents consider when hiring a new chief student affairs team member. The collection of the data allowed for in-depth examination of perceptions of the competencies, function, responsibilities, and challenges that they believe are relevant for senior chief student affairs officers to possess.

Consequently, chapter five includes a discussion of the research topic including a summary of the findings. It also includes a summary and recommendation of the conclusions organized by the four guiding questions of this study, implications to the community colleges, an introduction to the Zuniga Selection Model, as a valuable framework that provides a means to evaluate the effectiveness of hiring policies and procedures and recommendations for future research.

Conclusions, Implications, and Recommendations

The study found that planning to replace or identify a new Chief Student Affairs Officer is of great importance. The following section provides conclusions, implications stemming from those conclusions and recommendations resulting from those conclusions in relationship to the guiding questions of this research.

Community colleges are faced with unprecedented challenges from external forces that are connected to social, economical, technological, cultural factors. The primary conceptual framework that was utilized for this study is based on John S. Levin's (2001) research regarding community colleges organizational behaviors. During the early 1990s, Levin conducted a seven case comparative study of community colleges located in the United States and Canada and developed an analytical framework grounded in the theories of globalization and organizational change. His aim was to determine the extent to which globalization forces affect and influence community colleges.

Levin titled his models four components of influence as The Domains of Globalization: economic, cultural, information (technology) and political. These four domains help foster an understanding of the influence of globalization on aspects of the community college. Since replacing high level administrative positions at community colleges typically entails an

organizational process and sequence of processes related to institutional politics, economic constraints, culture demographics, and technological insight the need to identify a conceptual framework that would investigate these variables was sought and identified.

The presidents of Single Campus Community Colleges have many duties and responsibilities that impact the mission and vision of the organization. For most single campus community colleges, members of the board often have direct input on who is hired to represent the institution. In considering these hiring decisions it is critical that community college president's perspectives about relevant competencies be explored and considered.

Globalization in the areas of economics, culture, information, and politics are challenging community college presidents hiring recommendations. Many hiring managers want to ensure that these positions are filled by individuals who possess the essential skills and abilities and the proper academic training to help lead an institution. This puts community college presidents in a unique position to replace a significant portion of their leadership team with candidates who possess the competencies that they believe are necessary to further the mission of their institution however in order to do this the marketing process, hiring process, and onboarding process of new employees needs to be examined

This study intends to provide the next wave of Illinois SCCCPC's with information on the competencies they might consider in searching for a new chief student affairs officer. Moreover, the study also aims to provide insight for the mid-level student affair practitioner who might seek to compete for a CSAO position. Finally, the study aims to enhance the literature on the changing roles and responsibilities of chief student affairs officers in Single Campus Community Colleges in Illinois.

Guiding Question 1: What essential competencies are vital for future Chief Student Affairs Officers?***Conclusions***

All four participants of this study recognized the future Chief Student Affairs Officers should possess a genuine appreciation and respect on how student engagement impacts student success. Moreover, they felt strong future Chief Student Affairs Officers' candidates should possess strong characteristics related to trustworthiness, problem-solving and assessment. They also felt that those candidates who are also able to articulate and implement student affairs strategies around retention and persistence are perceived as strong candidates. Finally, candidates who possess strategic planning experiences and successes are additional qualities that are considered of importance. Additionally, three of the four participants believed that a terminal degree in a relevant field related to higher education was of great importance and relevant to the position.

Implications

Hiring the right administrative team member is in part dependent upon the community college hiring practice and the candidates experience and competencies. The presidents in the study suggests that essential competencies related to the field of student affairs and a proven track record of success are important in considering a new cabinet member. These experiences are of importance to the president because they rely heavily on the Chief Student Affairs Officers to be in control of student engagement metrics, student persistence metrics, and student retention metrics all of which can either positively or negatively impact graduation and completion rates.

All four participants agreed that a poor hiring decision can negatively impact the institution. This is why it is critical that the hiring practice be efficient, relevant, and true to its

job description. As community colleges continue to contend with administrative retirements, budgetary shortfalls, and other hiring variables, the findings of this research could potentially assist community college presidents hiring recommendations when attempting to hire or replace a new Chief Student Affairs Officer.

Recommendations

For potential candidates interested in competing Chief Student Affairs positions within Single Campus Community Colleges in the State of Illinois it is imperative that they...

1. Seek opportunities to enhance their understanding of student development theories and the implications that they present to help support student success.
2. Establish routines, functions, and processes with clear outcomes and metrics that impact student success.
3. Become quite familiar with the organizational structure of the institution that you are applying to.

For institutions interested in identifying and hiring Chief Student Affairs candidates it is imperative that they...

1. Develop a campus leadership Institute that identifies, facilitates and trains potential future Chief Student Affairs leaders on student development theories and practices in-house.
2. Clearly define and outline the official job description of the Chief Student Affairs Officers role of your institution

Guiding Question 2: What is the function of your campus Chief Student Affairs Officers?***Conclusions***

Based on interview and survey responses, the primary function of the Chief Student Affairs Officers is to support student success. The Chief Student Affairs Officers is typically second in command in planning, coordination, budgetary management, and leadership for the division of Student Affairs. Their role is primarily focused on developing, nurturing, and maintaining positive relationships with senior level administrators across functional areas of the college.

In addition to providing oversight over student success outside the classroom the Chief Student Affairs Officers are senior leaders of the institution and are often required to step up and take part in discussions about campus strategic planning, student success, and retention. The Chief Student Affairs Officers are also required to work collaboratively with colleagues in academic area of the campus to ensure strategic initiatives are completed and satisfied. All four participants also indicated that the Chief Student Affairs Officers position is robust and requires various professional attributes to help ensure success and career longevity.

Implications

As indicated in the purpose statement, the study is looking for the competencies that Single Campus Community College Presidents believe to be important when selecting and identifying a Chief Student Affairs Officer. The participants agreed that the Chief Student Affairs Officers' responsibility is to work collaboratively and closely with the campus president and other campus administrators. This collaborative partnership is rooted in understanding the strategic goals of the institution and to ensure that support services are available for students.

Additionally, each participant referenced the importance of the hiring process and some of its pitfalls. Two of the four participants indicated that the hiring process at their current institution is considered to be too lengthy and could potentially discourage a qualified candidate from applying and competing for the position. While each agreed that screening applicants and verifying references is of great value, the interview process can be somewhat cumbersome. Successful candidates who make it through the screening process are typically invited to participate in a campus forum that allows campus stakeholders to engage and interact with potential candidates.

Recommendations

For potential candidates interested in competing for Chief Student Affairs positions within Single Campus Community Colleges in the State of Illinois it is imperative that they...

1. Be well-versed in all aspect of the CSAO's position and that they familiarize themselves with the hiring process of that particular institution
2. Become aware of challenges typically encountered by CSAO's in order to support their success.

For institutions interested in identifying and hiring Chief Student Affairs candidates it is imperative that they...

1. Develop a "grow your own" practice that incorporates professional development opportunities for candidates interested in competing for CSAO positions on campus
2. Regularly review who was on hiring committees to determine whether or not it includes practitioners that have student development experience and that interview questions are relevant to the discipline of student affairs.

Guiding Question 3: What are the greatest challenges facing future Community College Chief Student Affairs Officers?***Conclusions***

Since community college presidents are responsible for the day-to-day operations of the campus budget and provide direct supervision for all management initiatives identifying personnel roadblocks is of great value. There is no denying that the community college presidency is a complex and multi facet position. To accomplish good decision-making, single campus presidents need to have a understanding of the budgetary constraints that hinder the success of student service initiatives and personnel.

Implications

Overwhelming when asked the question all participants identified the decrease in budget funding as one of the greatest challenges facing future Community College Chief Student Affairs Officers. Each participant cited the decline of state funding as the most important challenging factor. At a time when nationally, community colleges are being asked to provide more workforce training and access for students to enter higher education and move into the middle class, it's concerning," said SCCCP1. This was confirmed by SCCCP2 and SCCCP3 as they too stated that the number one factor that poses the greatest challenge facing future community college Chief Student Affairs Officers is related to budget constraints. Three of the four respondents described the importance of accountability as an additional challenge facing future Chief Student Affairs Officers. Accountability measures are often tied to budgetary constraints and resources and since the overwhelming response to the greatest challenges is funding and having the adequate resources to support students is significant.

Recommendations

For potential candidates interested in competing Chief Student Affairs positions within Single Campus Community Colleges in the State of Illinois it is imperative that they...

1. Have clear expectations of the official job description and to whom the position reports to when seeking to apply for a vacant CSAO position.
2. Consider utilizing "secret shopping" techniques and visit the campus on their own time to get a sense of the campus environment and culture in which they are seeking employment.

For institutions interested in identifying and hiring Chief Student Affairs candidates it is imperative that they...

1. Regular review and update the official job description of the CSAO so that the roles and responsibilities align with best practice student affair standards.
2. Allow for candidates to meet with campus stakeholders before the official interview process.

Guiding Question 4: How does your Chief Student Affairs Officer's responsibility change when the college president is absent?

Conclusions

The intent of this question was to identify how the Chief Student Affairs Officers role changes when the campus president is temporarily separated from the institution. All four respondents reported that the Chief Student Affairs Officers responsibility is enhanced when the college president is away from campus. As one of the executive members of institution campus strategic objectives and priorities must be met when the college president is on campus or off campus.

Implications

As indicated earlier, the purpose of this study was to identify the competencies that single campus community college presidents believed to be significant when identifying a Chief Student Affairs Officers to join his or her executive cabinet. Among these competencies is a recommendation to identify not just candidates who have student affairs experience but candidates who have strong leadership skills to help lead institution case the college president is absent. Higher education institutions including community colleges are complex organizational systems that requires constant adaptive leadership. In many instances the college president's role expands beyond the campus perimeter. Many community college presidents find themselves away from campus advocating for new funding support and innovative workforce partners.

Recommendations

For potential candidates interested in competing Chief Student Affairs positions within Single Campus Community Colleges in the State of Illinois it is imperative that they...

1. Clearly understand their leadership style and ability to articulate best practices that highlight leadership accomplishments.
2. Candidates, in general, should be aware of any internal biases that hinder the professional growth of CSAO's.

For institutions interested in identifying and hiring CSAO it is imperative that they...

1. Clearly understand what leadership style fits best within their institution and seek those attributes from the candidates.
2. Develop an onboarding process that clearly articulates any internal or external biases that can hinder employment longevity for future CSAO's.

Recommendations for Future Research

This study explores the perceptions of four single campus college presidents in Illinois and what they perceived to be the competencies required in identifying a Chief Student Affairs Officer. At single campus community colleges presidents and their executive teams are tasked with the responsibility to ensure that those attending are provided with quality instruction and the necessary support services to be successful. The typical single campus organizational structure of the community college usually has a governing board of trustees who establish policy for the college. These board members are also responsible for having the final approval on top executive new hires, which whom are tasked with executing institutional policy and ensuring student success. The result of the study point towards the need for distant research in a few areas, namely regarding personal attributes, abilities and professional experience the vital for CSAO's.

Ongoing research and scholarly discourse regarding the scope and content of competencies will continue to be critical as the student affairs profession intentionally designs and implements professional preparation programs and professional development to educate the people who work within the area of student affairs. There are many other avenues that the research can follow. These include:

1. Conducting a future study that explores whether attributes skills and abilities differ due to regionalism location nationally or internationally?
2. Replicating these findings with CSAO's who have successfully completed grow your own leadership Institutes instead of college presidents, would allow for comparisons of the findings.

3. Replicate a study that includes college presidents within multi-community college campuses/district to validate if the same competencies are identified in a multi-campus system.
4. Replicating study from other states and geographic location, replication of the study and other states would allow for comparisons of the findings

Community colleges are a vital part of the post-secondary education delivery system for the United States, providing open access to higher education. Without community colleges, millions of students and adult learners would not have access to higher education. Within this complex organization the role of Chief Student Affairs Officers is constantly evolving. Today's Chief Student Affairs Officers is expected to be a collaborative leader who can articulate student-centered philosophies. Most importantly, they are held accountable for coordinating and implementing student retention initiatives while cultivating an environment where students thrive, achieve academic excellence, and complete educational goals. These individuals often oversee college policies, extracurricular involvement, social and emotional development and are held accountable for student success. In instances when the College president is absent from the institution they assume accountability to keep the institutional mission of the college on track.

Zuniga Model For Community College Hires

Given the challenging decisions community college presidents must confront in response to increasing enrollments, decreasing revenues, and heightened expectations, it is imperative to understand how and why presidents hire/recommend Chief Student Affairs Officers to be part of their administrative team. The hiring of senior administrators at single campus community colleges requires institutional planning, evaluation, analysis, and implementation in terms of a strategic planning. Hiring the right administrative team member is in part dependent upon the

community college presidents hiring approach to identify competencies. The purpose of this study is to identify the essential competencies that are preferred by single campus community college president in Illinois when hiring new Chief Student Affairs Officers.

The Zuniga Model for Community College hires (See Figure 5) is designed to provide single campus community colleges a process for hiring based on the findings of this research. A model is needed to assist college leaders to systematically engage in the decision-making of identifying the next Chief Student Affairs Officer. Developed by the researcher, the goal of the Zuniga Model for Community College hires is to give college presidents and hiring committee members a structured process to follow in the decision-making process identifying their next Chief Student Affairs Officer. The researchers findings are drawn from survey questionnaires, interview transcripts, and documents produced by the study site. Recommendations are based on the findings and consistent with the best practices set forth in literature from the field of training and development.

Figure 4. Zuniga Model for Community College Hires

<p>Step 1: Evaluate the Official Job</p> <p>Description</p> <ul style="list-style-type: none"> • Functionality • Transparency 	<p>Step 3: Embedding Campus Culture</p> <ul style="list-style-type: none"> • Community Forums • Shadow Opportunities
<p>Step 2: Marketing and Visibility</p> <ul style="list-style-type: none"> • Recognize diversity • Inclusivity 	<p>Step 4: Finalizing the Onboarding Process</p> <ul style="list-style-type: none"> • Entry Surveys • Mentoring

Steps 1–4

Step One of the Zuniga Model is the Identification of the Official Chief Student Affairs job description and its function/purpose. The content of official Chief Student Affairs job postings should provide an initial indicator to prospective candidates of the outcomes that institutions will expect of them as well as of the competencies that administrators believe will be necessary to achieve those outcomes. The official postings present a first impression of the underlying institutional values that will guide the desired means of accomplishing outcomes. Thus, the job description also outlines the reporting structure and describe the required qualifications, minimum requirements, working conditions and clarifies what a potential candidate is responsible for completing. The official job description provides potential candidates with a transparent description and main objective of a position and assists them in determining if they can perform the duties of the position. Candidates who determine they are qualified to perform these duties and meet the minimum qualifications should consider applying. Preparing a thorough, complete job description is a critical first step in the selection process.

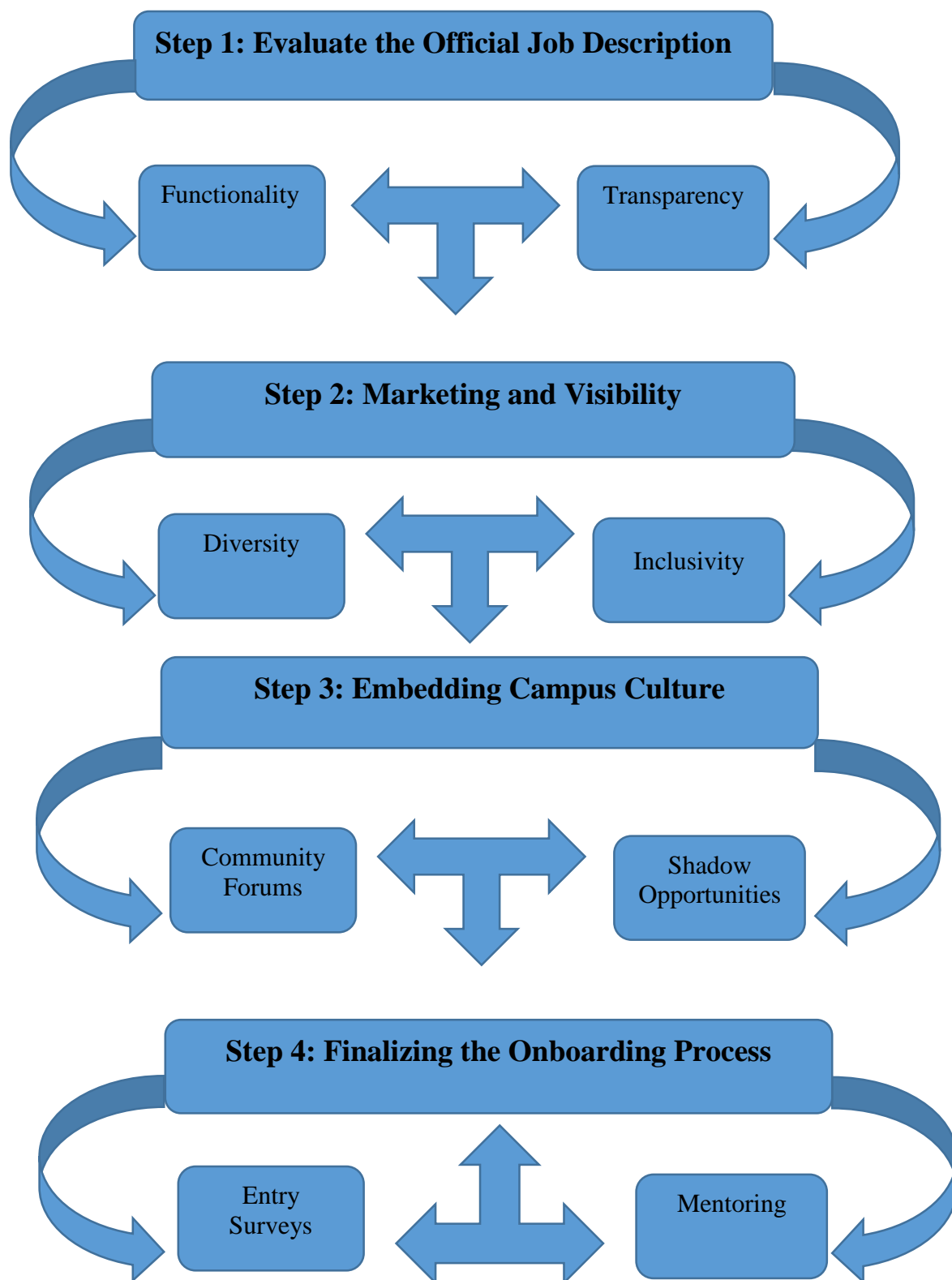
The second step of the Zuniga Model for Community College hires if implemented may assist and aid institutions with a strategic process in which to evaluate and identify areas of improvement. The model also is designed to assist in strengthening both internal and external marketing initiatives to identify and hire the best potential candidate to fill their executive positions. In order to identify the best potential candidate is important to market and provide visibility around the position. Institutions can do this by outsourcing or contracting local national marketing or consulting firms that specialize in diversity and inclusivity.

Step three of the Zuniga Model for Community College hires highlights the importance of embedding campus culture within interview process. Hiring is arguably one the most

important activities performed in any organization some community colleges may overlook this process and ignored the value interacting with college stakeholders and constituents. The need to include community forums and shadowing opportunities are also valuable components to this model. The last step of the Zuniga Model for Community College hires emphasizes the importance of developing and on boarding process for new employees. In today's college environment it's easy to lose individual accountability for hiring decisions. Along with campus presidents campus stakeholders play vital role in identifying the best qualified candidate to join her executive team.

The goal of the Zuniga Model for Community College hires is provide committee college presidents and stakeholders with a method to improve and enhance the process to identify qualified candidates to compete for executive positions at their campuses. If community colleges embrace this hiring model is it can help identify a greater talent pool, assist in the creation of developing interview questions related to student affairs, can assist institutions underscore the importance of their campus culture and environment, gain the support from administration and department chairs and other student leadership, introduce a method of assessing and evaluating strengths and weaknesses within the hiring process of an institution and finally provide the institution with data related to experiences candidates have drawn from being involved in the current process.

Figure 5. Zuniga Model for Community College Hire Flow Chart



Biographical Sketch

Isaac D. Zuniga, has over 20 years of combined student affairs experience from Chicago and Arizona. He is currently serving as a mid-level student affairs administrator reporting directly to the campus president and is responsible for administrative leadership of the eight divisions of student services, at local community college in Chicago. He also served on the Illinois Community College Board Latino Advisory Committee and is an adjunct faculty member who teaches an Interdisciplinary Studies College Success course. Prior to his relocation to Chicago, he worked at community college in Phoenix Arizona for nearly 10 years in various student services positions including college advising, recruitment, and financial aid.

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Appendix A: Informed Consent

Thank you for agreeing to participate in this study that will take place beginning December 15, 2011 and ending March 2012. This consent form outlines the purpose of the study and provides a description of your involvement and rights as a participant.

I consent to participate in a research project conducted by Isaac D. Zuniga, a doctoral student at National Louis University located in Chicago, Illinois.

I understand that this study is entitled Chief Student Affairs Officer's Competencies: Perspectives from Community College Presidents in Illinois. The purpose of this study is to identify the essential competencies that single campus community college president in Illinois consider to assist community college president's hiring decisions as it relates to hiring new chief student affairs officers.

I understand that my participation will consist of a taped interview lasting 40–60 minutes in length with a possible second, follow-up interview lasting 25–45 minutes in length. I understand that I have the right to request a copy of my transcribed interview to verify and clarify the information. I understand there are no anticipated risks or benefits to me, no greater than that encountered in daily life. Further, the information gained from this study could be used to assist community college president's hiring decisions as it relates to chief student affairs officers.

I understand that I can withdraw at any time until the completion of the dissertation. I understand that only the researcher, Isaac D. Zuniga, will have access to a secured file cabinet containing all transcripts, tape recordings, and field notes from the interview(s) in which I participated.

I understand that the results of this study may be published or otherwise reported to scientific bodies, but my identity will in no way be revealed. I understand that in the event I have questions or require additional information I may contact the researcher: Isaac D. Zuniga, 2272 S. Archer 2-G Chicago, Illinois 60616, or by email at: isaaczuniga@msn.com.

I have been informed that if I have any concerns or questions before or during participation that I feel have not been addressed by Isaac D. Zuniga, I may contact his Primary Advisor and Dissertation Chair: Dr. Dennis Haynes, National Louis University, 122 South Michigan Avenue, Chicago, Illinois, 60603, (312) 261-3728; Email address: dennis.haynes@nl.edu.

By checking the box below, I certify that I have read and understand the information provided and that I give my consent to participate in the study:

I acknowledge that I have read the above information and I further give my consent to participate in the study.

Participant's Electronic Signature: _____ Date: _____

Researcher's Electronic Signature: _____ Date: _____

Appendix B: Demographic Questionnaire for Study Participants

Participant Name: _____ Date _____

Please complete this demographic survey/questionnaire for this study.

1. Gender: Male Female
2. Ethnicity Asian or Pacific Islander American Indian or Alaskan Hispanic
 Black, non-Hispanic White, non-Hispanic
3. Age Group 41–45 years 46–50 years 51–55 years Over 55 years
4. Indicate your highest degree earned. Doctoral Masters Bachelors Other
5. How long have you been the college president at your current institution?
 0–5 years 6–10 years 11–15 years 16–20 years 21+ years
6. Size (Annual FTE) of your institution:
 Less than 2,000 2,000–5,000 5,000–10,000 Over 10,000
7. Within the last five years have you hired a new chief student affairs officer?
 Yes No
8. Do you anticipate hiring new chief student affairs within the next five years?
 Yes No
9. Current Position: Job Title: _____
State: _____ Number of years in previous position: _____
10. Please list the three previous positions you've held prior to your current position
Job Title: _____
State: _____ Number of years in previous position: _____
Job Title: _____
State: _____ Number of years in previous position: _____
Job Title: _____
State: _____ Number of years in previous position: _____

Please rate by placing an X on how important you believe each competency contributes to the success of chief student affairs officers in Community Colleges:

	Very Important	Important	Somewhat important	Not Important	Not Very Important
Analysis					
Assessment					
Clear Direction					
Collaboration					
Diversity					
Empathy					
Innovation					
Leadership					
Problem Solving					
Risk Taking					
Speaking/Writing					
Strategic Thinking					
Team Building					
Trust					
Vision					
Other:					
Please rank in order, the top 3 competencies that you believe are most important for chief student affairs officers to possess and why?					
1.					
2.					
3.					

Thank you for taking time from your busy schedule to complete this questionnaire. Your careful responses will provide substantive depth and clarity to this study and will aid in providing necessary context. Isaac D. Zuniga, Doctoral Student, National-Louis University

Appendix C: Mapping Interview Questions to Driving Questions

Driving Questions	Interview Questions
<p>What essential competencies are vital for future chief student affairs officers?</p> <p>What is the function of your campus chief student affairs officer?</p> <p>What are the greatest challenges facing future community college chief student affairs officers?</p> <p>How does your chief student affairs officer responsibility change in your absence?</p>	<p>What internal and external factors contribute to the hiring of new chief student affairs officer?</p> <p>What political factors contribute to the hiring of a chief student affairs officer?</p> <p>What economic factors contribute to the hiring of a chief student affairs officer?</p> <p>What cultural factors contribute to the hiring of a chief student affairs officer?</p> <p>What technological factors contribute to the hiring of a chief student affairs officer?</p> <p>What is the process to hire a new chief student affairs officer?</p> <p>What are some of the strengths and/or weaknesses of this process?</p> <p>What are the leadership expectations of your chief student affairs officer?</p> <p>What related experiences are considered when identifying a chief student affairs officer?</p> <p>What professional experiences are vital for future chief student affairs officer to possess?</p> <p>In your opinion how is the hiring of a chief student affairs officer linked to student success?</p> <p>How often do you involve your chief student affairs officer when making decisions for the college?</p>